

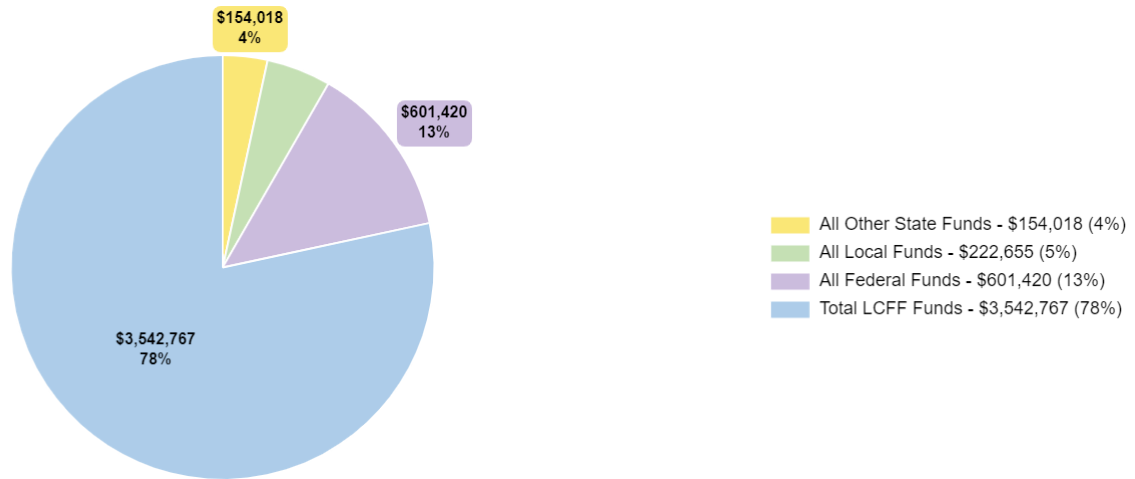
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Vista Springs Charter
 CDS Code: 37771560137323
 School Year: 2021-22
 LEA Contact Information: Amy Podratz |
 amy.podratz@springscs.org | 9512257764

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).

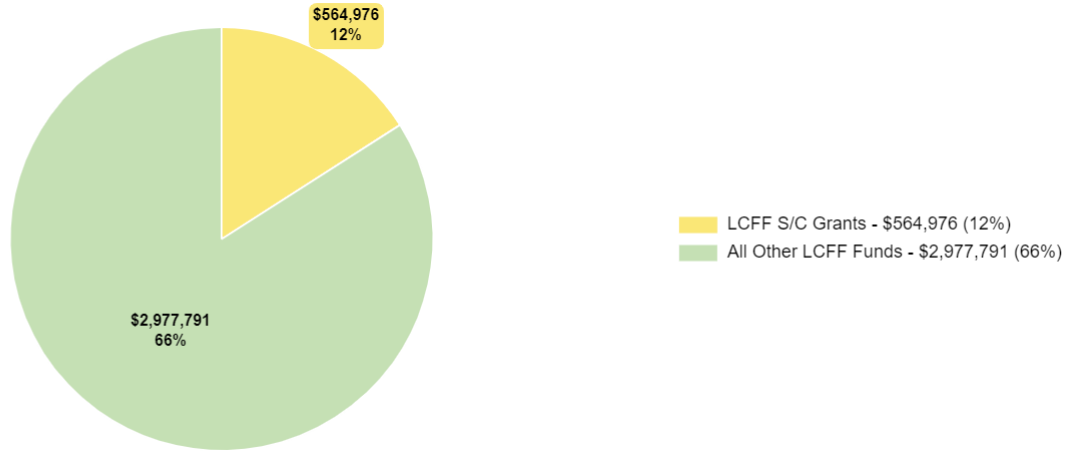
Budget Overview for the 2021-22 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$154,018	4%
All Local Funds	\$222,655	5%
All Federal Funds	\$601,420	13%
Total LCFF Funds	\$3,542,767	78%

Breakdown of Total LCFF Funds



Source	Funds	Percentage
LCFF S/C Grants	\$564,976	12%
All Other LCFF Funds	\$2,977,791	66%

These charts show the total general purpose revenue Vista Springs Charter expects to receive in the coming year from all sources.

The total revenue projected for Vista Springs Charter is \$4,520,860, of which \$3,542,767 is Local Control Funding Formula (LCFF), \$154,018 is other state funds, \$222,655 is local funds, and \$601,420 is federal funds. Of the \$3,542,767 in LCFF Funds, \$564,976 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

Budgeted Expenditures in the LCAP



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

Vista Springs Charter plans to spend \$4,150,505 for the 2021-22 school year. Of that amount, \$4,090,000 is tied to

actions/services in the LCAP and \$60,505 is not included in the LCAP.

The budgeted expenditures that are not included in the LCAP will be used for the following:

As we are still dealing with cost implications that the Covid-19 pandemic has created, additional costs continue to arise with respect to ensuring safe reopening of our sites and returning students to in-person instruction. Additional costs are being monitored and accounted for in the 21-22 Preliminary Budget.

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

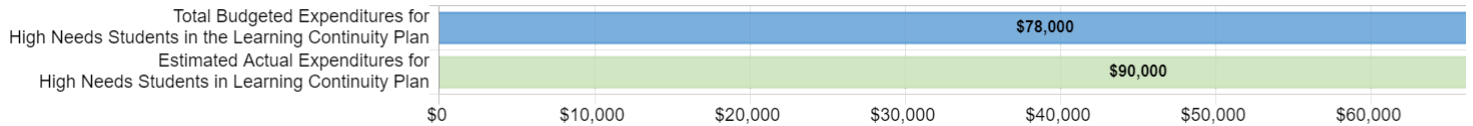
In 2021-22, Vista Springs Charter is projecting it will receive \$564,976 based on the enrollment of foster youth, English learner, and low-income students. Vista Springs Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Vista Springs Charter plans to spend \$550,000 towards meeting this requirement, as described in the LCAP.

The additional improved services described in the LCAP include the following:

The school continues to assist families via the comprehensive food program ensuring that all children are able to participate. The additional costs of operating this program are associated with the supplemental and concentrated funding. This program will continue until the federal government deems the program unnecessary.

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

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



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

In 2020-21, Vista Springs Charter's Learning Continuity Plan budgeted \$78,000 for planned actions to increase or improve services for high needs students. Vista Springs Charter actually spent \$90,000 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
Vista Springs Charter	Amy Podratz Assistant Superintendent of Administrative Operations	amy.podratz@springscs.org 9512257764

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

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

Teaching and Learning: Maintain high quality, rigorous Common Core State Standards curriculum and instruction to maintain/strengthen California Assessment of Student Performance and Progress (CAASPP) achievement through research-based practices and teacher training.

State and/or Local Priorities addressed by this goal:

State Priorities: 2

4

Local Priorities: Aligned with charter document

Annual Measurable Outcomes

Expected	Actual
Mastery-based curriculum: committee designated to implement mastery-based curriculum.	Completed.
SBAC (ELA): Maintain or increase all change rates.	2019 Dashboard (ELA) baseline status: 0 points above standard
SBAC (Math): Maintain or increase all change rates.	2019 Dashboard (Math) baseline status: 62.2 points below standard

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Based on feedback from users, continue to refine the Common Core-based curriculum which incorporates modular units to scaffold and have modified assignments to support all students, including struggling students. Develop Springs' I Can curriculum including online curriculum, homeschool boxsets and "Make it-Take it" workshops. Purchase textbooks, materials, and online subscriptions to support this goal.	\$5,000 \$1,500	\$15,267.54 \$67,245.02

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>ELA - Data-Driven Instruction: Use individual, significant sub-group, and school-wide CAASPP data to drive instruction. Using this data, teachers and administrators will identify strengths and weaknesses and implement research-based strategies in order to maintain/increase overall and significant subgroup achievement. The following assessments will be used and inserted into local level Dashboard to measure achievement: benchmark exams and diagnostic assessments. Each year these will be reviewed multiple times with teaching staff to ensure achievement maintenance/growth. Assessments used will include Illuminate assessments and i-Ready. The charter will prioritize subgroups that measure on Dashboard as red, orange, poorer than overall, and declining/significantly declining.</p>	\$500 \$10,000	\$3,718.24 \$11,580.30
<p>Math - Data-Driven Instruction: Use individual, significant sub-group, and school-wide CAASPP data to drive instruction. Using this data, teachers and administrators will identify strengths and weaknesses and implement research-based strategies in order to maintain/increase overall and significant subgroup achievement. The following assessments will be used and inserted into local level Dashboard to measure achievement: benchmark exams and diagnostic assessments. Each year these will be reviewed multiple times with teaching staff to ensure achievement maintenance/growth. Assessments used will include Illuminate assessments and i-Ready. The charter will prioritize subgroups that measure on Dashboard as red, orange, poorer than overall, and declining/significantly declining.</p>	See Above (1B)	See Above (1B)
<p>Continue to develop staff during five staff development/data day trainings each year. Agendas will be developed based on the results of internal and state achievement data. Staff development will include NGSS implementation, CCSS mastery based instruction and using student achievement data to drive instruction. Staff will also attend external conferences and workshops.</p>	\$20,000 \$1,500 \$8,000	\$12,216.61 \$4,419.94 \$445.61
<p>Ensure teachers are credentialed in content areas, per independent study guidelines.</p>	\$4,000	\$1,528.12

Goal Analysis

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

All of the funds budgeted were implemented and used to support students, families, teachers, and staff.

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

Successes:

The charter implemented all of the actions as listed above. Even through the COVID pandemic in the springs of 2020, students were given the opportunity to thrive in their subjects, and staff continued with professional development - all online. While the delivery of the content was different, the goals of student and staff success remained the same.

Challenges:

While the pandemic was challenging and required a tremendous amount of flexibility from all stakeholders, the charter's students and staff continued the path of teaching and learning. Overall, it was a challenging time; however, our initial indications through iReady assessments shows there was no tremendous loss of learning. Student assessments are ongoing, and the school has a plan to fill any gaps that were widened during distance learning.

Goal 2

High School: Support college and career readiness for all students in grades 9-12 by increasing enrollment in CTE courses, increasing enrollment in A-G approved coursework and sequence, improving 11th grade CAASPP results, providing concurrent/dual enrollment opportunities, advertising Golden State Merit Diploma, and other specialized/personalized options.

State and/or Local Priorities addressed by this goal:

State Priorities:

7
8

Local Priorities: Aligned with charter document

Annual Measurable Outcomes

Expected	Actual
Increase CTE/Internship participants per SIS.	CTE participants increased from 3 in 2018-19 to 6 in 2019-20. No significant change in internship participation from 2018-19 to 2019-20.
Concurrent/Dual enrollment opportunities: Four marketing pieces annually with college offerings at two sites.	9 college course units earned in 2019-20, an increase of 5 units compared to 2018-19.
Teacher assignment report: 100% compliant per independent study guidelines.	A-G Mastery Course packs were completed. 11th grade testing group does not meet the minimum number of students to be statistically significant and posted publicly. Charter is maintaining internal data for baseline use. No graduates have yet met the GSSMD eligibility requirements; the school did disseminate information regarding the program throughout the year, and school counselors will continue to make families aware as the graduating class size increases.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
To increase career-readiness, the charter will further develop and advertise course offerings in the areas of Career-Technical Education (CTE) and internships. The charter will offer one additional CTE pathway offerings. The charter will also increase internship participation among our high school students by advertising offerings in three ways.	\$7,000 \$100	\$8,030.04
To increase college-readiness, the charter will offer two college courses on one campus, through a vendor, or online for students to attend for dual credit (college and high school).	\$2,000	\$1,315.25
Continue revising a-g courses to make them mastery-based. The revised courses will include modules designed for mastery and will include options for remediation to ensure successful completion by students. Revise grade 10 a-g courses.	\$1,000	\$2,813.02
Advertise Golden State Merit Diploma by marketing to all high school students through at least 3 delivery methods.	\$4,500	\$3,940.22
Continue to use individual, significant subgroup, grade level internal assessment and cluster data to drive instruction at the beginning of grade 9 to identify high school area strengths and weaknesses and implement research-based strategies to maintain/increase CAASPP grade 11 "met" or "exceeded" and/or "ready" or "conditionally ready" EAP scores. Assessments will include i-Ready and Illuminate. Revise curriculum and/or practices, as appropriate.	\$6,000	\$260.85

Goal Analysis

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

All of the funds budgeted were implemented and used to support students, families, teachers, and staff.

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

Successes: In most cases, our high school students maintained their pacing of courses during the pandemic. The charter continued to offer a high quality, rigorous course of study for those that could continue that pace through the end of the 2020 school year. CTE, dual enrollment, A-G courses, and other CCI opportunities continued to be available. Though data is not publicly available, due to low enrollment at the high school level, the charter continues to monitor all progress and accountability measures internally.

Challenges: The charter had some high school students that were deeply affected by the pandemic and their schoolwork declined. The charter worked diligently to assist these students to try and keep them on track for graduation and meet CCI indicators.

Goal 3

Safety and Culture: Improve student safety and school culture.

State and/or Local Priorities addressed by this goal:

State Priorities: 1

6

Local Priorities: Aligned with charter document

Annual Measurable Outcomes

Expected	Actual
Facility Safety: Internal matrix to show 100% of facilities at proficient levels.	100% of facilities meet requirements.
Maintain/decrease suspension rates per change rate on 2019 Dashboard.	2019 Dashboard suspension rate (baseline): 0% of students were suspended at least once.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain all facilities at proficient security levels.	\$35,000	\$131,221.53
The whole child will be supported through various means including: Social/emotional groups led by counselors, STAR Team Meetings (including counselors, support staff, and special education teachers) to support students with behavioral and social needs, MTSS specific staff development training focused on social well-being and supports for students in and outside the classroom. The charter will use suspension overall and subgroup data to refine Team practices, as appropriate.	35000	\$2,468.26

Goal Analysis

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

All of the funds budgeted were implemented and used to support students, families, teachers, and staff.

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

Successes:

Everything in this goal was achieved - even through the pandemic. The facilities were safe and transformed to ensure PPE was abundant and available during the pandemic. STAR teams stayed in tact, though meetings were held virtually. Suspensions were not an issue with most students completing work through distance learning.

Challenges:

There were no notable challenges for the charter on this goal.

Goal 4

Technology: Increase course access and student engagement by utilizing 21st-century tools, resources, and materials.

State and/or Local Priorities addressed by this goal:

State Priorities: 1

6

8

Local Priorities: Aligned with charter document

Annual Measurable Outcomes

Expected	Actual
Maintain 1:1 Chromebook ratio for all students.	Charter maintained 1:1 student to Chromebook ratio.
Canvas course content: Maintain/revise course content for all high school grades in Canvas.	Complete.
Staff development: Train staff on two additional tech tools as a part of large, mandated group activity.	Complete.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
In an effort to increase technology readiness, the Charter's students will continue to have access to a Chromebook (or other similar technology) throughout all programs. Increase access time in Academy programs at 12:1 levels. Homeschool program offers 1:1 in grades TK-12.	\$75,000	\$19,139.36
Based on user feedback, revise Canvas courses as necessary to increase participation and ensure accurate links/content.	\$2,000	\$2,279.46
Train all staff on two additional educational technology (Ed Tech) tools a least two times each year to ensure quality use of technology resources. Ensure staff have specific training on how to teach students to utilize technology resources.	\$800	\$814.44

Goal Analysis

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All of the funds budgeted were implemented and used to support students, families, teachers, and staff.

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

Successes:

Due to the charter's use of Chromebooks and Canvas, there was not a day of teaching/learning during the pandemic. Since most staff already used Canvas and other Ed Tech tools, distance learning simply enhanced their use. The entire charter also went 1:1 with Chromebooks.

Challenges:

While it was challenging to move everything online, the charter had the infrastructure ready to ensure success. It was not easy, but the staff had a much easier time than many other schools who weren't used to having online learning programs.

Goal 5

Qualifying Students: Increase support for qualifying students.

These include English Learners (ELs), students with disabilities (SWDs), foster youth, homeless youth, and socio-economically disadvantaged (SEDs).

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2 3

4 5

Local Priorities: Aligned with charter document

Annual Measurable Outcomes

Expected	Actual
Principal staff development and goal tracking.	Complete.
Continue providing devices to all qualifying students; communicate opportunity to all staff in order to refer students as needed.	6 mifis distributed in 2020, a slight increase of 5 from 2019. In both years, 100% of students who requested a mifi received one.
SBAC: maintain/increase SWD Dashboard subgroup Dashboard performance data in ELA and math	2019 Dashboard status (baseline): Less than 11 students - data not displayed for privacy
Student/staff survey results: Increase used and useful data.	2019 Dashboard status (baseline): ELA: 55.4 points below standard Math: 109.1 points below standard RFEP Baseline: 0% reclassified in 2019-20.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to contract with an established, highly successful group who study successful urban (Socio- economically disadvantaged and English Learner) schools across the country for best practices. These consultants will work intensively with Principals to develop and support best practices with these particular subgroups.	\$300	\$2,983.50
Continue to provide MiFi (portable WiFi service) to foster, EL, homeless, and low-income students in order to access technology and resources when not at a resource center.	\$300	\$340.36
In order to increase math and ELA CAASPP achievement, teachers/ESs will have planning meetings in one-to-one and small groups through STAR groups to ensure IEP goals are met while tracking and monitoring data throughout the year using OARS mastery quizzes and i-Ready. Collaboration will count on "first, best instruction" to mirror general education goals by utilizing PLC groupings. Revise planning meetings and monitoring practices, as appropriate, to attain goal.	\$140,000	\$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to train and support Assistant Classroom Educators (ACES)/instructional aides for all K-5th grade academy classrooms to support all students. Specialized training will allow targeted instruction for students with disabilities, English Learners, foster, homeless, and socio- economically disadvantaged students, and those students requiring MTSS/RTI support.	\$120,000 \$500	\$50,466.37 \$127.88
Increase EL met/exceeded in both ELA and math. Increase EL RFEP though at least two specialized staff development trainings which include core interventions and strategies that teachers commit to employing. Add three coordinator walk-throughs to ensure fidelity with use of best practices and ELD I CANs. Change trainings and practices based on new data sets and teacher feedback, as appropriate.	\$5,200 \$1,200	\$3,005.14 \$3,005.14

Goal Analysis

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All of the funds budgeted were implemented and used to support students, families, teachers, and staff.

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

Successes:

The availability of MiFis (portable wifi devices), ACE (Assistant Classroom Educators), and Star Teams was vital to our success during the pandemic. ACEs were used to assist students online in small groups and 1:1 and were an enormous help to keep students on track.

Challenges:

The charter had to move quickly to get students MiFi devices who didn't have proper internet access at home.

Goal 6

Mission: Continue to support parent choice and personalized learning.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2 3

4

6

Local Priorities: Aligned with charter document

Annual Measurable Outcomes

Expected	Actual
State attendance rate: maintain rate that is better than the County average. This original 3-year LCAP measure was drafted prior to the CA School Dashboard. Presented data has been revised from a county comparison to school Dashboard color and change rate.	2019 Dashboard Chronic absenteeism rate: 20.4% on 2019 Dashboard (baseline, no change rate)
Graduation rate: maintain rate that is better than the County average.	Less than 11 students - data not displayed for privacy
Drop-out rates: maintain rates that are better than the County average (Data Quest).	Data not publicly available for 2018-19 due to low class size. School is internally tracking individual student outcomes and data trends.

Expected	Actual
Staff and WASC feedback: personalized learning staff development and cohort seven.	Complete.
5 marketing events scheduled	Prior to the shutdown of all public events due to the Coronavirus Pandemic, the marketing team had completed 10 of a scheduled 17 events. Community outreach efforts continue to be robust with a focus this year on being consistent and intentional. Our social media presence has improved with growth every month in followers and impressions.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The charter will maintain attendance rates above county averages. The charter will decrease middle school and high school dropout rates and graduation rates by accountability measure growth each year through adequate progress process, student involvement in goal setting, personalized learning process, interest choices, and student engagement methods.	\$3,000	\$3,975.08
Continue to develop the training resources for the Springs' Personalized Learning continuum and learning rubric. Continue to train staff on developing personalized learning plans related to the continuum and on the implementation of personalized learning in a variety of settings. Update trainings and resources based on user feedback, as appropriate.	\$3,000 \$750	\$5,675.00 \$1,372.94
Market personalized learning through social media and numerous marketing tactics/events based on focus group, marketing committee, and other stakeholder input. Maintain robust Homeschool package.	\$5,500 \$75,000	\$3,863.54 \$12,123.14

Goal Analysis

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

All of the funds budgeted were implemented and used to support students, families, teachers, and staff.

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

Successes:

This goal was successfully implemented in that the charter continued personalized learning for both students and teachers. The charter had a huge increase in parent involvement due to the pandemic and parents were assisted all along the way.

Challenges:

Due to the hold harmless funding, the charter had to cap enrollment. Since we had far more applicants than enrollment spots available, there was no need for marketing. However, the charter did win a national award for the OPEN Classroom where we opened our curriculum and instructional platform to anyone in the world who needed extra assistance.

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
Personal Protective Equipment (PPE): Face coverings to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	\$10,000	\$43,810	N
Signage, Posters, and Floor Decals. Visuals and signage are used to provide visual reminders and to identify traffic flow and specific exit and entry points.	\$1,500	\$1,500	N
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	\$10,000	\$10,500	N
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk.	\$5,000	\$10,068	N
Honorlock online proctoring	\$2,500	\$3,157	N
Communal water fountains will be disabled and, when feasible, replaced with water bottle refilling stations.	\$10,000	\$9,520	N
Additional hand-washing stations with soap and water dispensers will be provided at all campuses for staff and student use.	\$7,500	\$10,000	N

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

There were no major substantive differences in this goal with the exception of some more expenditures across the PPE category. This was due to the pandemic lasting longer than first expected; thus, the need for more masks and other consumable PPE items.

Analysis of In-Person Instructional Offerings

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

Vista Springs opened the Vista Student Center in november 2020 and has been successful implementing the continuity of instruction with students who elected to return to the classroom for a hybrid model. Teachers have been able to utilize available technology and engage students in the online format as well as in person. Vista has had 123 students return to campus for in person learning in their Mosaic and La Fuente program while 65 students remain home with full time distance learning. Vista Springs already had a 1:1 student chromebooks prior to the pandemic; therefore, access to devices was not a challenge. However, access to connectivity has been a challenge and continues to be a struggle. The school provides mifi (mobile hot spot wifi devices) as needed, but the mifis have challenges with connectivity.

Pupil participation and academic progress is also an ongoing challenge. In Vista Springs, 96% of students are attending live sessions or engaging with their personalized learning path in one of the many formats offered, 66% are attending in person, and 34% are attending distance learning.

Schoolwide professional development and training specific to distance learning and the flipped classroom has been successful. The charter network has provided professional development and training specific to distance learning, which is a component of in-person learning during this time as students are not on campus daily. The charter's student center has implemented a new curriculum in math and ELA (phonics & phonemic awareness) as well as in Spanish Language Arts, and staff has received professional development to support the implementation of the curricula in an online and face-to-face setting.

Teachers have participated in a variety of technology training including Canvas, Zoom, Google Meets, as well as monthly site-based peer collaboration meetings to support students and teachers in this hybrid format of teaching online and in person. Staff roles and responsibilities have been clearly identified with a focus on clear objectives, online expectations, checking for understanding, and quality feedback. Support for pupils with unique needs have focused on the whole child in the area of small group instruction and supports. The small group meetings have

been successful and ensured students have additional time with teachers.

The LEA implemented a systematic cycle of assessment including initial screenings and formative and summative assessments. The cycle of assessment is part of mastery learning, which is a regular part of the LEA's instructional program. Assessment in the online setting is supported by teachers administering 1:1 proctored assessments and small group assessment. Students attending school face-to-face complete assessments in the classroom setting.

Assessment data is used to develop personalized learning plans for each student in the school. Intervention strategies including small group instruction and intervention programs for math and ELA continue to be implemented in both the online and in-person school setting. Classroom teachers and their Assistant Classroom Educators provide interventions and support to mitigate learning loss, accelerate learning, develop "catch-up" plans and address individual student needs based on strengths and areas of need. Continuing the assessment cycle has been successful for Vista Springs.

The most recent diagnostic data (January 2021) shows that students are achieving at 33% at or above grade level in math, a 10% increase compared to the same mid-year diagnostic SY 19-20 and 44% at or above grade level in ELA, an increase of 20% compared to the same mid-year diagnostic SY 19-20.

The school has implemented physical distancing and additional cleaning practices in both staff and student facilities. Plexiglass barriers, additional hand washing and sanitizing stations, as well as water bottle filling stations and signage for protocols have been posted in classrooms and throughout the school campus and administrative office. This was an obvious challenge as it incurred additional cost and staffing needs, and required stakeholder input collection and collaboration. The school went to great efforts to respond to regular changes in State and local requirements and recommendations while also honoring staff, parent, and student needs.

Charter leaders were happy to see that our charter-network-wide end of year LCAP stakeholder survey showed incredibly positive results. Stakeholders were asked how well they felt the school had done in each of our LCAP goal areas. These are the percentages of staff, parent, and student participants who reported that the schools are "doing well" or "exceeding expectations" in each area:

Standards-aligned curriculum and instruction: 92%

College and Careers: 87%

Student Safety: 97%

Student Engagement: 90%

Student Support: 91%

Personalized Learning: 90%

The highest ranked area on the survey was "safe and maintained facilities." With that in mind, even though the additional preparations to get students back on campus were a challenge, we consider them also a success.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Print materials for ELA & math The LEA purchased and distributed additional ELA and math workbooks and material for students to use at home while distance learning is in place. The LEA ensured a blend of print and online materials for student use so that they had the tools necessary to continue their learning while at home.	\$5,000	\$6,500	Y
Chromebooks & MiFi hotspots The LEA provided MiFi on an as needed basis for any student including homeless or foster youth who did not have access to the internet. All students were provided a Chromebook for accessing learning at home.	\$25,000	\$13,000	N
Professional development The LEA increased professional development opportunities with a specific focus on distance learning. The LEA hired experts to train teachers on best practices for online teaching and engagement strategies.	\$2,000	\$9,190	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.

The substantive difference in this category is due to an increased need for professional development as the pandemic went far longer than expected. In the beginning this was going to be a more short-term problem that ended up lasting longer; therefore, the need for even more professional development.

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.

Continuity of Instruction

The LEA provided continuity of instruction during the school year to ensure that pupils have access to a full curriculum of similar quality in both distance and in-person learning by ensuring that teachers and leaders adhere to the established schoolwide I Can! pacing guides for all content areas including English Language Arts and Math. I Can! Statements are student-friendly grade-level standards. The charter's assessment calendar is aligned to the schoolwide pacing guides and includes both internal and external formative and summative assessments.

The charter has identified I Can! grade-level standards including priority skills that are reflected in the pacing guide. The math pacing guides for grades 4-8 includes a "Math Springboard" as an interactive, student review of math concepts for grades 4-8. The review provided three weeks of key concept skills that are necessary for the current grade-level. The Springboard is intended to ensure that students have the prerequisite grade-level skills and to mitigate any learning loss.

The LEA adjusted the pacing guides in response to student progress and teacher feedback. The adjusted pacing guides condensed the skills and focused on the high priority standards for each grade level.

Print and online learning materials were provided for all students to support progress of the I Can grade-level standards.

Teachers continue implementing the Distance Learning Non-Negotiables including using the core curriculum for primary reading, intermediate math, and Middle/High School literacy. Teachers continue to use online learning programs to deepen instruction including Brain Pop, i Ready Lessons, ST Math, Lexia, and Reading Plus. Additionally, many teachers have access to the Ready Toolbox for scaffolded lessons and differentiated lesson plans and materials for one on one support and small group instruction.

High school instruction continued using our learning management system CANVAS and live virtual classes when they transitioned to full online learning. All instructional components continued to be presented in Canvas daily and weekly assignments through readings, videos, formative and summative assessments, mastery assignments and live virtual seminars, classes, small group intervention and office hours.

Staff continued to use diagnostic and benchmark test results to focus learning for each student through small group interventions, support classes, as well as evaluating curriculum to determine focus areas. Online proctoring services through Honorlock were added to Canvas summative assessments and accessed through student Chromebooks to ensure accurate data collection to determine student learning loss and intervention needs.

Elementary and middle school teachers use iReady instruction and assessments to monitor growth of all students. Teachers have monitored Diagnostic One and Two and compared results and analyzed growth targets. Using this data, teachers have developed learning plans for each student including forming small group instruction, providing intervention and support, and extensions for first best instruction.

All teachers have established weekly class schedules for online meetings using Zoom or Google Meets. In addition to the weekly online class schedules, teachers have established a schedule of 1:1 meetings and small group instruction. Teachers have been provided professional development to understand how to flip the classroom instruction so that the virtual meeting sessions are collaborative, interactive, and engaging. While the LEA is implementing the distance teachers are available throughout the regularly scheduled school day via online meetings, chat, and through office hours. Administrators have established specific communication guidelines and criteria for teachers regarding maintaining the home to school connection during both distance learning and in-person learning.

Access to Devices and Connectivity: All students received Chromebooks as part of our 1:1 initiative. Due to computer shortages throughout the nation, we prioritized computer distribution to those who did not have access to other internet or computer devices. As computers arrived, they were immediately disbursed. Surveys were taken to determine wifi needs and MiFi's were provided where needed. The charter hosted regional drive-up/pick-up times to ensure all students were provided the correct instructional program and device.

Pupil Participation and Progress: Pacing guides were compacted and curriculum streamlined to increase each areas participation and progress. Progress is continually monitored through Canvas, Milestone assessments, Carnegie/MathiaFlex math program and iReady.

Staff supports regular and consistent participation for students with counselor check-ins, phone calls to parents and students, email contact and

Canvas announcements. Personal invitations through phone calls and emails are being made to invite students to 1:1 or small group intervention time. Elementary and Middle School teachers are continuously meeting with families in learning plan meetings and developing solutions to disengagement. Teachers host designated one-on-one meetings for support, motivation, and task accountability. They have increased the support during live online instruction time to include completing classwork/homework together and completing study guides and assessment supports during class time.

Star Teams, which include members of the school’s mental health and counseling team as well as instructional staff, meet to problem solve and increase student engagement. Overall, the charter has high levels of engaged elementary and middle school students. These students are engaging in live instruction, small group instruction, tutoring, and social emotional community meetings.

Staff increases support and contact for students who are not making expected progress or engaging fully. Student participation at the high school level has decreased for approximately 30% of our students.

Distance Learning Professional Development: Staff development has included distance learning strategies, learning loss identification, subject department time, learning management system training to encourage online learning and progress monitoring, and online program training to include PearDeck and Canvas. Training has been offered in a live virtual setting on a monthly basis as well as Bridge asynchronous training. Teachers are required to participate in all training offered synchronously or asynchronously through the PL Summit, PLC, Blended PD and department time.

In addition to the above teacher professional development, principals and vice principals have engaged in unique growth opportunities for our schoolwide goals (called BHAGS) including curriculum review meetings, meeting non negotiables in a virtual setting, modifying curriculum for blended online instruction, and best practices.

Teachers are providing peer to peer Ed Camp style professional development for virtual learning including using tools such as hyperdocs, interactive google slides, student goal setting and feedback forms for distance learning, parent communication best practices, and how to build a caring community in the online classroom.

All teachers and leaders are continuing to grow in their use of online programs for intervention, including Lexia and Reading Plus. Teachers are more fully using ST Math; student use is monitored by pulling reports and using data to support next steps in student learning. Homeschool teachers have engaged in four sessions of professional development for the newly implemented Math Path Curriculum: Ready Core Math. These sessions have come with parent inservice materials. Our Canvas Ambassadors have created an index of short training videos for the staff to view at any time. These videos support the implementation of non-negotiables for the Canvas LMS. Leadership and teachers have been

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Print materials curated and printed for K-8 ELA for distance learning. The LEA purchased and distributed additional ELA materials for students to use at home while distance learning is in place. This included purchasing and distributing trade books, poetry readers and novels as well as material such as phonics programs for literacy development for TK-2.	\$4,000	\$5,000	N
Credit recovery courses	\$0	\$0	N
Online programs including Brain Pop ELL The LEA extended availability of online programs throughout the summer months. The LEA provides personalized online programs for ELA and math as well as for English Language Learners. Online programs include programs for remediation.	\$5,000	\$5,500	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.

There were no substantive differences in this category.

Analysis of Pupil Learning Loss

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

The LEA compared 2020 fall diagnostic scores to 2019 fall scores analyzing both grade-level to grade-level and cohort to cohort to determine the extent of student learning loss up to that point. The results and mitigation plans are listed by charter here: <https://tinyurl.com/Springslide>.

The school provided students with learning opportunities during the summer months to strengthen academic skills prior to the start of the 20-21 school year. Students had access to several online programs for ELA and math including i-Ready, ST Math, Reading Plus, and Lexia throughout the summer. The school also established and gave free public access to the Springs OPEN classroom platform. The OPEN classroom provides grade-level assignments and recorded lessons for ELA and math along with supplementary science and social studies materials. Students were able to keep their Chromebooks during the summer months to ensure access to the online learning options.

The school continues to identify and address gaps in learning through a cycle of assessing, aligning instruction to the assessment results and progress monitoring. At the start of the school year assessed all students using iReady diagnostics for ELA and math to determine student skill levels. Based on these entry levels and using the iReady PreRequisite skill report, teachers created personalized learning plans and established flexible small groups for target instruction. The small group model has been successful with students having the opportunity to participate in frequent small group meetings each week.

The LEA implemented Math Springboard courses for all new and returning students in grades 4-8. These courses prioritize the CA Focus Standards in math and include three weeks of targeted instruction in our Canvas LMS. Additionally, the LEA adjusted grade-level pacing guides in math grades 4-8 to include this student review of math concepts. The review is three weeks of key concept skills and is a review of the prior year's skills that are necessary for accessing the standards at the current grade-level. The Math Springboard courses were successfully implemented as a strategy to mitigate learning loss

Learning loss for all students is addressed through the MTSS process and a tiered system of instruction (Tier 1-Tier 3). Online programs for intervention such as Reading Plus, Lexia and i-Ready have been implemented. Data from our Strive for 45 initiative for using i-Ready online instruction has been successful and shows an increase in student use of the i-Ready ELA lessons.

The LEA increased options for online support for high school students including homeless students and foster youth. Personalized Learning Labs, small group intervention time, and weekly seminars are available for interventions and addressing specific gaps in learning. These supports have proven to be successful for students who attend but the school faces an ongoing challenge with engaging all high school students in the distance learning setting.

Vista Springs has created small groups for English Learners based on their Lexile levels. Instruction for these small groups has been driven in developing all four domains: speaking, listening, reading and writing. The school's diagnostic results show that 49% of these English Learners have already made a full year's worth of progress within a semester of time.

Diagnostic 2 data from the end of the first semester indicates that efforts for English Learners, low-income, foster youth, pupils with exceptional needs, and pupils experiencing homelessness are effective for those students who regularly attend math and ELA online classes. Students who attend sporadically are experiencing the greatest amount of learning loss. The barriers to student online class attendance have ranged from insufficient wifi strength, parents working and unable to ensure student remembers to logon, and students sharing devices with siblings due to the delay of devices being delivered to the school. Parents also shared that many students would only complete asynchronous assignments if parents supervised them doing their work.

Beginning second semester, our teachers have changed their online lessons to include time to supervise students working on their assignments, and being available to have questions asked during that time. Initial review shows that this system has drastically increased student participation in daily lessons and is successful.

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.

The school transformed all mental health and social and emotional services to allow students and parents access the information in a virtual platform by creating counselor classrooms and online resources. Individual, group, and classroom interventions were provided virtually. Student support teams and crisis intervention protocol was transitioned to support students in a virtual platform. All 504 meetings are in compliance by virtual platform. Staff was supported by the mental health team by offering multiple opportunities and platforms to request help. Counselors also provided support and training to staff on resilience, trauma informed care, and self care; these were done via weekly forum and/or newsletters

to staff.

Counselors created Bitmoji classrooms, which provided students with fun and interactive ways to access SEL supports and connect with their assigned counselor. These classrooms provided check-in and referral forms if they needed additional support and also a list of community resources. The mental health department also offered school with social groups to encourage students to meet new friends and provide a fun platform for socialization.

Student engagement in SEL services was challenging. In response to low participation, staff monitored, evaluated, and adjusted the SEL services. Counselor began creating breakout rooms in the teachers' online classrooms. In the breakout rooms, counselors were able to check in with students, provide resources, and let them know how to access supports. This was a collaborative effort between counselors, teachers, and admin to establish a process to track and support students who were not participating. In addition, counselors provided child welfare checks or CSP when necessary.

Analysis of Pupil and Family Engagement and Outreach

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

The LEA has carefully monitored student pupil and family engagement and outreach in the 2020-21 school year. Engagement is monitored in several ways including analytics from our online learning system (Canvas). Analytics from Canvas include tracking times logged into the online learning platform, work completion and time on task. Attendance for all class sessions is tracked including in small group instruction, attendance in-person (where applicable), and specific learning plan completion.

Students that are engaging as noted in above that are not achieving are provided small group and individual support as identified through MTSS, SpEd, 504, counseling, and parent/teacher conferences. Supports are provided based on the specific need. Students and families that are not engaging receive weekly phone calls/emails/certified letters, home visits, well child checks, and supports with local agencies. Teaching staff, instructional aides, and leaders reach out directly to parents and students when a student or parent fails to complete work, attend meetings, or class sessions. Staff use the notes features in Canvas to ensure that communication is consistent among teams of support. Leadership monitors MTSS trackers, progress monitoring folders, and inadequate progress concerns to track student engagement and interventions

Outreach has been successful and the LEA notes a high level of student engagement especially with K-8 students. Students are provided many opportunities to turn in work and each situation is treated on an individual basis with an analysis of each student's needs during this exceptional time.

Analysis of School Nutrition

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

Since the start of the 2020-2021 school year, the Vista Student Center has been participating in the Seamless Summer Option with numerous waivers from the USDA which allow students to continue accessing nutritious school meals even while learning at home. All children in the community ages 18 and under are eligible to receive free meals. Students attending on site at the Vista Student Center are offered at least one meal while at school and additional meals to be enjoyed at home. A weekly grab-and-go meal service is also offered for students not attending on site and the community at large. Current menus are very similar to those used during a typical school year and offer much needed variety. Parents often report to staff during meal pick-up that their children enjoy this, and feedback is used to adjust menu offerings as needed. 28,839 meals were served between July and December 2020 compared to 2,525 meals served between July and December 2019. This incredible increase in participation compared to the prior school year is considered a success in serving the community. No significant challenges have been identified in this area.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition Services	School Nutrition Services Staff: staff exceeded the number of hours normally worked in order to serve the charter's students and community as a whole.	\$0	\$0	Y
School Nutrition Services	School Nutrition Services Staff: staff required more supplies and PPE in order to serve the charter's students and the community as a whole.	\$0	\$1,016	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.

There were no substantive differences in this category.

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.

As a non-classroom-based charter that also offers in-person instruction and one seat-based program, the school had already developed virtual support platforms and had implemented many instructional procedures and practices that support both in-person instruction and a distance learning environment. Goals and actions in the LCAP will continue to address student needs in all learning environments through a full continuum of support.

The school's ongoing response to the COVID-19 pandemic has informed the development of goals and actions for distance learning and best practices for hybrid, and distance learning. During the 20-21 school year, the school refined practices and created non-negotiables for distance learning that are evidence based. We will continue to develop our practices for online and flipped instruction; many families want to continue with the flexibility of distance learning or a hybrid model.

The LEA streamlined many instructional practices and approaches that will continue to be a focus including the use and management of our online learning management system (Canvas) by all teachers across the school. During the 20-21 school year, the LEA provided professional development to ensure that all teachers were using Canvas consistently and the LEA will continue to provide development and require this level of consistency across programs.

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

The LEA will continue using the cycle of assessment including initial screenings and formative and summative assessments. The cycle of assessment is part of mastery learning, which is a regular part of the LEA's instructional program. The LEA implements three diagnostic assessments annually, which are used for progress and growth monitoring. The diagnostic data will be essential in addressing learning loss.

Assessment data is used to develop personalized learning plans for each student in the school. Intervention strategies including small group instruction and intervention programs for math and ELA will be implemented to support student growth and mitigate learning loss. Classroom teachers and their Assistant Classroom Educators will continue to provide interventions and support to mitigate learning loss, accelerate learning, develop "catch-up" plans and address individual student needs based on strengths and areas of need.

The LEA will continue to use individualized online learning programs and schoolwide interventions such as i-Ready, Mathia, St Math, Reading Plus, and Lexia. The data from the schoolwide programs is both formative and summative and will inform staff regarding learning loss and how to address this loss over time.

The LEA will continue to evaluate the annual pacing guides including planning for annual review of the prior grade-level prerequisite essential skills. The LEA has compacted the curriculum pacing for the 2020-21 year and will continue to adjust pacing throughout 2021-24 years as needed to accommodate for learning loss.

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

There were no substantive differences in this category.

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.

Overall, the charter did a fantastic job during the pandemic and when looking at the data, the staff and students did a great job. Nearly everything stayed within budget ranges with the exception of some items being higher in cost than anticipated due to the pandemic lasting much, much longer than expected. Items such as PPE and other consumables had to be used in far greater amounts.

Instructions: Introduction

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

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the

actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

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
Vista Springs Charter	Amy Podratz Assistant Superintendent of Administrative Operations	amy.podratz@springscs.org 9512257764

Plan Summary 2021-24

General Information

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

Our Mission

Our mission is to empower students by fostering their innate curiosity, engaging their parents, and promoting optimum learning by collaboratively developing a personalized learning program for each student. Student empowerment and optimum learning is evidenced in all goals as we continue to expand focused services, supports, and opportunities for all students.

Our Philosophy

The school was created by and is operated by parents. We understand that every child is on a personalized educational journey. Our talented teachers work hard to incorporate a rich diversity of skills development, curriculum, and extracurricular activity into each day. Our staff works hard to direct resources where our students need them most. As a charter school, we are part of the solution to a better education system. We value:

- Parent choice and involvement
- Using the community as the classroom
- Fostering a child's innate creativity
- Collaborating to achieve goals
- Building relationships
- Personalizing learning

Our Charter

Vista Springs Charter School (VSCS) is authorized by the State Board of Education and began serving students in August 2018. The school serves about 250 students; the majority reside in San Diego County (90%) with a small population residing in Orange county (6%), a few

students in Riverside County (4%). The charter provides the community with a full continuum of educational services through a variety of programs: Homeschool, Keys High School (independent study), Vista mosaic (hybrid 3-days per week on site), and La Fuente Dual Immersion (seat-based). As a personalized learning school, Vista Springs will continue to serve families well, addressing each student's needs and designing a program to move them forward in their educational journey.

Reflections: Successes

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

The charter is pleased with the successes in goal categories as follows:

Goal #1 - ELA and math were measured by iReady data; students took the diagnostic three times per year in 2019-20 and 2020-21. The summative assessment is used as a first step to identify and monitor learning loss and to gauge how the programs, subgroups, and the school as a whole are performing in both reading (ELA) and math. The charter's goal is to maintain or increase achievement for all students, including English Learners, foster youth, homeless, and socio-economically disadvantaged students. CCI rates have increased due to the vast offerings of the charter in the areas of a-g, EAP, CTE, and community college courses. The charter is closely monitoring cohort graduation rates and has processes in place to assist high school students who are not on track. During the pandemic, the charter transitioned to 1:1 Student Chromebooks, and every child in need received a MiFi device, without any qualifications needed. The charter did not miss a single day of instruction during the difficult 2019-20 school year, as the infrastructure in place allowed staff to quickly transition any and all in-class instruction to distance learning. The charter even won a national award for posting our curriculum online for anyone to use through the OPEN Classroom program!

Goal #2 - The charter's facilities are top-notch. Clean and safe facilities are provided for all students in our centers, complete with the highest security measures and all COVID protocols (PPE, handwashing stations, etc). The charter has met or exceeded every measure on the rubric. As a charter that believes in educating the whole child, there have been great strides made in all processes, including beginning a new Mental Health Department. This just adds to the vast number of services we already offer. The Nutrition Services Department is one of the best charter nutrition programs in the state. The charter's Director is often called upon to speak at state and charter conferences and meetings to assist other charter schools with their nutrition programs. Throughout the pandemic, the charter has also served entire communities, not just our enrolled students.

Goal #3 - As a mission-focused goal, the charter will continue to strive to maintain high attendance rates. Through our personalized learning, parent choice community, the goal is always to have parent/student/community engagement and the charter has done well in this area, even scoring extremely high throughout the pandemic on stakeholder perception surveys. As always, ensuring students remain enrolled in school (fewer drop-outs) and graduate on time is always a high priority, and the charter has processes in place throughout any child's tenure to ensure this happens to the best of our ability.

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.

In a year absent of complete Dashboard data, the school has used a variety of public data as well as internal verified data metrics to establish a baseline for goals. In doing this, the charter notes that it will continue to focus efforts on:

Math achievement: As a non-classroom-based charter, math will always be a challenge. To address the need and build in more teacher interaction and student engagement, the charter has redesigned the high school course schedule and structure, now called POP (Personalized Options Program). POP allows students to choose from high-interest course options, designed around 5-week units of study called sprints. Students take only three classes at a time, allowing more focus during each sprint. The modular nature of the program allows for easier integration of new students, new content, and course improvements. For TK-8 students, the charter has a math improvement plan to ensure high quality first best instruction through curriculum and program review, and teacher training. School leaders created non-negotiable best practices and program changes based on this review. This includes updating Math Path program. MTSS will be streamlined to implement consistent interventions across the school. That is the focus for the upcoming school year.

Students with Disabilities: Though current Dashboard academic data is not available, the SWD subgroup has historically (on and off) been an academic performance gap for the charter. The charter's goal is to always increase the achievement of this subgroup by prioritizing innovative and effective methods to engage all students with personalized, targeted instruction, supports, and services. Recently the charter has restructured the Special Education Department with a new, fresh focus, and we anticipate increased student achievement for this group moving forward.

Graduation Rate/CCI: Like most schools in the State, through the pandemic, the charter has seen a number of students fall behind in high school. Since the charter closely tracks these students, we have implemented a number of resources to ensure that these students fulfill their needed requirements first for graduation, and then for CCI (if possible). The most notable resources include offering summer school through the Extended Learning Opportunity (ELO) Program and accessing the MTSS processes to jump in and assist students throughout the school year.

LCAP Highlights

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

The 2021-22 LCAP has changed from the previous LCAP cycle in order to be more concise and aligned to current accountability metrics. Based on stakeholder feedback, the charter is doing well. When applicable, the CDE Dashboard is used. In all other cases, there are clear, transparent internal metrics used. In all cases, the goals ensure accountability, precise budget reconciliation, and alignment with state/local priorities and achievement data.

The combination of stakeholder feedback and committee recommendations have produced a well-rounded document that includes goals for all students along with specific actions for qualifying students (unduplicated pupils). While the charter's goals are expansive, they are also founded on what's best for students and aligned with our mission.

As the charter begins a new three-year LCAP cycle, there have been modifications from the previous plan. They include:

- Clearer metrics
- Fewer goals to ensure high priority items are transparent

Further to note:

- All state priorities are listed
- All Dashboard data has an aligned action
- Each goal is research-based or aligned to best practices
- Experts in each area assisted in goal development to ensure buy-in and, ultimately, goal-achievement
- If there is a case where state data is not available (ie: CAASPP) the charter will use internal verified data for measurement
- All annual updates were given by experts in that particular area
- Budget allocation was completed by the business department in coordination with the annual budget planning and the LCAP committee
- Annual update estimated expenditures were carefully documented throughout the year to ensure clean and transparent transactions for audit.

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.

Not applicable. The charter is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Not applicable. The charter is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Not applicable. The charter is not eligible for comprehensive support and improvement.

Stakeholder Engagement

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

Initial stakeholder engagement for the 2021-22 LCAP began in February 2021. LCAP hosts training for school leaders to review the LCAP process and purpose, as well as initial goal and action development and identification of measurable outcomes. Interdepartmental collaboration and staff input continued for several months to refine actions and ensure that all State priorities were being addressed in a meaningful way.

In March, the LCAP team conducted the 2021 LCAP Stakeholder Surveys to gather perception data from all school stakeholders; one survey was designed for parents, staff, and community members (in English and Spanish), and one survey was designed for students with child-friendly language and additional school climate questions. The surveys were solicited on the school website, social media pages, and emailed directly to parents, staff, board members, and students. The school sent several reminders and coordinated directly with program staff in order to have as much participation as possible, over the 4 week window. The surveys had over 3,600 participants throughout the network of 6 Springs Charter Schools. This included about 300 staff members, nearly 1,300 parents, and over 2,100 students. Survey participants were asked how well they think the school is doing to provide services and resources to students in the area of the six major LCAP goals; they were also asked to identify the most and least effective resources that are provided to students through the LCAP. Survey data was disaggregated and analyzed by charter, by student subgroup, by grade span, by role, etc. in order to identify areas of need and possible disproportionate findings. Comments and concerns were reviewed by school leadership, and given to each departmental administrator to follow-up. An overview of the charter's survey results were reported to the school's governing board during the May meeting.

At the May Board meeting, the proposed revised 2021-22 LCAP goals, actions, and expenditures were presented to the Board and community members to solicit recommendations and public comments. Members of the school and public were notified in advance of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan.

The LCAP team also hosted an LCAP discussion at the May English Learner Parent Advisory Committee meeting to engage the English Learner parent advisory committee and provide them with an overview of the LCAP process and give an opportunity to comment on the proposed actions.

A summary of the feedback provided by specific stakeholder groups.

Feedback from the online stakeholder survey was overwhelmingly positive. The vast majority of stakeholders reported that they believe the school is "doing well" or "exceeding expectations" in each of the six LCAP goal areas: standards-based curriculum and instruction, college and career preparation, student safety, student engagement, student support, and personalized learning. Stakeholders were also asked to provide feedback on individual resources that are implemented as part of specific LCAP actions (55 resources were listed on the survey). For each resource, participants were asked to identify if the item was used and helpful, used and not helpful, not used, or not used because they didn't know it was available. Of the 55 resources surveyed, the highest ranked as used and helpful were: iReady online instruction and diagnostics, I CAN! (state standard) mastery trackers, CTE and dual enrollment classes for high school students, safe and maintained school facilities, Canvas online course management system, Chromebooks for all students, and personalized learning student goal setting. School leaders also reviewed the "I did not know this resource was available" responses to inform decisions about increased communication and training materials for students and parents.

Feedback during the LCAP review at the May board meeting was positive. Board members were able to ask questions and give feedback, which was supportive of the current draft as is. No public comments were made requesting changes to the proposed draft.

During the school's spring English Learner Parent Advisory Committee parent advisory meeting, parents expressed appreciation of the

Assistant Classroom Educators (ACEs) that work in academy classrooms to support the teacher and student subgroups (specifically English Learners). Parents reported witnessing the difference this additional support makes and expressed the desire to see this effort continue. Additional conversation brought up by parents focused on ELD and parent communication. Parents inquired about the timeline for communication to know when they would receive assessment results and a plan of what the student is working on (specific to ELD) and how the parent can support the process.

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

In response to the online survey results, school leaders have reviewed the stakeholder perception of each resource funded through the LCAP goals and actions, and some items have been removed or consolidated for more efficient use. For example, Chromebooks for students are one of the highest valued resources to families; in response to this, the goal 1, action 6 has been revised to increase Chromebook and technology access (previously 12:1 student to Chromebook ratio, now 1:1 with Chromebooks being offered to all students). Another highly rated resource is the charter's meal program, so we have added a new action to focus on further developing the nutrition program (goal 2, action 3). One area that had the highest responses of "I did not know this as available" is the Golden State Seal Merit Diploma (GSSMD); to address this the school has adjusted goal 1, action 11 to include communication and marketing of the GSSMD to all high school families. Further, over the course of the year, stakeholders have expressed high interest in efforts toward diversity and inclusion. As a result, the school established EDIT (equity, diversity, and inclusion team) that provides monthly collaborative staff meetings as well as professional development opportunities throughout the school year (goal 2, action 2). Lastly, as part of the local indicator, priority 3 parent engagement self-assessment, the charter surveyed parents on the areas of building relationships, seeking input in decision making, and building partnerships for student outcomes. The charter used these survey results to inform a new parent engagement action on the LCAP (goal 3, action 2).

As mentioned during the English Learner Parent Advisory Committee meeting, ACEs continue to be a focus in the charter's LCAP as a way to support students with disabilities, English Learners, foster, homeless, and socio-economically disadvantaged students, and those students requiring MTSS/RTI support (goal 1, action 10). In addition, the ELL program will incorporate transparent communication practices through the MTSS data tracking system and assessment reporting (goal 1, action 11).

Goals and Actions

Goals

Goal #	Description
Goal 1	Teaching & Learning: Maintain high quality, rigorous Common Core State Standards curriculum and instruction to maintain/strengthen California Assessment of Student Performance and Progress (CAASPP) achievement through research-based practices and teacher training for all students as well as underperforming student subgroups. For high school specifically, support college and career readiness by increasing enrollment in CTE courses, increasing enrollment in A-G approved coursework and sequence, improving 11th grade CAASPP results, providing concurrent/dual enrollment opportunities, advertising Golden State Merit Diploma, and other specialized/personalized options.

An explanation of why the LEA has developed this goal.

This goal was developed, and put as Goal #1, because teaching and learning are the charter's most valued goals. This goal includes curriculum, instruction, CAASPP performance, teacher training, and CCI. As shown the actions/metrics are not only for overall achievement, but subgroups as well. Further, each action was developed in order to ensure that the charter had all of the resources/budget available to meet expected achievement outcomes.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
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ELA Dashboard performance	49% on or above grade level on the 2019-20 iReady D3 (reading)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain / increase performance; monitor and maintain performance better than State rates for Charter renewal
Math Dashboard performance	41% on or above grade level on the 2019-20 iReady D3 (math)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain / increase performance; monitor and maintain performance better than State rates for Charter renewal
CAST performance	Baseline not yet available. School will begin CAST testing in 2021-22 SY.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain / increase performance
ELPI Dashboard performance	57.1% making progress (2019 Dashboard) - High	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain / increase performance; monitor and maintain performance better than State rates for Charter renewal
RFEP rate (per Data Quest Annual RFEP counts and rates report)	4.3% RFEP 2020-21	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain / increase performance
CCI Dashboard performance	Data unavailable due to low class size (per Dashboard additional reports - 2020 College/ career measure)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain / increase performance; monitor and maintain performance better than State rates for Charter renewal
# of CTE completers (CALPADS 3.14 per school year)	0 completers in 2019-20	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain / increase # participants

% graduates completing A-G course sequence for UC/CSU admissions (Data Quest Four-Year Adjusted Cohort Outcomes Report)	Data unavailable due to low class size	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain / increase # participants
% graduates competing A-G and CTE pathway (CALPADS 15.2 and SIS)	Data unavailable due to low class size	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain / increase performance
11th grade CAASPP met/exceeded rates (EAP)	Baseline data will be available next year from the 2020-21 proctoring of the iReady diagnostic.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain / increase performance

Actions

Action #	Title	Description	Total Funds Contributing	
Action #1	Standards-aligned curriculum and broad course of study	<p>Based on feedback from users, continue to refine the State Standards based curriculum, which incorporates modular units to scaffold and have modified assignments to support all students, including struggling students. Provide standards-aligned instructional materials for every student and maintain Springs' I CAN curriculum, including online curriculum, homeschool box sets, and teacher-led workshops. Continue to purchase textbooks, materials, and online subscriptions to support this goal, while ensuring the literature and curriculum represents the diversity of thought, people, and cultures of the world and our local community.</p> <p>Develop and refine curriculum to ensure students have access and are enrolled in a broad course of study. This includes maintenance of K-8 boxed sets, high school integrated/modular courses (which include science, social sciences, ELA, math, and art) , as well as BHAG group efforts to ensure comprehensive programs within ELA and math. Continue to offer PE, health, and world languages in a variety of ways including online, face-to-face, and through community/college partnerships.</p>	\$1,000,000	00 No

Action #	Title	Description	Total Funds Contributing	
Action #2	ELA Student Achievement	<p>ELA CAASPP (SBAC, CAA, CAPA) - Data-Driven Instruction: Use individual, significant sub-group, and school-wide CAASPP data to drive instruction. Using this data, teachers and administrators will identify strengths and weaknesses and implement research-based strategies and first-best instruction in order to maintain/increase overall and significant subgroup achievement. The following assessments will be used and inserted into the local level Dashboard to measure achievement: benchmark exams and diagnostic assessments. Each year these will be reviewed multiple times with teaching staff to ensure achievement maintenance/growth. Assessments used will include benchmark assessments and i-Ready.</p> <p>The charter will prioritize subgroups that measure on Dashboard as red, orange, poorer than overall, and declining/significantly declining.</p>	\$400,000.00	No
Action #3	Math Student Achievement	<p>Math CAASPP (SBAC, CAA, CAPA) - Data-Driven Instruction: Use individual, significant sub-group, and school-wide CAASPP data to drive instruction. Using this data, teachers and administrators will identify strengths and weaknesses and implement research-based strategies and first-best instruction in order to maintain/increase overall and significant subgroup achievement. The following assessments will be used and inserted into local level Dashboard to measure achievement: benchmark exams and diagnostic assessments. Each year these will be reviewed multiple times with teaching staff to ensure achievement maintenance/growth. Assessments used will include benchmark assessments and i-Ready.</p> <p>The charter will prioritize subgroups that measure on Dashboard as red, orange, poorer than overall, and declining/significantly declining.</p>	\$250,000.00	No
Action #4	Science Student Achievement	<p>Science CAST- Data-Driven Instruction: Use individual, significant sub-group, and school-wide data to drive instruction. Science I CANs will be developed for each grade level and corresponding Mastery Quizzes will be developed to assess student mastery. Using the data from these assessments , teachers and administrators will identify strengths and weaknesses and implement research-based strategies and first-best instructions in order to maintain/increase overall and significant subgroup achievement. Each year these will be reviewed multiple times with teaching staff to ensure achievement maintenance/growth. Assessments used will include benchmark assessments.</p>	\$50,000.00	No
Action #5	Teacher Credentialing	<p>Ensure teachers are fully credentialed and appropriately assigned in content areas, per independent study guidelines.</p>	\$125,000.00	No

Action #	Title	Description	Total Funds Contributing	
Action #6	Chromebook Access	In an effort to increase technology readiness, the Charter's students will continue to have access to a Chromebook (or other similar technology) throughout all programs. Maintain 1:1 chromebook to student levels in all home study programs and for grades 7-12 in academy programs and 12:1 in academies grades TK-6.	\$110,000.00	No
Action #7	Mifi Internet Connection	Continue to provide resources through Foster/Homeless liaison along with MiFi (portable WiFi service) to foster, EL, homeless, and low-income students in order to access technology and resources when not at a resource center.	\$100,000.00	Yes
Action #8	English Learner Program	English Learners will access the State Standards and ELD Standards. Further develop the EL program by continuing to monitor all ELs as Tier II MTSS; ensuring that ELD time is on all master schedules; and, holding four professional development events for teachers of ELs to cover best practices, integration, core interventions and strategies, and personalization.	\$335,000.00	Yes
Action #9	ACEs & Professional Development	Provide specified intervention materials for ELA for teachers in grades 1-4 and mathematics intervention materials for teachers in grades 5-8. Provide teachers and ACES with professional development to implement these programs. Continue to train and support Assistant Classroom Educators (ACES)/instructional aides to support all students. Specialized training will allow targeted instruction for students with disabilities, English Learners, foster, homeless, and socio- economically disadvantaged students, and those students requiring MTSS/RTI support.	\$250,000.00	Yes
Action #10	Students with Disabilities	To increase academic success for students with disabilities, SCS will address the individualized needs as identified in their IEPs. In collaboration between the GenEd teachers and SpEd support providers will function as a team to plan and implement accommodations necessary for instruction; reteaching, ILP implementation as well as socio-emotional supports provided. Research-based academic interventions will be utilized and guided by data driven goals generated via intermittent probes and iReady data.	\$690,000.00	No

Action #	Title	Description	Total Funds Contributing	
Action #11	College & Career Readiness	<p>The charter will maintain/increase career-readiness by further developing, articulating, and advertising CTE Pathways and community college courses and make them accessible by offering an online format with in-person lab opportunities (as applicable).</p> <p>While not currently a part of the CCI calculation, Springs Charter Schools offers internships for all students and also partners with the Department of Rehabilitation to provide work experience to students with current IEP/504 plans to provide valuable work experience opportunities for all students. The charter is hopeful that these programs will become a part of the CCI indicator during this Plan's terms.</p> <p>Revise a-g courses to increase student choice, personalization, and engagement through implementing a dynamic high school curriculum. Our OPTs and Mods high school curriculum provides thematic curricular options as students complete A-G sequences and state standards with choice and flexibility. The 2021-2022 school year is the first roll-out year and will continue throughout the 2024 school year by adding grade levels and OTP choices.</p> <p>Continue to use individual, significant subgroup, grade level internal assessment and cluster data to drive instruction at the beginning of grade 9 to identify high school area strengths and weaknesses and implement research-based strategies to maintain/increase CAASPP grade 11 met/exceeded and/or "ready" or "conditionally ready" EAP scores (if available).</p>	\$20,000.00	No

Goal Analysis 2021-22

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

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

Goal #	Description
Goal 2	Safety: Improve student safety and school culture.

An explanation of why the LEA has developed this goal.

This particular goal was developed because the charter believes that student safety and school culture should be of the highest priority. The actions are related to facilities, the whole child, and nutrition services. Each of which will have the expected outcome of fewer suspensions/expulsions. Aside from the data outcomes, the charter also wants to ensure that students are well-cared for.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Suspension rate on Dashboard	0.8% in 2019-20 (Data Quest) 0% on 2019 Dashboard	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain / decrease rates; monitor and maintain performance better than State rates for Charter renewal
Expulsion rate (Data Quest)	0.0% in 2019-20	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain / decrease rates

Actions

Action #	Title	Description	Total Funds Contributing	
Action #1	Safe Clean Facilities	Maintain all facilities to be safe, clean, and "good repair." Preventative Maintenance work orders are auto-generated through Schooldude and assigned to Facilities Technicians. This includes CDE Facilities Inspection tool and Springs Security Component Level System. The PM work orders include HVAC, Roof, backflow, Fire extinguisher, elevator, fire alarm, IPM (integrated pest management) and Site Security (inspection of equipment, fencing/gates and access control). In addition to the quarterly PM work orders, site custodians submit a monthly checklist (CDE's Facilities Tool and Security checklist). Per Facilities Safer School Plan, filters will be replaced quarterly and inspected by the site technician.	\$525,000.00	No

Action #	Title	Description	Total Funds Contributing	
Action #2	Whole Child Support	<p>The whole child will be supported through various means including: Social/emotional groups led by counselors, STAR Team Meetings (including counselors, support staff, and special education teachers) to support students with behavioral and social needs, positive behavior programs implemented in each education program location, alternatives to suspension training and supports, MTSS specific staff development training focused on social well-being and supports for students in and outside the classroom.</p> <p>The charter will strive for a completely inclusive school culture for all students and staff through the work of our EDIT Committee.</p> <p>The charter will use suspension overall and subgroup data to refine Team practices, as appropriate.</p>	\$65,000.00	No
Action #3	Nutrition Services	<p>Provide one or more opportunities for students to access school breakfast at every location and utilize innovative strategies such as Breakfast in the Classroom, Breakfast After the Bell, and universal meal programs.</p> <p>Ensure that all student facilities provide access to a universal breakfast program (all students receive free meals, regardless of traditional eligibility requirements).</p>	\$0.00	Yes

Goal Analysis 2021-22

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

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

Goal #	Description
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Goal 3	Mission: Continue to support parent choice and personalized learning.
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An explanation of why the LEA has developed this goal.

Our charter would not be complete without the mission standing as one of the utmost priorities. The charter knows that personalized learning will lead to lower chronic absenteeism, decreased drop out rates, higher graduation rates, and increased parent/community involvement.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Chronic Absenteeism on Dashboard	20.4% on 2019 Dashboard	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain / decrease rates; monitor and maintain performance better than State rates for Charter renewal
Maintain/decrease middle school drop-out rates (1-year drop-outs on CALPADS 1.12 - grades 7/8)	0% in 2019-20	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain / decrease rates
Graduation Rate on Dashboard	Public data is not available due to low class size	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain / increase rates; monitor and maintain performance better than State rates for Charter renewal
High school cohort drop-out rate (Data Quest)	High school cohort drop-out rate (Data Quest)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain / decrease rate

Actions

Action #	Title	Description	Total Funds Contributing
Action #1	Chronic Absenteeism	The charter will maintain/increase attendance rates within network averages and maintain/decrease chronic absenteeism in comparison to the county through the adequate progress process, student involvement in goal setting, personalized learning process, interest choices, and student engagement methods.	\$50,000.00 No

Action #	Title	Description	Total Funds Contributing	
Action #2	Parent Engagement	Maintain parent involvement through gaining parent input in decision-making and parent participation in programs for unduplicated pupils. The school will do this through annual parent perception surveys (eg. school-wide LCAP stakeholder engagement survey, program-level parent satisfaction survey, etc.), School Site Council, ELAC/DELAC, as well as parent engagement events. Academies: Each student center hosts (at minimum) 2 on-site parent engagement events per year; Home-based programs: SPREE events occur regionally throughout the year, along with numerous parent orientations, webinars, coffee chats with the leaders allow for support and training of parents throughout the year.	\$20,000.00	Yes
Action #3	Community Engagement	Use marketing to maintain/increase community awareness; engaging potential families through a variety of means including social media, web presence, multimedia efforts, and meeting families in their community at events, festivals, etc. Focus efforts on local populations and demographics (i.e. providing bilingual staff at events and providing materials in Spanish as needed) for the purpose of striving to maintain a student population reflective of the local community.	\$20,000.00	No
Action #4	Graduation & Drop-out Rates	The charter will maintain/increase high school graduation rates and maintain/decrease middle school and high school dropout rates through a comprehensive review of every 11th grade student to determine if they will meet cohort graduation by 12th grade, refer to Springs intervention programs as needed, and have a senior task force meet with all high school principals 4x per year to identify at risk seniors and put specific interventions into place to support that student including senior SWAG days.	\$15,000.00	No

Goal Analysis 2021-22

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

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
19.26%	\$572,042.00

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.

The needs of foster youth, English learners, and low-income students are considered first, and the charter proves this through the training given to the staff involved in this program. While the action is provided to the entire school, these subgroups are of the highest priority, and the charter ensures that they receive services not only first, but most frequently. The actions defined are effective as measured through maintained/increased subgroup achievement data on the Dashboard, positive parent/student survey results, and internal metrics. This measure is the charter's guide to the effectiveness of the programs provided to these students.

The LEA completed the transition to 1:1 technology during the Covid-19 pandemic. Due to a delay in the production and shipping of Chromebooks, not all students were able to immediately receive the school purchased computers. The LEA prioritized access of a Chromebook to identified students including foster youth, homeless, and low-income students. In addition to providing Chromebooks, the LEA ensured all students in need received a MiFi hotspot for portable internet connection. Again, foster youth, homeless, and low-income students were prioritized.

The Curriculum and Instruction team in collaboration with Pupil Services, MTSS coordinators, and the Director of Assessment provided training and resources focused on supporting English Language Learners as well as the social and emotional well-being of all students, especially those identified as homeless or foster youth and low-income students. Access to school counselors, school psychologists, and additional support services are essential for supporting this population. Specific training for implementing integrated and designated ELD is ongoing for leaders, teachers, and aides (called ACEs).

The LEA's mission and vision statement includes a commitment to personalize learning for every student; this includes a personalized learning plan to address both academic and social-emotional needs.

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

Foster youth, English learners, and low-income students are known to the staff paid by this program. Thus, these students receive first, best attention (increased and improved services) 100% through the use of these funds. Without these funds, this type of dedicated staff attention would not be possible. The results of the efforts can be seen through student achievement data on the dashboard, parent/student surveys, and internal metrics.

Foster youth, English learners, and low income students receive in the following increased services/supports:

Chromebooks for students

MiFis for internet access

Materials in Spanish, as needed

Additional counseling support

ACE support and follow-up

MTSS support and monitoring

Data Entry Table

Goal #	Action #	Action Title	Student Group(s)	Increased / Improved	Scope	Unduplicated Student Group(s)	Location	Time Span
1	1	Standards-aligned curriculum and broad course of study	All students	No			All	On-going
1	2	ELA Student Achievement	All students	No			All	On-going
1	3	Math Student Achievement	All students	No			All	On-going
1	4	Science Student Achievement	All Students	No			All	Ongoing
1	5	Teacher Credentialing	All students	No			All	On-going
1	6	Chromebook Access	All	No			All	On-going
1	7	Mifi Internet Connection		Yes	Limited	Low-income, foster, homeless	All	On-going
1	8	English Learner Program		Yes	Limited	English Learners	All	On-going
1	9	ACEs & Professional Development		Yes	LEA-wide	All	All	On-going
1	10	Students with Disabilities	Students with disabilities	No			All	On-going
1	11	College & Career Readiness	High school	No			All	On-going

2	1	Safe Clean Facilities	All students	No			All	On-going
2	2	Whole Child Support	All students	No			All	On-going
2	3	Nutrition Services		Yes	Limited	Low-income	All	On-going
3	1	Chronic Absenteeism	All students	No			All	On-going
3	2	Parent Engagement		Yes	LEA-wide	All	All	On-going
3	3	Community Engagement	All students	No			All	On-going
3	4	Graduation & Drop-out Rates	High school	No			All	On-going

Data Entry Table

Personnel Expense	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
95.00%			\$1,000,000.00				
50.00%			\$250,000.00				
80.00%			\$250,000.00				
0%			\$50,000.00				
80.00%			\$125,000.00				
9.09%			\$10,000.00				
0%			\$0.00				
4.48%			\$335,000.00				
80.00%			\$150,000.00				
47.10%			\$440,000.00				
50.00%			\$20,000.00				
9.52%			\$425,000.00				
76.92%			\$65,000.00				
0%			\$0.00				
100.00%			\$50,000.00				
50.00%			\$20,000.00				
50.00%			\$20,000.00				
66.67%			\$15,000.00				

Total Expenditures Table

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
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1	1	Standards-aligned curriculum and broad course of study	All students	\$1,000,000.00	\$0.00	\$0.00	\$0.00	\$1,000,000.00
1	10	Students with Disabilities	Students with disabilities	\$440,000.00	\$0.00	\$225,000.00	\$25,000.00	\$690,000.00
1	11	College & Career Readiness	High school	\$20,000.00	\$0.00	\$0.00	\$0.00	\$20,000.00
1	2	ELA Student Achievement	All students	\$250,000.00	\$0.00	\$0.00	\$150,000.00	\$400,000.00
1	3	Math Student Achievement	All students	\$250,000.00	\$0.00	\$0.00	\$0.00	\$250,000.00
1	4	Science Student Achievement	All Students	\$50,000.00	\$0.00	\$0.00	\$0.00	\$50,000.00
1	5	Teacher Credentialing	All students	\$125,000.00	\$0.00	\$0.00	\$0.00	\$125,000.00
1	6	Chromebook Access	All	\$10,000.00	\$0.00	\$0.00	\$100,000.00	\$110,000.00
1	7	Mifi Internet Connection		\$0.00	\$0.00	\$0.00	\$100,000.00	\$100,000.00
1	8	English Learner Program		\$335,000.00	\$0.00	\$0.00	\$0.00	\$335,000.00
1	9	ACEs & Professional Development		\$150,000.00	\$0.00	\$0.00	\$100,000.00	\$250,000.00
2	1	Safe Clean Facilities	All students	\$425,000.00	\$100,000.00	\$0.00	\$0.00	\$525,000.00
2	2	Whole Child Support	All students	\$65,000.00	\$0.00	\$0.00	\$0.00	\$65,000.00
2	3	Nutrition Services		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	1	Chronic Absenteeism	All students	\$50,000.00	\$0.00	\$0.00	\$0.00	\$50,000.00
3	2	Parent Engagement		\$20,000.00	\$0.00	\$0.00	\$0.00	\$20,000.00
3	3	Community Engagement	All students	\$20,000.00	\$0.00	\$0.00	\$0.00	\$20,000.00
3	4	Graduation & Drop-out Rates	High school	\$15,000.00	\$0.00	\$0.00	\$0.00	\$15,000.00

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$3,225,000.00	\$100,000.00	\$225,000.00	\$475,000.00	\$4,025,000.00

Total Personnel	Total Non-Personnel
\$39,420,000.00	\$33,030,000.00

Contributing Expenditures Tables

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	7	Mifi Internet Connection	Limited	Low-income, foster, homeless	All	\$0.00	\$100,000.00
1	8	English Learner Program	Limited	English Learners	All	\$335,000.00	\$335,000.00
1	9	ACEs & Professional Development	LEA-wide	All	All	\$150,000.00	\$250,000.00
2	3	Nutrition Services	Limited	Low-income	All	\$0.00	\$0.00
3	2	Parent Engagement	LEA-wide	All	All	\$20,000.00	\$20,000.00

Totals by Type	Total LCFF Funds	Total Funds
Total:		
LEA-wide Total:	\$170,000.00	\$270,000.00
Limited Total:	\$335,000.00	\$435,000.00
Schoolwide Total:	\$0.00	\$0.00

Annual Update Table Year 1

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

Totals	Planned Expenditure Table	Estimated Actual Total
Totals	[Intentionally Blank]	[Intentionally Blank]

Instructions

- Plan Summary
- Stakeholder Engagement
- Goals and Actions

Increased or Improved Services

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243,

Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement

should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

Include in the baseline column the most recent data associated with this metric available at the

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2019–20 outcomes on some metrics may not be computable at the time the 2020–23 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2020–21. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2021–22, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2022–23 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2020–21 .	Enter information in this box when completing the LCAP for 2020–21 .	Enter information in this box when completing the LCAP for 2021–22 . Leave blank until then.	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2020–21 .

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

use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:

Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome

data or actual implementation to date.

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

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

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

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

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

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

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

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

COEs and Charter Schools: Describe how actions included as contributing to meeting the

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:

Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

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

Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is not included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:

- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-personnel:** This amount will be automatically calculated.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.