

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Caliber: Beta Academy

CDS Code: 07100740129528

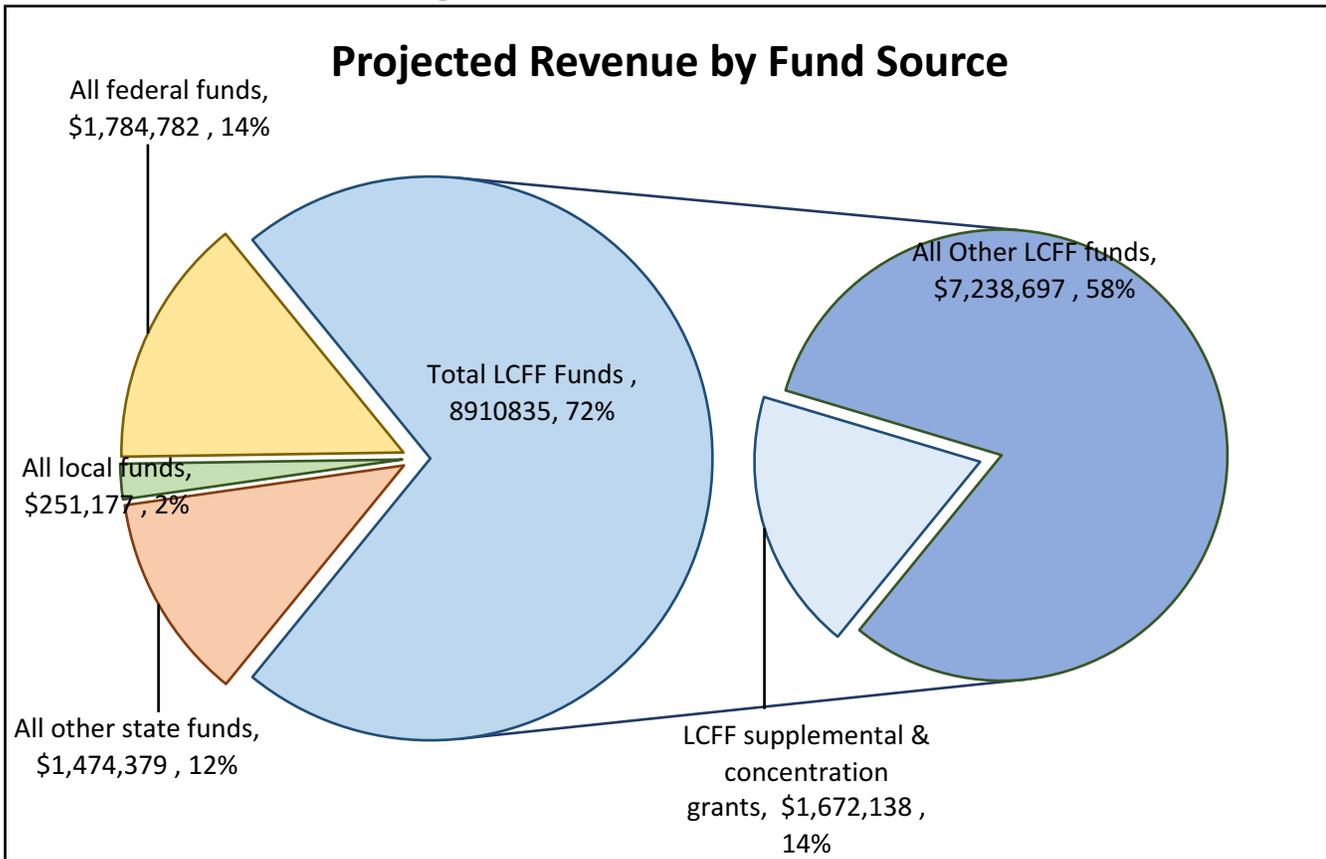
School Year: 2021 – 22

LEA contact information: Andrew Grossman & Tim Pruitt, School Leaders

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 LEA and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

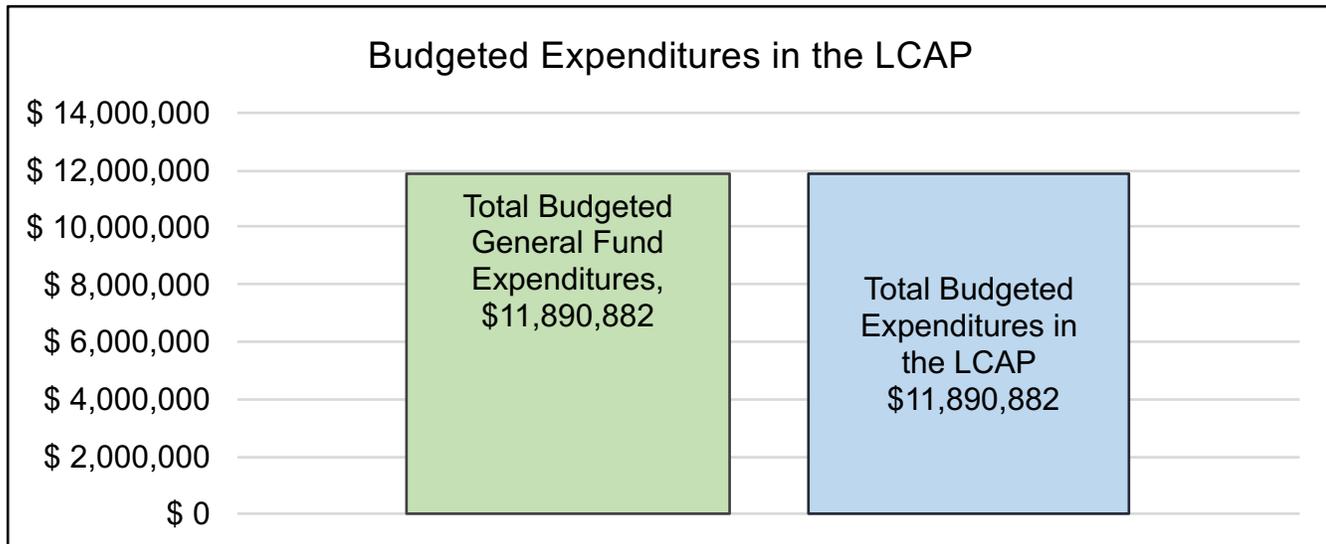


This chart shows the total general purpose revenue Caliber: Beta Academy expects to receive in the coming year from all sources.

The total revenue projected for Caliber: Beta Academy is \$12,421,173.00, of which \$8,910,835.00 is Local Control Funding Formula (LCFF), \$1,474,379.00 is other state funds, \$251,177.00 is local funds, and \$1,784,782.00 is federal funds. Of the \$8,910,835.00 in LCFF Funds, \$1,672,138.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

Caliber: Beta Academy plans to spend \$11,890,882.00 for the 2021 – 22 school year. Of that amount, \$11,890,882.00 is tied to actions/services in the LCAP and \$0.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

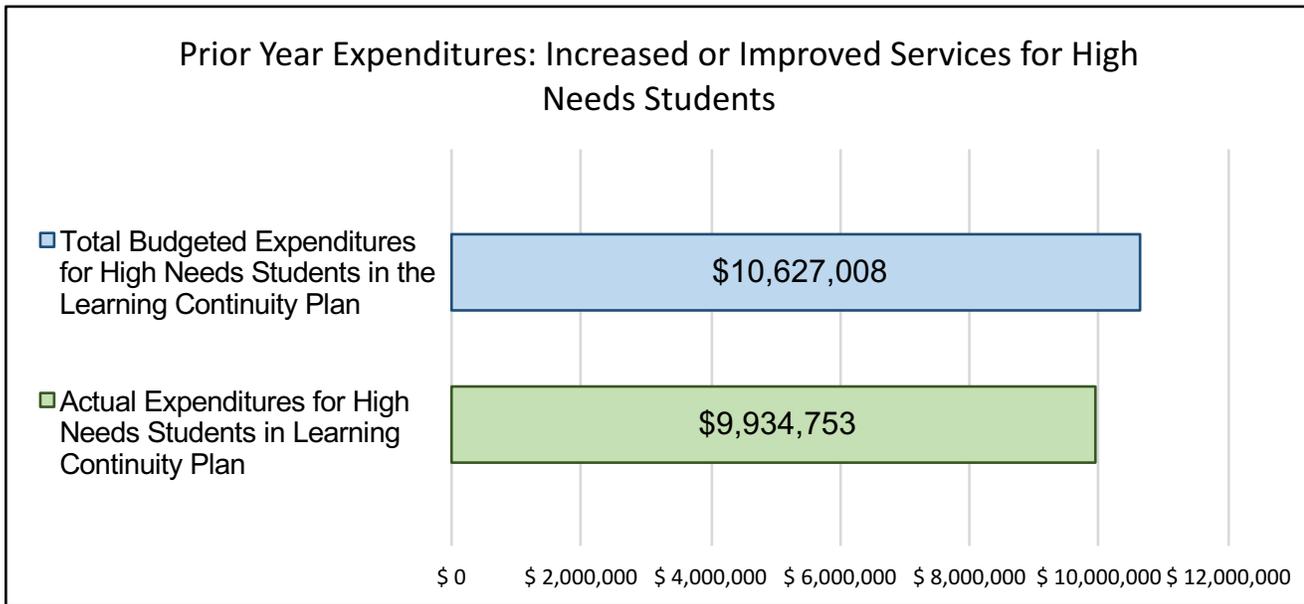
All expenditures are included in the LCAP.

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

In 2021 – 22, Caliber: Beta Academy is projecting it will receive \$1,672,138.00 based on the enrollment of foster youth, English learner, and low-income students. Caliber: Beta Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Caliber: Beta Academy plans to spend \$11,890,882.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

In 2020 – 21, Caliber: Beta Academy's Learning Continuity Plan budgeted \$10,627,008.00 for planned actions to increase or improve services for high needs students. Caliber: Beta Academy actually spent \$9,934,753.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of \$692,255.00 had the following impact on Caliber: Beta Academy's ability to increase or improve services for high needs students:

[Respond to the prompt here; if there is no prompt a response is not required.]

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

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

LEA Name	Contact Name and Title	Email and Phone
Caliber: Beta Academy	Tim Pruitt & Andrew Grossman School Leaders	info@caliberschools.org (510) 685-1768

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

Caliber will support teachers and staff in becoming effective educational leaders.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Teacher retention</p> <p>19-20 70%</p> <p>Baseline 71%</p>	<p>Not Met: 69%</p>
<p>Metric/Indicator Teacher certification & assignment</p> <p>19-20 100% of teachers certified or in process of completing certification</p> <p>Baseline 95% certified or in process of receiving certification</p>	<p>Met: 100%</p>
<p>Metric/Indicator Teacher evaluation of PD as useful for their teaching</p> <p>19-20 Majority find PD useful</p> <p>Baseline 10.1% said PD was useful for teaching</p>	<p>Not Met: 4.2 on PD domain from Insight Survey (5 is national average).</p>

Expected	Actual
<p>Metric/Indicator Frequency of teacher observations & feedback</p> <p>19-20 Biweekly observation & feedback</p> <p>Baseline Bi-weekly (on average)</p>	<p>Met: Prior to COVID teachers received weekly coaching and feedback. This continued during Distance Learning but the feedback was adjusted to better support the transition to distance learning.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide in-house and external PD opportunities for staff	Professional Development LCFF Supplemental/Concentration Funds 64234 Professional Development Title II 35402 Professional Development General Fund 6364	Professional Development LCFF Supplemental/Concentration Funds 111502 Professional Development Title II 35818 Professional Development Parcel Tax 28000
Maintain coaching for teachers	Instructional Coaching LCFF Supplemental/Concentration Funds 508809	Instructional Coaching LCFF Supplemental/Concentration Funds 505588
Consolidated with action #2 above re: coaching		
Support implementation of PLCs during Friday PDs	Expenditures captured elsewhere in LCAP	Costs included in line 1 above
Recruit and retain staff with appropriate credentials for all roles.	Recruiting Expenses General Fund 15000 School Leader Compensation & Benefits General Fund 241426 Teacher Compensation & Benefits General Fund 1922609 Teacher Compensation & Benefits EPA 162922	Recruiting Expenses General Fund 5371 School Leader Compensation & Benefits General Fund 252351 Teacher Compensation & Benefits General Fund 1875248 Teacher Compensation & Benefits EPA 166958

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Support "Residency" program to develop new teacher pipeline	Residency Program Expenses LCFF Supplemental/Concentration Funds 60000	\$79,658 Residency Program Expenses LCFF Supplemental/Concentration Funds 79658

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 actions were implemented.

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

During Distance Learning teachers needed just as much coaching and feedback as usual (if not more) as they adjusted their practice to an online setting. Our coaches were flexible in giving feedback to both asynchronous and synchronous teaching. In addition, our staff was able to access many professional development opportunities that were held over zoom that otherwise might have been more difficult to attend. In grades K-2 the feedback was on seesaw videos, in grades 3-5 it was on a combination of live teaching via Zoom, live teaching support materials such as powerpoints and asynchronous lessons, videos and materials. In 6-8 teacher feedback focused on live teaching. Although we have data that suggests we were able to meet the goals of frequency around coaching and professional development after the pandemic, we did not do an end of year survey to measure the effectiveness of these services. Although the teacher retention was slightly lower than our goal of 80%, we recognize how the pandemic upended many of our staff's lives. Many of our departing staff decided to move in order to be closer to family. Based on data from exit interviews, we are revising our salary scale and adding additional mental health support to our benefits package in order to improve staff retention for the 2021-2022 school year.

We are continuing to monitor our PD effectiveness both through the Insight Survey and staff surveys at the end of our August Professional Development Weeks and periodic checks throughout the year. We have also partnered with outside Professional Development partners (Overcoming Racism, Instructional Partners, Digital Promise) to increase Impactful Professional Development experiences.

Goal 2

Caliber will foster and maintain a welcoming, safe and joyful space for students to focus on learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Facilities in good repair</p> <p>19-20 TBD Based on Year 1 & Year 2 Results</p> <p>Baseline Currently in good repair</p>	Met
<p>Metric/Indicator ADA compliance of facilities</p> <p>19-20 TBD based on 2018-19 results</p> <p>Baseline Currently ADA compliant</p>	Met
<p>Metric/Indicator Parent & student satisfaction with facilities</p> <p>19-20 Stakeholder surveys show overall satisfaction with campus</p> <p>Baseline N/A - did not ask about campus in previous surveys</p>	79% welcoming and safe campus

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain a safe and welcoming facility, implementing all school safety procedures, investing in facilities and technology, and addressing concerns raised in 18-19 around gate locks	Rent General Fund 292061 Facility Improvements General Fund 15000 Classroom Technology General Fund 88400 Other Operational Expenses General Fund 369000	Rent General Fund 292061 Facility Improvements General Fund 19565 Classroom Technology General Fund 28055 Classroom Technology Parcel Tax 13548 Other Operational Expenses General Fund 358378
Consolidated with action item #1 above		
Consolidated with action item #1 above		
Ensure school operations run smoothly and efficiently	Operations Staff Compensation & Benefits General Fund 510496 Other Operational Expenses Meals 444329 Other Operational Expenses General Fund 2132206	\$2,918,618 Operations Staff Compensation & Benefits General Fund 462636 Other Operational Expenses Meals 317073 Other Operational Expenses General Fund 2111162 Prop 51 Other Operational Expenses 13780 SB117 Other Operational Expenses 13967

Goal Analysis

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

Although our overall spending was slightly lower than budgeted, we continued to improve campus facilities in preparation for an eventual return to in-person learning. This included making sure we had proper signage, ventilation, and campus security monitoring. In addition our operation team continued to be utilized to distribute materials including meals, technology and student learning

supplies. Meals were distributed twice a week. We had large technology distribution and collection events in March and June, as well as technology office hours. We also held multiple material distributions, where manipulatives and paper packets were distributed.

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

The flexibility of our operations team and ability to pivot their duties helped us ensure that operations ran smoothly. We did find challenges associated with contracting out work due to shelter-in-place orders as well as making sure our operations team was adhering to safety measures put into place with social distancing. This led us to postpone some of the planned improvements until 2020-2021 and be slightly under budget in this area.

Goal 3

Caliber will ensure that all students are on grade level to be academically ready for college by the time they leave high school

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator % of students who meet or exceed SBAC standards after barely meeting or not meeting the prior year</p> <p>19-20 At least 5% of students</p> <p>Baseline 18% in Math; 29% for ELA</p>	<p>Summative SBAC was cancelled. Instead, we used the alternative metric of ICA performance. 27% of students met or exceeded on Math ICA and 43% met or exceeded on ELA ICA.</p>
<p>Metric/Indicator Use of common core aligned curriculum</p> <p>19-20 Common core aligned curriculum is used</p> <p>Baseline Common core aligned curriculum is used</p>	<p>Met: Common core aligned curriculum used.</p>
<p>Metric/Indicator Math-Specific PD</p> <p>19-20 100% of math teachers receive math-specific PD</p> <p>Baseline N/A - did not offer math-specific PD before</p>	<p>Met: Math Common Core professional development was implemented.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain additional teaching staff relative to District norms	<p>Teacher Compensation & Benefits LCFF Supplemental/Concentration Funds 471322</p> <p>Teacher Compensation & Benefits Title I 60000</p> <p>Teacher Aides Compensation & Benefits Title I 230885</p> <p>Teacher Aides Compensation & Benefits LCFF Supplemental/Concentration Funds 75888</p> <p>Teacher Aides Compensation & Benefits Low Performing Student Block Grant 15808</p> <p>Teacher Aides Compensation & Benefits General Fund 40193</p>	<p>Teacher Compensation & Benefits LCFF Supplemental/Concentration Funds 303160</p> <p>Teacher Compensation & Benefits Title I 0</p> <p>Teacher Aides Compensation & Benefits Title I 289276</p> <p>Teacher Aides Compensation & Benefits LCFF Supplemental/Concentration Funds 92694</p> <p>Teacher Aides Compensation & Benefits Low Performing Student Block Grant 0</p> <p>Teacher Aides Compensation & Benefits General Fund 105955</p> <p>Teacher Aides Compensation & Benefits Title IV 21579</p>
Use common core aligned curriculum	<p>Software & Content Licenses General Fund 70720</p> <p>Instructional Materials Lottery 28104</p> <p>Instructional Materials General Fund 12176</p> <p>Library Books Lottery 15000</p>	<p>Software & Content Licenses General Fund 63426</p> <p>Instructional Materials Lottery 47297</p> <p>Instructional Materials General Fund 76661</p> <p>Library Books General Fund 13405</p>
Continue to support an on-campus after school program that includes an academic intervention component	After School Program Expenses ASES 122850	After School Program Expenses ASES 133169

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	After School Program Expenses LCFF Supplemental/Concentration Funds 13500	After School Program Expenses Parcel Tax 13181
Consolidated with actions in Goal #1		
Work with a math interventionist	Expenditures captured elsewhere in LCAP Teacher Aides Compensation & Benefits Title I	Costs included in action 1 above

Goal Analysis

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

Prior to the 2019-2020 school year we had a 5th grade teacher back out of her contract. We were unable to fill her position, leading to slightly larger class sizes in the 5th grade. This explains the discrepancy in funds used for maintaining teaching staff relative to district norms. However we used the money originally allocated for the position to hire an additional instructional aide. Throughout the year this aide pushed into the 5th grade classrooms to assist with small group learning, particularly in ELA and Math.

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

As seen above we ended up spending more on aligned curriculum in order to have all students have copies of workbooks and their own manipulatives in their home (rather than share at school) once shelter in place began. This allowed students and families to have resources to refer to during both synchronous classes and asynchronous learning. We also pivoted the use of our after school staff to assist with student outreach and tutoring after we left campus.

In grade TK-5 we partnered with Dr. Nicola Hodkowski and Digital Promise to provide Math Specific Professional Development for teachers in Kindergarten through Fifth Grade. These development experiences fostered our staff's overall understanding of the Common Core Standards and the mathematical continuum to implement the Eureka Math curriculum. In grade 6-8th math-specific professional development, one-on-one instructional coaching, and professional learning community support for teachers in sixth through eighth grade. These development and coaching experiences supported staff content knowledge development in the Mathematics Common Core State Standards, and the design and development of Mathematical Power Standards against the major work of each grade level. These supports were vital to the implementation of the Open Up Resources curriculum.

According to the SBAC Interim Comprehensive Assessment (ICA) data that was administered prior to Distance Learning, the school had a similar percentage of students who met or exceeded standards compared to the 2018-2019 school year for both Math and ELA.

Goal 4

Caliber families will partner with Caliber staff in order to support the student's academic, social and emotional learning goals.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Distribution of PLPs 19-20 PLPs sent home 3x/year Baseline PLPs sent home 3x/year	Met: Students received Personalized Learning Plans for Trimester 1 and 2. There was a modified progress report for Trimester 3 tailored to the distance learning program.
Metric/Indicator Parent survey completion rates 19-20 TBD based on 2018-19 results Baseline 10% completion	Not Met: 27.61% of families completed.
Metric/Indicator Parent satisfaction rates 19-20 TBD based on 2018-19 results Baseline Currently setting the baseline for parent satisfaction rates	82% overall satisfaction

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Produce & distribute PLPs	Expenditures captured elsewhere in LCAP	Costs reported in goal 2 above (school operations)
Implement incentives for parent survey completion	Expenditures captured elsewhere in LCAP	Costs reported in goal 2 above (school operations)
Gather feedback from parents and respond accordingly	Expenditures captured elsewhere in LCAP	Costs reported in goal 2 above (school operations)
Maintain a variety of parent facing events to increase parents' sense of community	Community Outreach & Events LCFF Supplemental/Concentration Funds 20000	Community Outreach & Events LCFF Supplemental/Concentration Funds 13440

Goal Analysis

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

Although we continued to hold space for our families, because we were not in person we did not need to offer the regular services that we have which include meals and child care during family events, leading to a reduction in funds use. We have tried to include more incentives for attending including raffles or door prizes. For some events that we would have provided food at (ie SSC Meetings) we have also included GrubHub gift cards for families. We also increased our community Zoom events for both families and students including staff led evening read alouds, virtual pillar point parties, family Zoom game nights and other community events.

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

Although we were not able to have our usual events, we did find success in engaging families over zoom, and continued to build off of this knowledge during the 2020-2021 school year. For example, we held a multitude of town hall meetings over zoom at the end of the school year and were able to involve 40-50 families in our planning process for the 2020-2021 school year. We also regularly had Pastries with Principal events over zoom, met with our SSC monthly and had ELAC Committee Meetings.

At the end of the year we struggled to have families complete our survey. Many of our usual strategies (have families complete during pick up or drop off, making a part of the Family Conferences) were unable to be implemented. In addition, throughout Shelter-in-Place we have found families experiencing "survey fatigue" affecting our ability to reach our goals in completion. We have pivoted throughout SIP to other ways of gathering feedback including Zoom town hall style meetings with break out rooms for feedback.

Goal 5

Caliber will meet the English language development needs of EL student to ensure college readiness.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator EL reclassification rate</p> <p>19-20 41.7 % reclassification</p> <p>Baseline 21.4% reclassification</p>	<p>Summative ELPAC cancelled. 3 students were able to reclassify based on their 18-19 ELPAC scores.</p>
<p>Metric/Indicator Reclassified student follow-up</p> <p>19-20 TBD based on 2018-19 results</p> <p>Baseline 100% of reclassified students received trimester review</p>	<p>Met: Students received Personalized Learning Plans for Trimester 1 and 2. There was a modified progress report for Trimester 3 tailored to the distance learning program.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Parent information nights in collaboration with ELAC and GTL	Expenditures captured elsewhere in LCAP	Costs included in Goal 4 above
Consolidated with Actions in LCAP Goal #1	Expenditures captured elsewhere in LCAP	Costs included above

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Hire an ELD specialist to design ongoing professional development opportunities for all staff K-8 that focus on research-based best practices for integrated and designated ELD support.	Professional Development LCFF Supplemental/Concentration Funds 34363 Professional Development Title III 25637	Professional Development LCFF Supplemental/Concentration Funds 31700 Professional Development Title III 31794

Goal Analysis

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

We continue to work with our teachers on implementing both Designated and Integrated ELD. We purchased the online support for our Reach for Reading Integrated ELD curriculum and bought more books and workbooks for students to use at home during the 2020-2021 school year while we were sheltering in place.

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

As highlighted above, we were able to continue to have a variety of events, however the costs of them were much less due to not needing food or childcare services. In addition, we hired an ELD specialist to assist with coaching and our role out of Designated ELD.

Goal 6

Caliber will develop a positive student and school culture through developing avenues to foster: student identity, student voice and empowerment in order to make a difference in their community.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Attendance rate 19-20 95% Baseline 95.4%	Met: 95.7% through 3/13/20
Metric/Indicator Suspension rate 19-20 <2.5% Baseline 3.5%	Met: 1 student (0.1%)
Metric/Indicator Expulsion rate 19-20 <1% Baseline 0%	Met: 0
Metric/Indicator Middle school drop-out rate	Met: 0

Expected	Actual
19-20 <1% Baseline 0%	
Metric/Indicator Improvement in chronic absenteeism rate 19-20 1% improvement Baseline 10.2%	Met: 9.2% through 3/13/20

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Implementation of designated SEL instruction (Toolbox, middle school advisory curriculum, Sown to Grow)	SEL Staff Compensation & Benefits LCFF Supplemental/Concentration Funds 378303	SEL Staff Compensation & Benefits LCFF Supplemental/Concentration Funds 436536
Continue referral tracking and attendance monitoring through Dean's List	Expenditures captured elsewhere in LCAP	Costs reported in goal 2 above (school operations)
Attendance incentive system for stakeholders	Expenditures captured elsewhere in LCAP	Costs reported in goal 2 above (school operations)
Implementation of designated SEL instruction (Toolbox, middle school advisory curriculum, Sown to Grow)	Consolidated with Action Item #1 above	Consolidated with Action Item #1 above
Implementation of designated SEL instruction (Toolbox, middle school advisory curriculum, Sown to Grow)	Consolidated with Action Item #1 above	Consolidated with Action Item #1 above

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 actions were implemented.

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

Attendance incentives were just as important during distance learning as in person. We continued to utilize our SEL team for support and collect data on attendance through Deanslist in the upper school and regular monitoring by coaches and teachers of Google Classroom and Seesaw in the lower school. We developed a number of interventions when attendance became an issue, however, this continued to be an area of growth during the Spring of 2020.

In addition, students continued to utilize their SEL learning during Distance Learning. In the lower school we referenced Toolbox during our Daily Announcements and ran training with families on how to support students in their SEL needs that included this curriculum. In the upper school students continued to reflect using Sown to Grow with their advisors and teachers.

Goal 7

Caliber will develop critical thinking skills across multiple subjects to prepare students for life beyond school.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Minutes of coding, science, and social studies in the master schedule</p> <p>19-20 180 minutes per week of coding, science, social studies</p> <p>Baseline 150 minutes per day in upper school; 100 in grades 3-5; 101 in grades K-2</p>	<p>Pre-Shelter in Place:</p> <ul style="list-style-type: none"> • Computer Science • K-5 100 minutes /week • 6-8 120 minutes / week • Science • K-1 30 minutes / week • 2nd Grade 45 minutes /week • 3-5 55 minutes per week (alternating 6 week cycles with Social Studies • 6-8 240 minutes per week (60 min classes Mon-Thu) • Social Studies • K-1 30 minutes / week • 2nd Grade 45 minutes /week • 3-5 55 minutes per week (alternating 6 week cycles with Social Studies • 6-8 240 minutes per week (60 min classes Mon-Thu) <p>Post Shelter in Place- K-5 continued to offer Science and Social Studies asynchronous assignments. We also had a science week and a school wide geography week and geography bee in June.</p>

Expected	Actual
<p>Metric/Indicator % of students completing a coding project designed around critical thinking skills</p> <p>19-20 >95% completed</p> <p>Baseline N/A - not tracked in 16-17</p>	<p>100% of students were able to do this before Shelter in Place began in March</p>
<p>Metric/Indicator % of students completing three or more writing performance tasks</p> <p>19-20 >95%</p> <p>Baseline N/A - not tracked in 16-17</p>	<p>Met</p>
<p>Metric/Indicator % of students completing "worthy tasks" in Math</p> <p>19-20 >90%</p> <p>Baseline N/A - not tracked in 16-17</p>	<p>Met</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Offer coding classes</p>	<p>Computer Science Program Expenses Parcel Tax 177567</p> <p>Computer Science Program Expenses General Fund 49028</p>	<p>Computer Science Program Expenses Parcel Tax 170702</p> <p>Computer Science Program Expenses General Fund 21553</p>
<p>Provide students with opportunities for enrichment within and outside the school</p>	<p>Other Academic Services General Fund 327000</p>	<p>Other Academic Services General Fund 286030</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Train all teachers in teaching writing and norming on rubric scores	Expenditures captured elsewhere in LCAP	Included in Goal 1 above
Math specific PD	Expenditures captured elsewhere in LCAP	Included in Goal 1 above

Goal Analysis

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

We invested in online platforms and training for teachers that focused on how to use them so that students could continue to participate in clubs and enrichment classes. These included NearPod, Zoom, and SeeSaw. Earlier in the year we had invested in CodeCombat, which we leaned on heavily during Shelter in Place for our Computer Science Program.

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

Although we remained committed to our enrichment including our Computer Science program, band, garden club, etc. (all of which continued although on a smaller scale during shelter in place) with students off campus there was less opportunity for field trips. We shifted much of our enrichment and clubs to asynchronous videos and work.

Goal 8

Caliber SPED students will grow in the Caliber community and their families will feel supported in their individualized education plans.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Rate of IEP goal completion</p> <p>19-20 80% of IEP goals will be met or nearly met</p> <p>Baseline N/A</p>	<p>In the transition to distance learning, Case Managers prioritized the process of documenting a child's distance learning plan in place of the usual IEP goal completion.</p>
<p>Metric/Indicator SPED parent satisfaction rates</p> <p>19-20 80% of parents report being satisfied</p> <p>Baseline N/A - not asked on 16-17 parent survey</p>	<p>In the transition to distance learning, the Special Education team prioritized establishing collaborative and successful partnerships with various caregivers in place of the usual parent survey administration.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Direct individualized instruction on IEP goals	<p>Special Education Program Expenses SPED 525648</p> <p>Special Education Program Expenses LCFF Supplemental/Concentration Funds 104040</p>	<p>Special Education Program Expenses SPED 452554</p> <p>Special Education Program Expenses LCFF Supplemental/Concentration Funds 107560</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Special Education Program Expenses General Fund 212046	Special Education Program Expenses General Fund 122353
IEP goals related to the common core state standards	Expenditures captured elsewhere in LCAP	Costs included in line 1
Support all other services designated in IEP meetings	Special Education Program Expenses SPED 66383 Special Education Program Expenses General Fund 321798	Special Education Program Expenses SPED 160189 Special Education Program Expenses General Fund 208604

Goal Analysis

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

During distance learning, we purchased less workbooks, materials for hands-on activities, and other physical materials for classrooms to support our diverse learners. Additionally, due to distance learning, we were able to creatively utilize our existing staff, who have developed strong relationships with our students, in creative ways that meant we could hold off on hiring additional paraeducators and Ed Specialists that we would have needed in-person. To this point, due to distance learning, some students who may demonstrate challenging behaviors requiring more intensive support in a classroom setting, experienced less triggers and distractions in their home environments. For example, for our students in Lower graders, we had some students that might have required 1:1 paraeducators in the classroom, but at home, through strong partnerships with caregivers, consultation, materials in the home, and direct services, we were able to support students in their learning without needing a 1:1 paraeducator in some cases. For Upper School, we also were able to have larger cohorts of students online than would be manageable in the classroom, allowing us to have 3 cohorts of students instead of 4, which meant we were able to co-teach one cohort in each grade level in math and ELA and serve more students at once by one provider than would have been possible in a physical classroom space. If we had had 4 cohorts, we would have needed additional staff to accomplish this and provide quality direct services to our students with IEPs. Specifically, around this goal, we felt we were able to promote community and inclusion of our families in the IEP process with our existing staff and materials.

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

Our team experienced many successes this school year regarding building community and supporting families with their child's IEPs. Given all of our Special Education teachers, paraeducators, and most of our service providers were returning members of our team, we had a unique opportunity to maintain and utilize existing relationships with our families to support kids. This was critical in establishing collaborative and successful partnerships with various caregivers during distance learning. Many of our families reported their appreciation and strong endorsement of specific special education team members and the overall program in meeting the unique

needs of their families and their children. One challenge, however, in our work with families this year around IEPs specifically was on the 'paperwork' side of things. Throughout distance learning, a variety of changes were made to the process of documenting a child's distance learning plan. Amendments, PWNs (Prior Written Notices), Contingency plans, etc. became confusing adjustments our Case Managers had to make this year and, at times, this made it more difficult for case managers to adequately explain and for families to fully understand all the adjustments and shifts in requirements for the IEP process. Another challenge this year was, because so many families were experiencing significant changes and stressors due to COVID-19, we had a difficult time engaging a few of our families fully in the IEP process as comprehensively as we hoped to make a reality when writing this goal.

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
Recruit and retain high quality teaching staff to provide instruction that is focused on students who have demonstrated or are at risk of learning loss	School Leadership \$308,000 (General Fund, LCFF) Teachers \$2,687,000 (General Fund, EPA) Recruiting \$5,000 (LCFF)	Costs reported below (\$2,986,000) because we have been in distance learning mode	Yes
Provide in-house and external PD opportunities for staff	Professional Development Expenses \$75,000 (Title II, Title III, LCFF, General Fund)	Costs reported below (\$110,000) because we have been in distance learning mode	Yes
Provide EL professional development and coaching for teachers	Included in Professional Development expenses above (Title III)	Costs included in professional development expenses	Yes
Provide coaching for teachers	Assistant Principals and Instructional Coaches \$745,000 (LCFF, LLMF)	Costs reported below (\$683,000) because we have been in distance learning	Yes
Support Residency program to develop new teacher pipeline	Residency Program \$30,000 (LCFF)	\$32,401	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Maintain a safe & clean facility, implementing all COVID-19 prevention measures	Rent \$297,000 (General Fund) Custodial Services \$380,000 (General Fund)	\$437,616	Yes
Ensure school operations run smoothly and efficiently	Office Staff \$407,000 (General Fund, LCFF) Network costs \$769,000 (General Fund) Other administrative costs \$419,000 (General Fund)	Costs reported below (\$1,764,000) because we have been in distance learning mode	Yes
Provide rigorous, grade-level instructional materials, substantially similar to what would be available in a non-COVID context	Instructional Materials \$89,000 (Lottery, LCFF) Instructional Software \$60,000 (LCFF)	\$93,408	Yes
Provide technology for all staff & students	Technology equipment \$150,000 (ESSER, LCFF, Parcel Taxes)	\$252,047	Yes
Provide an after school program that includes an academic intervention component that addresses students who have demonstrated or are at risk of learning loss.	After school program costs \$145,000 (ASES, LCFF)	Costs reported below (\$162,000) because we have been in distance learning mode	Yes
Offer a robust computer science curriculum, substantially similar to what would be available in a non-COVID context	CS Program Costs \$231,000 (Parcel Taxes)	\$225,295	Yes
Offer robust physical education program, substantially similar to what would be available in a non-COVID context	PE Program Costs \$242,000 (LCFF, General Fund)	\$239,506	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide students with opportunities for enrichment within and outside school	Garden Program \$6,000 (LCFF) Music Program \$23,000 (LCFF) Field Trips \$25,000 (LCFF)	\$25,869	Yes
Provide academic and other supports to students with disabilities or who have mental health needs, including all services in students' IEPs	SPED Program Costs \$1,242,000 (SPED, LCFF, General Fund)	Costs reported below (\$1,141,000) because we have been in distance learning mode	Yes
Provide designated ELD program and other supports designed to meet the needs of ELs	Teaching and instructional costs included above	Teaching and instructional costs included above	Yes
Designate a Homeless coordinator to identify academic and other supports needed by pupils in foster care or experiencing homelessness	Staff cost included above	Staff cost included above	Yes

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

Beta created a plan for both an extended distance learning program as well as an in-person Hybrid opportunity for the 2020-2021 school year. Due to the COVID numbers throughout the year and the feedback from staff and families, we remained in Distance Learning until late Spring. This led us to shift many portions of our In-Person Instruction plan to be used in our Distance Learning Program as outlined below. For example, we were not able to provide in-person field trips because we were in Distance Learning for most of the year.

Analysis of In-Person Instructional Offerings

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

Beta executed a phased reopening model in late April of 2021. This included intervention for target students based on attendance and work completion data in grades K and 5-8th beginning in April and an opt-in hybrid model in Grades TK-4 in May.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Recruit and retain high quality teaching staff to provide daily live instruction/interaction and ensure pupils have access to a full curriculum of substantially similar quality as would be available in a non-COVID context.	Teaching, leadership, and recruiting costs reported above	\$2,986,302	Yes
Provide in-house and external PD opportunities for staff	PD costs reported above	\$110,031	Yes
Provide coaching and technology support for teachers to build their distance learning expertise	Coaching costs reported above	\$682,542	Yes
Maintain a safe & clean facility, implementing all COVID-19 prevention measure	Rent, custodial services, furnishings, interest, & depreciation reported above	Costs included in table above	Yes
Ensure school operations run smoothly and efficiently	Office staff, substitutes & other professional services, network, and other administrative costs reported above	\$1,764,029	Yes
Provide high quality, instructional software aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction	Instructional materials and software included above	\$103,233	Yes
Provide all students access to connectivity and devices to participate in the distance learning educational program and assigned work	Technology equipment as noted above Internet & Cell phones \$57,000 (LLMF, General Fund)	\$60,311	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Use after school program staff to support distance learning interventions	After school program costs as reported above	\$162,218	Yes
Provide academic and other supports to students with disabilities or who have mental health needs, including all services in students' IEPs	Special education program costs as reported above	\$1,140,729	Yes
Provide designated ELD program and other supports designed to meet the needs of ELs	EL program costs as reported above	EL program costs as noted above	Yes
Designate a Homeless liaison to identify academic and other supports needed by pupils in foster care or experiencing homelessness	Staff cost included above	Staff cost included above	Yes

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

Our professional development was 60k less than budgeted. There were two major reasons: 1) a coach's role was adjusted to focus on Social Emotional Learning Support instead of professional development, and 2) the outside professional budget was slightly lower because there were lower expenditures for travel.

Our Site Maintenance budget also came out lower than anticipated. This was due to having less staff work from school and having less need to clean the campus.

Another discrepancy was in our budget to run operations. There were multiple reasons for this, including larger SSO/Network fees due to LCFF revenue being higher than anticipated, and the investment in office costs to improve student engagement and outreach such as our attendance coordinator.

Lastly there was a significant increase in costs of Instructional Materials and Software. This was a result of making more purchases of material that could be sent home for individual student use rather than shared such as manipulatives. We also purchased additional software to assist with distance learning such as GoGuardian and Zoom subscriptions.

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: Students in K-8 received synchronous learning each day. In TK-4 every morning students logged on for a 30 minute circle. This mirrored our in person experience by fostering a sense of community, providing a platform for the implementation of our SEL curriculum and gave space for staff to address current events and help students process them in proactive and age appropriate ways. Students then spent time receiving their core instruction in synchronous whole group lessons, targeting small group pods and guided reading centers and asynchronously using teacher created SeeSaw videos, online learning platforms and Google Classroom Assignments. Each afternoon students alternated between whole group science or social studies lessons and writer workshop check ins. In addition, there were multiple designated intervention blocks in both the morning and afternoon during which students received English Language Development curriculum from credentialed teachers, phonics instruction both live and asynchronous utilizing the SPIRE intervention curriculum and/or Math intervention using Bridges curriculum.

Student participation was closely monitored by our Attendance Team with daily follow up for missed classes. One challenge we found was work completion during our independent or asynchronous work times. Work completion was tracked with weekly progress reports being sent to families. A tiered intervention system was built out for students struggling in this area. This program utilized our after school staff and included check in check out and group independent online work spaces being created for students identified as struggling through our data. We also built in a positive incentive system for these students specifically and overall as well. Another challenge was closely tracking student progress on our learning targets. We ran weekly data meetings with staff to look at exit tickets and track mastery. This, at times, was challenging in the younger grades because some of these interfaces did not allow us to see student thinking. Based on teacher feedback, we supplemented this data with videos of students explaining their thinking using the SeeSaw online program in grades K-2.

Access to Devices and Connectivity:

All Caliber Students were given a Chromebook for home use during the 2020-2021 school year. In addition we surveyed families at the beginning of the year and identified families who needed support for wifi. We were able to pass out hot spots for connectivity. In order to do this we purchased 162 mobile hotspot devices to provide additional wifi. In addition any time a student missed a day of school we followed up with a phone call either from a teacher or our designated attendance team. As a result, we were able to quickly identify gaps in technology and address them. We ran onsite technology office hours 4 days a week in order to provide families with an opportunity to visit campus and troubleshoot technology issues quickly.

Pupil Participation and Progress:

Pupil Participation was tracked daily and recorded into our DeansList system. Students could be marked as Present (at Zooms), Present/Engaged (at Zoom classes and completing all work), Engaged (not at live classes but completed work) or Absent. Families received weekly reports as well as opportunities to connect with teachers to review students' participation. Our attendance team monitored this data weekly to identify students who may need additional support. This led to excellent attendance numbers and kept

us above our goal of 95% attendance for the school year. In trimester 1 our attendance percentage was 96.28%-Trimester-2 96.85% Trimester 3 (3/2/21-4/16/21) 96.26%

In addition student progress was tracked in our Illuminate GradeBook and was reported to families weekly as part of the weekly report. As stated above teachers monitored this data to track for mastery, assign intervention, office hours in the upper grades or small group learning in the lower grades and modify teaching plans.

We were also intentional in gathering feedback from teachers, students, and families throughout the launch of our Trimester 1 schedule. We held town hall meetings with parents to discuss the impact of the schedule and adjustment to virtual learning. Students discussed the shifts and impact in their Advisory spaces. Teachers weighed in during Friday workshops. As a result of these conversations, Beta Upper made shifts to the daily schedule to shorten the day while still ensuring the necessary instructional minutes for all students in all subjects.

Professional Development:

Our professional development this year was a key component of our school's success and focused on academic delivery, trauma informed and social emotional curriculum, staff wellness, and a focus on Diversity, Inclusion and Equity. At the beginning of the year we focused on the different technologies needed to effectively deliver online instruction. This included training on NearPod, GoGuardian, and SeeSaw. Since many of our teachers utilized these programs in some way or another during the Spring of 2020 we leaned on their knowledge during both whole group and PLC/Grade Level learning experiences. In addition, we knew we needed to offer our students trauma informed spaces. This included partnership with Mindful Life Project to assist both students and staff in Mindful practices. Staff Wellness was also a major focus of our Professional Development time together. We needed to create space for our staff to pause and take care of themselves throughout the school year. We partnered with Emily Santiago and Jamillah Pitts to help lead meaningful self care and communication strategies around personal and team needs. We also leveraged our existing contracts with Seneca, UCSF and The Mindful Life Project to help provide additional processing spaces in connection to feelings of isolation, staff members who are also parents and weekly led mindfulness practices. Lastly, despite being in a distance learning environment we continued with our network and schoolwide focus on Diversity, Inclusion and Equity. This included 7 sessions between Upper and Lower Campus with our partners at Overcoming Racism. On the Lower Campus we also met monthly in Affinity Group Spaces as part of our Friday Workshop Times.

Staff Roles and Responsibilities: We knew we needed to be flexible with our staffing structure in order to fully partner with our families, provide the extensive interventions necessary for our students and improve student engagement in the distance learning space. We utilized all staff on campus in order to ensure that during our Morning Circles in the lower campus we had two adults in every circle. This allowed for more break out rooms and foster connection among students. At the beginning of the year we also connected with all of our Operation staff and PE and Computer Science Teachers to gauge their interest and comfort in our intervention and enrichment programs. This allowed us to assign them to roles that they were excited and prepared for that matched student needs on campus. This included many staff providing SPIRE phonics instruction, weekly enrichment book clubs and support for English Language Learners offered by a diverse group of staff outside of their content teachers. Each staff who undertook this received weekly or bi-weekly coaching and support. In addition, we reassigned our after school staff to run work completion clubs that targeted students identified in our data. This took the form of providing virtual tutoring as well as positive incentive systems and activities.

Supports for Pupils with Unique Needs:

During distance learning, to support diverse learners, the special education team completed emergency contingency plans for students as part of the IEP process, allowing the IEP team to collectively determine appropriate services in a distance learning and potentially hybrid learning environment. Additional parent outreach and collaboration was provided to families to support unique circumstances and learning needs of students with IEPs and individual materials and supplies, including specific supplemental technology, manipulatives, sensory tools, and more. Our 4 Ed Specialists provided direct academic and behavioral services to students with IEPs along with 5 grade-level dedicated paraeducators, a Seneca-provided behavior support specialist, and a Seneca-provided Student Support Assistant through Zoom. We also provided Speech Services, Occupational Therapy, DHH Services, Vision Services, and ERMHS services through Zoom. In Lower School, an inclusion model with supplemental intervention pull out services, similar to that provided during in-person learning was implemented. Schedules were made to maximize students' time in their academic general education classroom while providing sufficient special education service on an individualized basis. For some students, special educators also modified asynchronous instruction for students. In Upper School, a co-teaching model was implemented that provided direct instruction to support students with and without IEPs. A weekly ELA and Math intervention model to provide intervention or extension to all students, including students with unique needs, promoted inclusion and academic achievement of our students. In all grade levels, specific times were set aside to promote general educator and special educator collaboration on at least a bi-weekly basis, supporting students with unique needs to be successful in their classes. Lastly, our special education team has continued to conduct in-person assessments, as well as offer digital assessment and record review options, for triennials, initials, and reevaluations in order to ensure appropriate identification of students.

Foster Youth and Students Experiencing Homelessness:

The SEL team fostered relationships with families to engage youth and students who experienced homelessness. Working with organizations such as House of Loving Hands, Bay Area Rescue Mission, Contra Costa Food Bank, Contra Costa Homeless Help Hotline and Following Frances. Youth were given access to healthy food, mental health clinicians and housing. Groceries were delivered as needed to shelters or homes housing families through House of Loving Hands and the SEL team helped to place families in shelters to suit their specific needs. Our focus was to ensure that all youth and families of Caliber had a roof over their heads, working and accessible internet for accessing school, and nutritious food to eat in their homes. To do this we worked to ensure all staff knew of the resources available to families that included grocery shopping support and delivery, PG&E assistance for families, partnering with neighboring schools to gift 15 families with \$500 from Up Together Now and creating a Caliber Cares grant which gives every Caliber student a gift card to help with food or clothing (and distributing over \$100,000 across the network). In addition, we monitored all of our students including students for mental health support and had a strong referral process that included behavior and attendance data, as well as staff referrals for both short and longer term mental health support.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Recruit and retain additional teaching & intervention staff relative to District norms to address the needs of pupils who are not performing at grade level or who have demonstrated learning loss.	Additional teachers, Instructional assistants, & interventionists \$949,000 (Title I, Title IV, LPSBG, LCFF, LLMF)	\$678,097	Yes
Use student assessment programs (particularly in areas of English language arts, English language development, and mathematics) to identify students who are not performing at grade level or who have demonstrated learning loss	Assessment costs included in instructional materials and software above	Assessment costs included in instructional materials and software above	Yes
Data team consultation and support to launch distance learning reports/tools for assessments and ongoing progress monitoring	Included in network fee	Included in network fee	Yes

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

Discuss the implementation of assessments systems
 Due to administrative challenges it was not viable to fully assess K-2 students on NWEA MAP as originally planned.
 Grades 3 - 8 were able to take both Fall and Spring MAP assessments.
 Administered SBAC IABs remotely but encountered challenges with remote administration.
 Determined it was not viable to administer summative SBAC remotely.

Analysis of Pupil Learning Loss

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

To combat pupil learning loss, teachers and staff at CBA focused on targeted intervention services to support student groups. In grades 5-8 this included offering regular office hours for students, increasing support in class with our Ed Specialist and Paraprofessionals, and small group support during our reading intervention blocks. In grades TK-4, we utilized multiple members of the school community (operations, meals, etc.) to make the groups small and manageable. We let data guide our decisions to identify the highest levers for learning and instruction (pretest, formative/summative assessments, and periodic screener). Our SEL and Operations teams proactively supported attendance to ensure students have consistent access to instruction. There were some notable challenges to combat Pupil Learning Loss. It was difficult to engage 100% of students in virtual learning. This improved with the reopening in the spring where both schools were able to welcome small, targeted groups onto campus. We also modified data analysis protocols (weekly data meetings, student work protocols, etc.) for virtual spaces which impacted our collective ability to engage in the depth of work needed to analyze and respond to student data. Engaging parents and families in virtual spaces was also a challenge that impacted family participation in some of our virtual events. Finally, engaging student learning in the moments (real time feedback for students) was a challenge as teachers could not circulate virtual spaces in the same manner as in person spaces.

Effectiveness of Efforts

We administered NWEA MAP assessments in Fall and Spring for 3rd through 8th grade and feel confident about the accuracy and reliability of our MAP results. After reviewing the K-2 Winter results along with relevant research from MAP about the comparability of remote testing for younger learners, we had concerns about the validity of remotely-administered MAP for K-2 and did not test K-2 students in the Spring. We had high completion rates in grades 3-8 with 96% of students completing ELA and 97% completing Math.

Overall, 27% of students in Math and 36% of students in ELA were considered on grade level this Spring. Students are considered on grade level if their achievement percentile rank is at or above the 50th percentile. Compared to Spring 2019, there are 10% fewer students in math and 10% fewer students in ELA who would be considered on grade level. The median achievement percentile was 27 in Math and 35 in ELA. This means that the middle Caliber student's scored better than 27% of their grade level peers in Math and better than 35% of their grade level peers in ELA. Compared to Spring 2019, this is 10 percentile points lower in Math and 10 percentile points lower in ELA.

As a school 35% of students in Math and 44% of students in ELA met or exceeded their Fall to Spring typical growth projections. Compared to 2019, there are 13% fewer students in Math and 6% fewer students who met growth projections. The median conditional growth percentile (CGP) was 29 in Math and 41 in ELA. This means that the middle Caliber students grew more than 29% percent of their academic peers in Math and 41% of their academic peers in ELA.

Successes

8th grade MAP growth was a success this year. 65% of students in Math and 77% of students in ELA met or exceeded their fall to spring growth projections. This indicates that students in this grade had above average growth compared to their academic peers nationally. Furthermore, 8th grade Spring achievement was above average for ELA (63% on or above grade level).

Progress Areas

3rd grade MAP growth presents the greatest opportunity for improvement next year. Only 16% of 3rd graders in Math and 24% in ELA met or exceeded Fall to Spring typical growth projections. Similarly, 3rd grade achievement was well below average with only 18% of students in Math and 24% on grade level in Spring. Compared to Spring 2019, there are 25% fewer students in ELA and 35% fewer in Math considered on grade level. The MAP growth data suggests that our younger students may have experienced more difficulty adjusting to distance learning. This is consistent with research that distance learning may be more challenging for younger learners.

English Learners (ELs) and Students with Disabilities (SWD) MAP Growth

ELs grew at similar rates in Math (37% met typical growth) and ELA (41% met typical growth), but there is a large difference in Spring achievement. Only 7% of ELs in Math and 6% in ELA are considered on grade level.

SWD grew at similar rates in Math (35% met typical growth) and ELA (47% met typical growth), but there is a large difference in Spring achievement. Only 3% of SWD in Math and 9% in ELA of SWD are considered on grade level.

While it is encouraging that ELs and SWD grew at similar rates this year, in order to improve their achievement they will need to make accelerated progress and above average growth next year and beyond.

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.

We knew that it was important to prioritize mental health for all stakeholders. Students met in their circles (TK-4) and advisory spaces (grades 5-8) to share their experiences and impacts of the changes related to the pandemic. Families received resources in newsletters and email blasts. Our SEL Teams led workshops with staff to introduce and practices for engaging student groups in conversations related to mental health and their social and emotional well being. SEL Teams also held parent and family sessions to engage families in conversations and share resources. We partnered with The Mindful Life Project to provide resources to support our students, staff, and families. The Mindful Life Project regularly led targeted workshops for students during their Advisory blocks. They held sessions with staff each week to practice mindfulness and hosted family sessions to share effective practices and resources with families.

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.

Pupil Participation was tracked daily and recorded into our DeansList system. Students could be marked as Present (at Zooms), Present/Engaged (at Zoom classes and completing all work), Engaged (not at live classes but completed work) or Absent. Families received weekly reports as well as opportunities to connect with teachers to review students' participation. Our attendance team monitored this data weekly to identify students who may need additional support. This led to excellent attendance numbers and kept us above our goal of 95% attendance for the school year. The school maintained a high ADA of 96.36% for the year. There were 11.05% of students who were considered chronically absent for being absent for 10% or more school days. Attendance and engagement was particularly strong in the upper grades which had ADA of 97.39% and only 6.7% of students chronically absent.

At the beginning of this school year we planned large amounts of time for teachers to connect with students and families in order to build relationships. We also asked our staff to take notes on those calls through DeansList so we could ensure every family had a connection point with their teacher and their needs were understood by our organization. Our Head of SEL reviewed every call log and created a list of needs that families were indicating to staff. Our Head of SEL and the Director of Culture then helped connect families with those needs including safe child care, food scarcity, household supplies (including cleaning, toiletries and other household items)

Our communications and ops team reached out to families around absences daily to ensure that they had the tech they needed to engage in distance learning or any other barriers that may prevent our families from engaging in distance learning. Students who continued to struggle to attend were assigned case managers to connect on a daily basis. Students who struggled with completing asynchronous work were offered times to connect with staff members to help them complete work through GoGuardian and Zoom to continue to help them in work completion. Restorative SART meetings were held with families who had 7-9 unexcused absences in order to help understand and support removing barriers in attending distance learning.

Analysis of School Nutrition

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

In 2020/2021 we were successful in giving out meals to our caliber community members (students & families) while keeping our staff members safe. We gave out enough food for families to have for a week at a time. We ordered food that was shelf stable to make sure they could store it if it was not consumed soon.

One of the challenges we faced was due to families not being able to come to campus often to receive food. We tried to solve this by aligning our student materials pick-up times with meal distribution times to ensure families were able to receive meals for the week.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Make nutritionally adequate meals available to all students, whether engaged in in-person or distance learning.	Food Costs \$530,000 (Meal Funds) Meal staff costs \$196,000 (General Fund, ESSER)	\$280,596	Yes
Pupil Engagement and Outreach	Support SSC and ELAC and other avenues for parent engagement and community-building, particularly among parents of of ELs and SWDs	Community engagement costs \$15,000 (LCFF)	\$36,128	Yes
Pupil Engagement and Outreach	Translation of materials to support our non-English-speaking families	Included in administrative and operational costs above	Included in administrative and operational costs above	Yes
Pupil Engagement and Outreach	Survey parents, students, and staff throughout the year to continuously improve our instruction	Included in administrative and operational costs above	Included in administrative and operational costs above	Yes
Mental Health and Social and Emotional Well-Being	Provide a strong SEL program to support students emotional growth and well-being and address trauma and other impacts of COVID-19 on the school community	SEL Program and Mental Health staff costs \$547,000 (LCFF, ESSER, LLMF)	\$573,047	Yes
Pupil Engagement and Outreach	Monitor attendance in all learning modes, document daily participation for each pupil on each school day, prepare weekly engagement records for each pupil, and intervene with students who are not engaging (with a particular focus on any	Included in administrative and operational costs above	\$51,320	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	students who are absent 60 percent of the instructional days in a school week)			

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

The major difference was between the amount spent on meal services. Since we did not have students on campus our expenses related to meal services were significantly lower than budgeted. We did offer meal pick up services each week but participation was lower than expected and significantly lower than if we were on campus throughout the year.

Overall Analysis

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

We have gained a lot of great experience over this school year that informed our 2021-2024 LCAP both by the ways we supported students this year as well as potential gaps that we have seen develop that we will need to address in the coming years. First we saw the need for a strong Trauma Informed Tier 1 program. Through our partnership with families and our conversations with students we know there are few students who did not experience great hardship this year. We are planning to train our staff, particularly our teachers, on strategies they can use for the whole class that will help students who have experienced trauma. We will increase our staff professional development around Social Emotional Learning and Mental Health. We also recognize the need for strong data collection in order to quickly identify students in need. We developed a program this school year that was triggered by attendance, behavior data and teacher referral, and we will be modifying it in the coming school year to be able to use it for a similar purpose.

We also used this data collection to target student attendance, including incorporating just in time responses to the attendance data and flexible incentive systems that we will continue to run as we transition back to campus.

Our data from this school year also underscored the importance of continuing to track and work with our specific student groups such as English Language Learners, Homeless Youth, and African American Students. We consistently broke down our engagement by these groups. This led to target initiatives, including target outreach to families and family events.

We also created a number of creative means of keeping families informed. Over this year it became evident that one size did not fit all when it came to family engagement. We piloted a number of programs that are in our 2021-24 LCAP including Zoom town halls and virtual home visits. As we transition back to campus we will need to continue to closely partner with families and we now have new tools to do that.

Lastly, we know we will need to make up ground in our academics in the coming year. We know that we will need to add scaffolding to our program- but want to make sure that our interventions are in service and not in replacement of grade level standards. This will

necessitate our staff having a deep understanding of Grade Level Standards and Content Standards, as well as working towards vertical alignment.
We will also mitigate learning loss through extending our school day opportunities including adding after school intervention and summer learning opportunities.

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

We intend to continue close monitoring of student’s academic progress and any learning loss that occurred throughout school closures by:

- implementation baseline diagnostics at the beginning, middle, and end of year
- targeted and tiered interventions
- Weekly data meetings to ensure students are making progress and to identify and plan response to misconceptions
- Continue Beta’s practice of Small Class sizes in 3-8
- Increased Interventionists and Instructional Aides
- Co-Teaching between SPED and Gen Ed staff in grades 5-8
- SPED staff pushing into meetings with Gen Ed staff regularly

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.

N/A

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.

We have gained a lot of great experience over this school year in the ways we have supported students this year as well as potential gaps that we have seen develop that we will need to address in the coming years.

First we saw the need for a strong Trauma Informed Tier 1 program. Through our partnership with families and our conversations with students we know there are few students who did not experience great hardship this year. We are planning to train our staff, particularly our teachers, on strategies they can use for the whole class that will help students who have experienced trauma. We will increase our staff professional development around Social Emotional Learning and Mental Health. We also recognize the need for strong data collection in order to quickly identify students in need. We developed a program this school year that was triggered by attendance, behavior data and teacher referral, and we will be modifying it in the coming school year to be able to use it for a similar purpose.

We also used this data collection to target student attendance, including incorporating just in time responses to the attendance data and flexible incentive systems that we will continue to run as we transition back to campus. Our data from this school year also underscored the importance of continuing to track and work with our specific sub groups such as English Language Learners, Homeless Youth and African American Students. We consistently broke down our engagement by these groups. This led to target initiatives, including target outreach to families and family events.

We also created a number of creative means of keeping families informed. Over this year it became evident that one size did not fit all when it came to family engagement. We piloted a number of programs that are in our 2021-24 LCAP including Zoom town halls and virtual home visits. As we transition back to campus we will need to continue to closely partner with families and we now have new tools to do that.

Lastly, we know we will need to make up ground in our academics in the coming year. We know that we will need to add scaffolding to our program- but want to make sure that our interventions are in service and not in replacement of grade level standards. This will necessitate our staff having a deep understanding of Grade Level Standards and Content Standards, as well as working towards vertical alignment.

We will also mitigate learning loss through extending our school day opportunities including adding after school intervention and summer learning opportunities.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	10,266,517.00	9,893,537.00
	0.00	27,747.00
ASES	122,850.00	133,169.00
EPA	162,922.00	166,958.00
General Fund	6,625,523.00	6,302,814.00
LCFF Supplemental/Concentration Funds	1,730,459.00	1,681,838.00
Lottery	43,104.00	47,297.00
Low Performing Student Block Grant	15,808.00	0.00
Meals	444,329.00	317,073.00
Parcel Tax	177,567.00	225,431.00
SPED	592,031.00	612,743.00
Title I	290,885.00	289,276.00
Title II	35,402.00	35,818.00
Title III	25,637.00	31,794.00
Title IV	0.00	21,579.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	10,266,517.00	9,893,537.00
After School Program Expenses	136,350.00	146,350.00
Classroom Technology	88,400.00	41,603.00
Community Outreach & Events	20,000.00	13,440.00
Computer Science Program Expenses	226,595.00	192,255.00
Facility Improvements	15,000.00	19,565.00
Instructional Coaching	508,809.00	505,588.00
Instructional Materials	40,280.00	123,958.00
Library Books	15,000.00	13,405.00
Operations Staff Compensation & Benefits	510,496.00	462,636.00
Other Academic Services	327,000.00	286,030.00
Other Operational Expenses	2,945,535.00	2,814,360.00
Professional Development	166,000.00	238,814.00
Recruiting Expenses	15,000.00	5,371.00
Rent	292,061.00	292,061.00
Residency Program Expenses	60,000.00	79,658.00
School Leader Compensation & Benefits	241,426.00	252,351.00
SEL Staff Compensation & Benefits	378,303.00	436,536.00
Software & Content Licenses	70,720.00	63,426.00
Special Education Program Expenses	1,229,915.00	1,051,260.00
Teacher Aides Compensation & Benefits	362,774.00	509,504.00
Teacher Compensation & Benefits	2,616,853.00	2,345,366.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	10,266,517.00	9,893,537.00
After School Program Expenses	ASES	122,850.00	133,169.00
After School Program Expenses	LCFF Supplemental/Concentration Funds	13,500.00	0.00
After School Program Expenses	Parcel Tax	0.00	13,181.00
Classroom Technology	General Fund	88,400.00	28,055.00
Classroom Technology	Parcel Tax	0.00	13,548.00
Community Outreach & Events	LCFF Supplemental/Concentration Funds	20,000.00	13,440.00
Computer Science Program Expenses	General Fund	49,028.00	21,553.00
Computer Science Program Expenses	Parcel Tax	177,567.00	170,702.00
Facility Improvements	General Fund	15,000.00	19,565.00
Instructional Coaching	LCFF Supplemental/Concentration Funds	508,809.00	505,588.00
Instructional Materials	General Fund	12,176.00	76,661.00
Instructional Materials	Lottery	28,104.00	47,297.00
Library Books	General Fund	0.00	13,405.00
Library Books	Lottery	15,000.00	0.00
Operations Staff Compensation & Benefits	General Fund	510,496.00	462,636.00
Other Academic Services	General Fund	327,000.00	286,030.00
Other Operational Expenses		0.00	27,747.00
Other Operational Expenses	General Fund	2,501,206.00	2,469,540.00
Other Operational Expenses	Meals	444,329.00	317,073.00
Professional Development	General Fund	6,364.00	0.00
Professional Development	LCFF Supplemental/Concentration Funds	98,597.00	143,202.00
Professional Development	Parcel Tax	0.00	28,000.00
Professional Development	Title II	35,402.00	35,818.00
Professional Development	Title III	25,637.00	31,794.00
Recruiting Expenses	General Fund	15,000.00	5,371.00
Rent	General Fund	292,061.00	292,061.00
Residency Program Expenses	LCFF Supplemental/Concentration Funds	60,000.00	79,658.00
School Leader Compensation & Benefits	General Fund	241,426.00	252,351.00
SEL Staff Compensation & Benefits	LCFF Supplemental/Concentration Funds	378,303.00	436,536.00
Software & Content Licenses	General Fund	70,720.00	63,426.00
Special Education Program Expenses	General Fund	533,844.00	330,957.00

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Special Education Program Expenses	LCFF Supplemental/Concentration Funds	104,040.00	107,560.00
Special Education Program Expenses	SPED	592,031.00	612,743.00
Teacher Aides Compensation & Benefits	General Fund	40,193.00	105,955.00
Teacher Aides Compensation & Benefits	LCFF Supplemental/Concentration Funds	75,888.00	92,694.00
Teacher Aides Compensation & Benefits	Low Performing Student Block Grant	15,808.00	0.00
Teacher Aides Compensation & Benefits	Title I	230,885.00	289,276.00
Teacher Aides Compensation & Benefits	Title IV	0.00	21,579.00
Teacher Compensation & Benefits	EPA	162,922.00	166,958.00
Teacher Compensation & Benefits	General Fund	1,922,609.00	1,875,248.00
Teacher Compensation & Benefits	LCFF Supplemental/Concentration Funds	471,322.00	303,160.00
Teacher Compensation & Benefits	Title I	60,000.00	0.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	3,016,766.00	3,060,494.00
Goal 2	3,851,492.00	3,630,225.00
Goal 3	1,156,446.00	1,159,803.00
Goal 4	20,000.00	13,440.00
Goal 5	60,000.00	63,494.00
Goal 6	378,303.00	436,536.00
Goal 7	553,595.00	478,285.00
Goal 8	1,229,915.00	1,051,260.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		\$1,306,142.00
Distance Learning Program		\$7,009,395.00
Pupil Learning Loss		\$678,097.00
Additional Actions and Plan Requirements		\$941,091.00
All Expenditures in Learning Continuity and Attendance Plan		\$9,934,725.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		\$1,306,142.00
Distance Learning Program		\$7,009,395.00
Pupil Learning Loss		\$678,097.00
Additional Actions and Plan Requirements		\$941,091.00
All Expenditures in Learning Continuity and Attendance Plan		\$9,934,725.00

Local Control 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
Caliber: Beta Academy	Tim Pruitt & Andrew Grossman School Leaders	info@caliberschools.org (510) 685-1768

Plan Summary [2021-22]

General Information

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

Caliber: Beta Academy currently serves 925 students in Transitional Kindergarten to 8th grade. 80% of our students qualify for free or reduced lunch, and 26% of our students are identified as English Learners. Enrollment also includes 13% of students designated as students with special needs holding an Individual Education Plan. Caliber Beta Academy is located in West Contra Costa County School District, which is a large, K-12 urban district that serves 31,027 students in 2020-2021.

Caliber: Beta Academy's (Caliber) mission is to achieve educational equity by shifting the experiences, expectations, and outcomes for students in historically underserved communities. The school's strengths-based educational program validates, affirms, respects, and supports students, families, and staff members to reach their full potential.

Caliber achieves their mission through targeting our 4 pillars of heart, smart, think and act. At Caliber Schools, we will establish a safe and supportive environment (HEART) so that students can engage in rigorous learning (SMART) and develop the skill set to be critical thinkers (THINK) who then become agents of change in their communities and world (ACT).

We deeply believe in the impact teacher effectiveness has on student achievement. Therefore, we are committed to teacher development. We place significant resources, time and effort into professional development, coaching, and focusing school leadership on instruction and the classroom. We also have placed a value in students learning the emerging competencies of computational thinking. All of our students receive coding on a consistent and frequent basis in all grades. Additionally, we offer a 1:1 ratio of students to computers throughout the school (chromebooks). Our classroom instruction is aligned with the Common Core, as is our curriculum and assessment program. We provide a comprehensive Social-Emotional program including explicit curriculum, restorative practices, mindful practices, community building, and access to mental health supports.

Reflections: Successes

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

In the absence of Dashboard data, we reviewed locally collected data including NWEA MAP Growth and attendance in order to identify areas of success and/or areas of progress.

NWEA MAP

We administered NWEA MAP assessments in Fall and Spring for 3rd through 8th grade and feel confident about the accuracy and reliability of our MAP results. After reviewing the K-2 Winter results along with relevant research from MAP about the comparability of remote testing for younger learners, we had concerns about the validity of remotely-administered MAP for K-2 and did not test K-2 students in the Spring. We had high completion rates in grades 3-8 with 96% of students completing ELA and 97% completing Math.

Overall, 27% of students in Math and 36% of students in ELA were considered on grade level this Spring. Students are considered on grade level if their achievement percentile rank is at or above the 50th percentile. Compared to Spring 2019, there are 10% fewer students in math and 10% fewer students in ELA who would be considered on grade level. The median achievement percentile was 27 in Math and 35 in ELA. This means that the middle Caliber student's scored better than 27% of their grade level peers in Math and better than 35% of their grade level peers in ELA. Compared to Spring 2019, this is 10 percentile points lower in Math and 10 percentile points lower in ELA.

As a school 35% of students in Math and 44% of students in ELA met or exceeded their Fall to Spring typical growth projections. Compared to 2019, there are 13% fewer students in Math and 6% fewer students who met growth projections. The median conditional growth percentile (CGP) was 29 in Math and 41 in ELA. This means that the middle Caliber students grew more than 29% percent of their academic peers in Math and 41% of their academic peers in ELA.

Successes

8th grade MAP growth was a success this year. 65% of students in Math and 77% of students in ELA met or exceeded their fall to spring growth projections. This indicates that students in this grade had above average growth compared to their academic peers nationally. Furthermore, 8th grade Spring achievement was above average for ELA (63% on or above grade level).

Progress Areas

3rd grade MAP growth presents the greatest opportunity for improvement next year. Only 16% of 3rd graders in Math and 24% in ELA met or exceeded Fall to Spring typical growth projections. Similarly, 3rd grade achievement was well below average with only 18% of students in Math and 24% on grade level in Spring. Compared to Spring 2019, there are 25% fewer students in ELA and 35% fewer in Math considered on grade level. The MAP growth data suggests that our younger students may have experienced more difficulty adjusting to distance learning. This is consistent with research that distance learning may be more challenging for younger learners.

Attendance and Engagement

Pupil Participation was tracked daily and recorded into our DeansList system. Students could be marked as Present (at Zooms), Present/Engaged (at Zoom classes and completing all work), Engaged (not at live classes but completed work) or Absent. Families received weekly reports as well as opportunities to connect with teachers to review students' participation. Our attendance team monitored this data weekly to identify students who may need additional support. This led to excellent attendance numbers and kept us above our goal of 95% attendance for the school year. The school maintained a high ADA of 96.36% for the year. There were 11.05% of students who were

considered chronically absent for being absent for 10% or more school days. Attendance and engagement was particularly strong in the upper grades which had ADA of 97.39% and only 6.7% of students chronically absent.

Overall Reflections

We have gained a lot of great experience over this school year in the ways we have supported students this year as well as potential gaps that we have seen develop that we will need to address in the coming years.

First we saw the need for a strong Trauma Informed Tier 1 program. Through our partnership with families and our conversations with students we know there are few students who did not experience great hardship this year. We are planning to train our staff, particularly our teachers, on strategies they can use for the whole class that will help students who have experienced trauma. We will increase our staff professional development around Social Emotional Learning and Mental Health. We also recognize the need for strong data collection in order to quickly identify students in need. We developed a program this school year that was triggered by attendance, behavior data and teacher referral, and we will be modifying it in the coming school year to be able to use for a similar purpose.

We also used this data collection to target student attendance, including incorporating just in time responses to the attendance data and flexible incentive systems that we will continue to run as we transition back to campus.

Our data from this school year also underscored the importance of continuing to track and work with our specific sub groups such as English Language Learners, Homeless Youth and African American Students. We consistently broke down our engagement by these groups. This led to target initiatives, including target outreach to families and family events.

We also created a number of creative means of keeping families informed. Over this year it became evident that one size did not fit all when it came to family engagement. We piloted a number of programs that are in our 2021-24 LCAP including Zoom town halls and virtual home visits. As we transition back to campus we will need to continue to closely partner with families and we now have new tools to do that.

Lastly, we know we will need to make up ground in our academics in the coming year. We know that we will need to add scaffolding to our program- but want to make sure that our interventions are in service and not in replacement of grade level standards. This will necessitate our staff having a deep understanding of Grade Level Standards and Content Standards, as well as working towards vertical alignment. We will also mitigate learning loss through extending our school day opportunities including adding after school intervention and summer learning opportunities.

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.

The 2020 CA Dashboard was not produced due to lack of data in the midst of the pandemic, and therefore we are unable to identify needs related to those state indicators. Based on local NWEA MAP data, we have identified needs in ELA and Math achievement, as our students come to us with below grade level academic achievement. We will implement standards-based instruction in ELA and Math and utilize assessments to monitor progress and differentiate instruction and intervention.

English Learners (ELs) and Students with Disabilities (SWD) MAP Growth

ELs grew at similar rates in Math (37% met typical growth) and ELA (41% met typical growth), but there is a large difference in Spring achievement. Only 7% of ELs in Math and 6% in ELA are considered on grade level.
SWD grew at similar rates in Math (35% met typical growth) and ELA (47% met typical growth), but there is a large difference in Spring achievement. Only 3% of SWD in Math and 9% in ELA of SWD are considered on grade level.
While it is encouraging that ELs and SWD grew at similar rates this year, in order to improve their achievement they will need to make accelerated progress and above average growth next year and beyond.

LCAP Highlights

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

Caliber Beta Academy has clearly defined schoolwide outcomes and goals, and these goals are informed by and aligned with the eight state priorities and the state and local indicators published in the California School Dashboard. Caliber Beta Academy's LCAP provides a reasonably comprehensive description of the school's goals, actions, and outcomes in the state priorities, schoolwide and for all numerically significant pupil subgroups. The LCAP is informed by Caliber's Healthy Schools Framework, which outlines Six Essential Questions that we consider in determining the overall health of each of our schools. They are:

Caliber's Six Essential Questions:

Does our network demonstrate the core SEL competencies?

Does our network deliver academic growth and achievement for our students?

Does our network help our students make connections in their school experience that make them critically conscious of their world and the world beyond?

Does our network promote equity and achieve equitable outcomes?

Is our network financially and operationally sound?

Are we the (F.A.C.E.) of Caliber?

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

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Stakeholder Engagement

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

Stakeholder input and engagement has been essential for the development of Caliber's 2021-2022 school year plans. We have many systems in place to engage our stakeholders throughout the school year. In January, Caliber Schools launched a strategic planning process to lay out a five-year plan for our network. We evaluated our current state and have outlined our aspirations. To date, we have had dozens of conversations about Caliber's future with a host of stakeholders. These plans have been informed by multiple rounds of surveys of Caliber's families and staff, virtual Public Meetings with Caliber's families and staff, input provided by Caliber's Board of Directors, and discussions with other charter, District, education, and experts in the community.

Caliber Students and Families

We have spent many family events this year gathering input from our families, including the analysis of Panorama Student, Staff and Family surveys, discussing data from internal surveys about our Distance Learning models and looking at attendance data. This has taken place during Pastry with Principal Zoom meetings, larger town halls and during meetings with the English Language Advisory Committee. Lastly, we have planned and implemented feedback townhalls on our LCAP plan during May and June of 2021.

Caliber School Leadership Teams

School leaders provided consistent engagement and feedback through Communities of Practice and Collaborative working groups. The instructional leader Community of Practice engaged in a Design Challenge Process where they reflected on the biggest challenges we experienced based on our Network Academic Priorities. Through the process, they surveyed our staff, families and students to determine improvements to the curriculum internalization, academic progress monitoring, and data-informed improvement processes. The ELD, MTSS, and Reengagement Collaboratives viewed drafts of the LCAP and used it as a framework to build logic models and set goals for next year.

Caliber Teachers and Staff

Teachers have been essential to the development of the LCAP. There have been teacher panels as well as asynchronous surveys of staff and administrators to gather input on our strategic plans, Math and ELA network visions, curriculum choices and performance rubrics. These documents helped us drive the creation of this year's LCAP goals. In addition, this year our network formed a working group to create a Diversity Equity Inclusion and belonging statement and a culturally and linguistically relevant pedagogy observation tool and rubric. These co-created tools helped us frame our goals.

Caliber partners and consultants

This year our network partnered with Instructional Partners to assist us in the creation of a new vision for our Math and ELA teaching. This included teacher panels as well as asynchronous surveys of staff and administrators to gather input. These documents helped us drive the creation of this year's LCAP goals. In addition, this year our network formed a working group to create a Diversity Equity Inclusion and belonging statement and a culturally and linguistically relevant pedagogy observation tool and rubric. We have also partnered with a

consultant to develop our Teaching for Excellence Framework (TER) to ensure that we have a unified mission around instruction. These stakeholder created tools helped us frame our goals.

A summary of the feedback provided by specific stakeholder groups.

Overall, here is what we have heard.

There was considerable consistency and alignment across stakeholder groups including parents, students, teachers, principals and administrators, and other school personnel in their evaluation of Caliber's current state and in their primary hopes for its future. Overall, stakeholders expressed optimism about the future of Caliber.

Caliber has many strengths upon which to build, including leadership at the SSO and school levels, a strong foundation in social-emotional learning and restorative justice practices, and an organizational culture that is values-driven, committed to equity, and seeks the authentic engagement of families and community.

Almost all stakeholder groups cited academic outcomes as the primary opportunity for growth for Caliber, and believe that that should be Caliber's primary area of focus over the next several years. Stakeholders noted that driving better academic outcomes will depend on strengthening talent practices, linking SEL and academics, (so that they inextricably support each other, rather than being seen as competing for focus), and creating greater network alignment and cohesion.

Network academic priorities: Through the Design Challenge Process, teachers and school leadership emphasized quality of systems and data rather than quantity and compliance. They developed a more streamlined process for curriculum internalization, the need for high-quality curriculum-aligned formative assessments, and more variety in data meeting protocols.

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

Network academic priorities: Actions aligned to the network academic priorities involving curriculum internalization and formative assessment data cycles have been added to Goal 2.

ELD Collaborative - Feedback informed the creation of focus goals for English Learners including targets for MAP growth for ELs, ELPI improvement, and reclassification rates. ELD Coordinators also identified the need to align on high-quality ELD curriculum which led to the selection of a new ELD curriculum and professional development for teachers.

MTSS Collaborative - Feedback from the MTSS collaborative identified the need to create an aligned system for intervention progress monitoring.

Reengagement Collaborative: Feedback from the Re-engagement collaborative informed the creation of goals for attendance and chronic absenteeism as well as the development of actions for improving family engagement and partnership.

Special Education Department: The Director of Special Education with input from the Program Specialists led to the creation of a focus goal for Students with Disabilities to make higher MAP growth in ELA and Math than in previous years.

Family Town Hall and advisory committees: Feedback focused on the reintegration of students after our year of distance learning- supporting students with both academic and SEL needs, including increasing interventionist and Social Worker roles on campus.

Goals and Actions

Goal

Goal #	Description
1	School Culture and Climate: Our school will demonstrate the core Social Emotional Learning (SEL) competencies.

An explanation of why the LEA has developed this goal.

Our purpose is to honor the resiliency of our community while providing resources for healing and transformation. We recognize that institutional racism affects all of our stakeholders and our goals should be to holistically intervene to meet the needs of our community. Based on analysis of locally collected school climate and SEL survey data, we identified the need for a continual focus in the area of Social Emotional Learning. As we transition back from Distance learning and reacclimate to our return to in person learning we will focus specifically on ensuring that the majority of our 4th-8th graders complete this student SEL and School Climate survey and we improve our score in the area of “School Safety” and “Growth Mindset.”

Priority 5: Pupil Engagement

Priority 6: School Climate

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student SEL Survey: # of topics at or above average (out of 7)	7 out of 7 (Spring 2021)				5 out of 7 or higher
Student Climate Survey: # of topics at or above average (out of 9)	8 out of 9 (Spring 2021)				7 out of 9 or higher
Student SEL Survey: Participation (% Responded)	53.10%				90%
Student Climate Survey: Participation (% Responded)	49.10%				90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff Climate Survey (# of topics at or above average out of 3)	0 out of 3 (Fall 2020)				2 out of 3 or higher
Staff Climate Survey: Participation (% Responded)	26.70% (Fall 2020)				90%
Discipline: Suspension rate	0.1% SY19-20				1.0% or fewer
Middle School Dropout Rate	0%				1.0% or fewer

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Behavior Data	Train staff to analyze and respond to behavior data. This system will help staff identify students who need additional services.		Yes
2	Health Informed Practices	Provide training and professional development on Trauma informed Practices led by our SEL and Mental Health Teams. This will expand our staff's knowledge and define best practices to implement Tier 1 systems of support.		Yes
3	Circle and Advisory Curriculum	Train staff on CASEL-aligned Curriculum for delivery in Student Advisories and Community Circles. Leverage language in observations and feedback related to the execution of this curriculum. Training and centering feedback around the curriculum will help students develop core competencies connected to the CASEL framework.		Yes

Action #	Title	Description	Total Funds	Contributing
4	Restorative Practices	Prioritize restorative practices through providing ongoing trainings and professional development.		Yes
5	Core SEL Team and additional short-term support.	Build and train SEL team with Staff Compensation & Benefits. Additional staff on campus will train teachers in trauma informed practices and provide consistent Tier 2 and Tier 3 services for students. Make a short term investment in increased SEL and Mental Health staff to support students' re-entry to in-person instruction post-COVID.	\$633,914.00	Yes
6	Participation rates on family & student surveys	Identifying and implementing best practices for maximizing student and family engagement and outreach as measured through survey participation.		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.

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Pupil Achievement: Our school will deliver academic growth and achievement for all of our students.

An explanation of why the LEA has developed this goal.

While Caliber has established a distinctive and strong foundation in social-emotional learning and restorative justice practices, the next chapter necessitates that we focus on academic growth and outcomes for our students. Our commitment to equity and becoming an anti-racist organization demands that we do so. Our students can perform at or above grade level, and we must do better at helping them do so. We aim to do this in a way that links academics and SEL and builds upon our current strengths; it is not a matter of either-or, rather an AND. We will prioritize strengthening our instructional practices, our responses to data, our instructional coaching, and differentiated teacher professional development to meet the needs of all of our students, especially those in sub-groups that are currently underperforming. We will also work to diagnose the learning loss that has occurred as a result of the pandemic and innovate to respond to student needs.

Based on our locally collected data and diagnostic assessments we have identified some key areas that will be crucial to the Caliber vision for impact in the 21-22 academic year and beyond to mitigate the learning loss from a full year in distance learning. Caliber Beta Academy used a combination of the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) for mathematics and English Language Arts, as well as the English Language Proficiency Assessments for California (ELPAC) to determine our key focus areas of growth. Due to the hardship of distance learning we were unable to administer the SBAC in the 2020-2021 school year but in subsequent years will use the (CAASPP) Smarter Balanced Assessment Consortium (SBAC) assessments mathematics and English Language Arts to track our progress and growth. All Caliber Schools will use the English Language Proficiency Assessments for California (ELPAC) to both classify students as English Language Learners (ELLs) and reclassify students as English proficient (RFEP) in all three scenarios. The Beta Academy ELL population continues to grow and to mitigate learning loss for this specific population we have identified these students as an area of focus. Finally, stakeholder input confirmed that this goal is important to our community based on the Design Challenge Process. Leaders reflected on the biggest challenges we experienced based on our Network Academic Priorities and surveyed our staff, families and students to determine our aligned actions and metrics listed below to help achieve and deliver academic growth and achievement for all students.

Priority 2: Implementation of State Standards

Priority 4: Pupil Achievement

4.07 Actions for English Learners

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA MAP ELA Growth (Median Student Conditional Growth Percentile)	40 (3-8 Fall to Spring)				50th percentile or higher
NWEA MAP Math Growth (Median Student Conditional Growth Percentile)	29 (3-8 Fall to Spring)				50th percentile or higher
CAASPP: ELA (% Met or Exceeded)	47.74% (2018-2019)				51.10% or higher
CAASPP: Math (% Met or Exceeded)	32.38% (2018-2019)				39.73% or higher
ELPAC: English Learner Progress Indicator	45% (2018-2019)				45% or higher
Reclassification Rate	2.3% (2020-2021) 8.9% (2019-2020)				15% or higher

Actions

Action #	Title	Description	Total Funds	Contributing
1	Core teaching staff & academic leadership	Hire and retain strong school leaders, assistant principals, and core teaching staff across all grades and core content areas.	\$3,344,266.00	Yes
2	Additional teaching staff with lower student/teacher ratio in upper grades (3-8th) and extended school year	Hire additional leaders & teaching staff to allow teachers to have more focused and targeted instruction in grades 3-8 and allow staff to specialize in specific content areas in grades 5-8. Increase school year from 180 days to 185 to mitigate learning losses due to COVID.	\$764,986.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Instructional Aides, Interventionists, & Residents	Additional staff members allow us to offer more interventions based on our MTSS system and allow us to more quickly fill gaps in learning in order to allow students to access grade level content.	\$276,982.00	Yes
4	Common Core Aligned Curriculum	<p>Common Core Aligned curriculum will make sure our students are receiving grade level content with high levels of rigor. Teachers will be supported in the internalization processes in order to build their understanding of the curriculum and content as well as prepare for lessons by coaches and Instructional Partners.</p> <p>Staff will receive training on the Instructional Practice Guide Observation Tool. This rubric is divided into the Core Actions teachers should be taking. Each Core Action consists of indicators which further describe teacher and student behaviors that exemplify Common Core Aligned instruction. Teachers and instructional leaders will be trained on this observation tool and it will drive our instructional practices.</p> <p>Staff will receive training in their content area to develop background knowledge.</p>	\$372,648.00	Yes
5	Data Cycles	Teachers will regularly participate in weekly data meetings that examine student work, identify trends and determine next steps. Data sources include: exit tickets [mastery tracked 1x week], student work samples, assessments (MAP, ELPAC, Fluency Data, Foundational Skills data,, End of Unit data, etc).		Yes
6	Academic After School Program	Continue offering after school programming that includes academic support for students.	\$147,170.00	Yes
7	Lower school ELA curriculum	Adopting a common core aligned curriculum for a TK-4 model. This will help teachers streamline the planning process and develop grade level aligned content.		Yes

Action #	Title	Description	Total Funds	Contributing
8	ELO Grant Plan	Carry out activities in the ELO Grant Plan (see grant plan for details).	\$573,287.00	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.

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Critical Thinking: Our students will make connections in their school experience that make them critically conscious of their world and the world beyond.

An explanation of why the LEA has developed this goal.

We offer a broad and deep program that goes beyond the core academic subjects. It includes our students taking an in-depth look at their own identity and the identity of others to learn from and with their peers.

Students use their knowledge and academic understanding across all content areas. Students are able to analyze and critically think about text and literature to support their understanding of their community and beyond.

We have a strong Computer Science curriculum that is preparing our students for the challenging tech-centered world we live in today.

Because of COVID-19 and the transition to Distance Learning, students missed out on many enrichment experiences. As a result, next year we plan to deliver a robust set of courses and enrichment experiences in non-Common Core areas of computer science, physical education, art, music, and field trips. The need for enrichment experiences was confirmed through student and family surveys.

Through classroom observation data, we recognized a need to improve student ownership of learning and culturally and linguistically responsive practices. Therefore, we will train, prepare, and evaluate our instructional practices with a network-aligned rubric to empower students to own their work and ensure equitable classroom practices. Our middle school will also facilitate student led conferences that will enable students to set and monitor their own learning and SEL development goals.

Priority 2: Implementation of State Standards

Priority 7: Course Access

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to a Broad Course of Study Local Indicator Reflection Tool	N/A				All students have access to a Broad Course of Study

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of State Academic Standards Local Indicator Reflection Tool	N/A				Full Implementation based or better
IPG: Core Action 3C	LS- 1.25 Math, 1.5 ELA US- 2 Math, 1 ELA				2.5 average in Math and ELA
Student Led (5-8) or Restorative Practice - Aligned Conferences (TK-4)	N/A				80% of families will participate in student conferences
Computer Science Culminating/Capstone Project	100%				75% of students will complete a culminating project
Exposure: Field Lessons	N/A				80% of classes participate in at least 1 field lesson.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Led Conferences	Upper School students will prepare and participate in conferences encouraging data-based reflection, student-centered goals for continued academics, and social-emotional growth and development.		Yes
2	New ELA Curriculum (TK-4)	Caliber grades TK-4 will adopt a new ELA curriculum will help teachers deliver rigorous academic material and increase alignment with ELA content in grades 5-8		Yes

Action #	Title	Description	Total Funds	Contributing
3	Equity Rubric	Caliber Network created an equity rubric through the collaboration of various stakeholders. This tool will be used to train, prepare, and evaluate our instructional practices to ensure CLRP alignment and equitable classroom practices.		Yes
4	Teaching for Excellence Rubric	CBA will implement a network-aligned tool to measure and improve instruction. This rubric will help students and staff identify best practices for instruction across campus and across the network.		Yes
5	Field Lessons	Design engaging field lessons for students to engage in exploratory learning. These lessons will be aligned to academic standards and/or SEL competencies.		Yes
6	Advisory and Circles	Advisory and circles will be safe spaces to talk and learn about multiple identities and celebrate and affirm students' identity. This space will also be a space to talk about current events.		Yes
7	Computer Science Projects	Developing Computer Science capstone projects aligned to Caliber Computer Science Framework.	\$252,200.00	Yes
8	Broad Course of Study	Provide enrichment classes and experiences in a variety of areas that expand students' knowledge and broaden their experiences	\$517,852.00	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.

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	Equity: Our school will promote equity and achieve equitable outcomes for our students and staff.

An explanation of why the LEA has developed this goal.

Professional development for all staff grounded in identity and equity: We believe the process of developing and understanding one’s identity is complex, critical, and unique for each person. Our identity is connected to how we view ourselves as a whole and how we view ourselves as a part of the different communities with which we connect. To ensure that we can support our students in this value, our staff are committed to exploring our own identities and social constructs through a series of professional development training, readings, and a school equity audit performed by Overcoming Racism (“OR”), a Diversity Consulting Group. The support for this work is reflected in our Equity survey, which indicated that 96% of staff believe DEI work will improve academic achievement, retention of educators, and sense of community with staff.

We noticed there was disproportionality in the areas specific to Special Education Students and our English Language Learners. In comparison to our general education population these subgroups are under performing and therefore it is important to ensure we are monitoring and analysing data to improve student outcomes.

We noticed that our instructional staff demographics were not representative of our student community. While 71% of our students identify as Hispanic/Latinx, only 14% of our instructional staff identify as Hispanic/Latinx. As a result, we are making a goal to increase the percentage of Hispanic/Latinx in order to be more representative of our student community.

Priority 8: Other Pupil Outcomes

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Community Composition: Staff Increase representation of Latinx instructional staff	14% of instructional staff identify as Hispanic/Latinx				25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff Development: Insight Survey Diversity, Equity, and Inclusion	5.4				6.5 or higher (5 is national average)
SPED Goal: MAP Growth (Median Conditional Growth Percentile)	ELA: 37th (Fall to Spring) Math: 17th (Fall to Spring)				ELA: 50th or higher Math: 32nd or higher
ELL Goal: MAP Growth (Median Conditional Growth Percentile)	ELA: 24th (Fall to Spring) Math: 25th (Fall to Spring)				50th or higher

Actions

Action #	Title	Description	Total Funds	Contributing
1	Inclusive Hiring Practices	CBA will continue to monitor our hiring practices and include best practices in Diversity, Equity, Inclusion, & Belonging (DEIB) including family and student panels, alternative pipelines and credentialing support.	\$25,000.00	Yes
2	Equity Rubric	CBA has partnered with Instruction Partners to create a rubric for coaching with an Equity Framework. This tool will be used to train, prepare, and evaluate our instructional practices.		Yes
3	Targeted family partnership	Create opportunities to build relationships and develop student/family support. We will specifically focus on engaging our subpopulations of African American and English Language Learner families.	\$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Integrated and Designated ELD professional development and coaching	Train and coach staff on best practices for Designated and Integrated ELD Instruction This action will help us target our ELLs during instruction across content areas.		Yes
5	Designated ELD Curriculum	Purchase and implement ELD curriculum to support English Learners		Yes
6	Anti-racist and DEIB Professional Development	CBA will continue to include anti-racist and identity development for all staff as an embedded part of staff professional development and coaching and feedback.		Yes
7	Special Education Programming	Train staff on Tier 3 intervention curriculums and the development of IEP goals. Continue structured Gen Ed/SPED collaboration to assist students in reaching goals and accessing grade level standards.	\$1,433,217.00	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.

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
5	Sustainability & Growth: Our school will be financially and operationally sound.

An explanation of why the LEA has developed this goal.

Caliber's schools have invested in the systems and financial and people models that support our long-term sustainability, success, and growth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance (Average Daily Attendance)	95.7% (2019-20 through 3/13/20) 96.36% (2020-21)				95% or higher
Chronic Absenteeism	9.2% (2019-20 through 3/13/20) 11.05% (2020-21)				10% or less
Full Enrollment	925				915
Staff Retention	69%				70% or higher
Student Retention	92%				85% or higher
Teacher credentials (% Credentialed & Appropriately Assigned)	100%				100%
FIT Tool	Facilities in good repair.				Good or better

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Operations Scorecard	N/A				3.7 or better, no 1's
Access to standards-aligned instructional materials	100% of students have access to Chromebook and instructional materials				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Attendance and Engagement Systems	Maintain systems for gathering, tracking, and analyzing attendance data. Continue providing targeted proactive and reactive systems of support including: positive attendance incentives and celebrations, targeted communication after absences and a restorative SART process that partners with families.		Yes
2	Targeted family partnership	Create opportunities to build relationships and develop student/family supports. We will specifically focus on engaging our subpopulations of African American and English Language Learner families.		Yes
3	Professional Development	Staff retention is tied deeply to their feeling of development. We will continue to offer robust internal coaching as well as offer stipends for external development opportunities. We design and implement onsite development and coaching opportunities and develop partnerships to bring PD experiences to campus.	\$577,140.00	Yes
4	Safe and welcoming facilities	Maintain safe, clean, and welcoming school facilities, including the continued development of the North Campus facility that we hope to move into during the 2022-23 school year.	\$599,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Technology infrastructure	Provide a robust technology infrastructure (hardware, software, internet access, etc.) to students and staff to support instructional goals.	\$174,757.00	Yes
6	Meal program	Support a healthy and appealing meal program for students during the regular school day and after school program	\$627,675.00	Yes
7	Other school operations	Hire, retain, and develop a strong school operations team and provide operational support services that support our school's instructional goals.	\$1,555,789.00	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.

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
6	Our school will live out the values of feedback and continuous improvement, affirming and validating, collective responsibility, and empathy and kindness.

An explanation of why the LEA has developed this goal.

In 2018, Caliber completed a one-and-a-half-year project involving staff, students, and parents to curate our core values, formalize our commitment to equity in education, and develop our core pillars of student achievement. This process involved multiple half-day facilitated retreats for our senior leadership, surveying over 100 staff, 200 families and 1000 students, and convening focus groups for all three groups of stakeholders.

The resulting set of core values are ones that we work to weave into the day-to-day fabric of our work. We call them the F.A.C.E. of Caliber, and they are:

Feedback: Everyone is committed to a culture of feedback, development, and continuous improvement.

Affirmation: We validate and affirm the identities, strengths, and passions of each person.

Collective Responsibility: It is everyone's collective responsibility to work in service of and alongside our school communities.

Empathy: Situations and people are approached with empathy and kindness.

We plan to evaluate feedback for our instructional staff's perception of the observations and feedback they receive according to the TNTP Insight Survey. We plan to monitor our affirmation and validation through the Panorama student climate survey Cultural Awareness & Action topic. We will measure collective responsibility and empathy through our parent engagement self-reflection tool and our family school culture survey. Recent research shows that schools that successfully engage families find that their students earn higher grades, score higher on tests, develop better social skills, and are more likely to graduate. The Family-School Relationships Survey was developed at the Harvard Graduate School of Education to provide schools with a clear picture of family attitudes about several key topics. By ensuring we have the majority of our families complete the Family-School Relationships Survey we will be able to better understand the needs of our families.

Priority 3: Parent Involvement

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Engagement: Self Reflection Tool Rating	3.42				Average score of 3.5+

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff Insight Survey: Observation & Feedback	5.8				6.5 or higher (5 is national average)
Student Climate Survey: Cultural Awareness & Action	3.7				At or above cohort average (3.5)
Family Survey: School Climate (% Favorable)	80%				85%
Family Survey: School Fit (% Favorable)	67%				85%
Family Survey: Participation (# Responses)	141				300

Actions

Action #	Title	Description	Total Funds	Contributing
1	Coaching	All staff will receive coaching support on a regular basis (weekly or bi-weekly). Coaching will include spaces to review and analyze data, identify best practices and resources, and plan for effective execution of next steps.		Yes
2	Advisory and Circles	Student schedules will include specific spaces to talk and learn about multiple identities and celebrate and affirm students' identity. This space will also be a space to talk about current events.		Yes
3	Cultural Celebrations	Community will come together to celebrate and affirm our rich identities through assemblies, community events, evening classes and performances.		Yes

Action #	Title	Description	Total Funds	Contributing
4	Feedback Cycles	Caliber stakeholders will have the opportunity to give and receive feedback throughout the year.		Yes
5	Equity Rubric	Caliber Network created an equity rubric through the collaboration of various stakeholders. This tool will be used to train, prepare, and evaluate our instructional practices to ensure CLRP alignment and equitable classroom practices.		Yes
6	CLRP Rubric	Caliber has partnered with Instruction Partners to create a rubric for Culturally and Linguistically Responsive Practices. This tool will be used to train, prepare, and evaluate our instructional practices to ensure CLRP alignment.		Yes
7	Targeted family partnership	Create opportunities to build relationships and develop student/family supports. We will specifically focus on engaging our subpopulations of African American and English Language Learner families.		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.

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
23.10%%	\$1,672,138

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.

Each year, during the school’s annual planning process, we assess the needs, conditions, and circumstances of our low-income students, English Learners and foster youth. We work with our staff and parents (e.g., through the School Site Council), to develop plans that address the needs of these groups of students. Because of the high unduplicated pupil percentage, we typically find that it is most effective to provide many actions on an LEA-wide basis. This allows all of our students to benefit from the actions. That said, we know that our low-income students and English Learners have the highest need and will benefit the most from these actions. Examples of how we use the supplemental and concentration funding include:

By using funds to provide extra teachers in grades 3-8, we have greatly reduced class sizes that allow for students to have personal connections with their teachers and teachers to closely monitor student data to assign just in time interventions and supports. For a similar reason students in these sub populations benefit from these funds being used to pay for our Residents, who gain on the job training while also reducing our student to staff ratio. This funding also assists in our enrichment programs including our PE and Art/Music Program. These programs instill a sense of joy and community into our campus, increasing engagement as well as student attendance. The Field Trips and Community events that are paid for by these funds have a similar effect. This funding also contributes to our after school program through BACR. This service provides families who need extra support an extended school day and provides a place for students to complete unfinished work and homework and get assistance from BACR staff. Supplemental and concentration funds also pay for our social emotional learning staff as well as four instructional coaches. These staff give support to teachers in developing sound practices to support students in both social and academic needs, as well as lead the examination of data so that staff can better target their practices to student needs. Additional professional development experiences that assist in this also come out of this funding.

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

Caliber: Beta Academy has historically had a high unduplicated pupil percentage (in 2019-20 it was roughly 81%). Because of this high unduplicated pupil percentage, the school spends its Title I and LCFF supplemental and concentration grant funding on a school-wide basis. Specific spending categories are identified throughout the goals in this LCAP and are summarized in the spending tables at the end of the document.

Spending is principally directed to the LCAP goals that each item supports and is focused at an overall level on increasing student achievement as measured by the NWEA Map and state assessments, cultivating a safe and healthy school climate and culture, and offering a range of student and family supports. We believe that the actions described above and the nature of our personalized, adaptive learning model is the most effective way to meet the goals outlined in this LCAP for all our students including our unduplicated pupils.

The calculated minimum proportionality percentage (MPP) for Caliber: Beta Academy in the 2020-21 school year was 23.27% and the projected MPP for 2021-22 will be 23.10%. We believe that the services provided to unduplicated students have been and will be increased by at least these amounts relative to what they would have been without the LCFF supplemental and concentration grant funding

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,672,139.00	\$8,182,784.00	\$251,177.00	\$1,784,783.00	\$11,890,883.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$8,171,061.00	\$3,719,822.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Student Behavior Data					
1	2	English Learners Foster Youth Low Income	Health Informed Practices					
1	3	English Learners Foster Youth Low Income	Circle and Advisory Curriculum					
1	4	English Learners Foster Youth Low Income	Restorative Practices					
1	5	English Learners Foster Youth Low Income	Core SEL Team and additional short-term support.	\$183,181.00			\$450,733.00	\$633,914.00
1	6	English Learners Foster Youth Low Income	Participation rates on family & student surveys					
2	1	English Learners Foster Youth Low Income	Core teaching staff & academic leadership		\$3,344,266.00			\$3,344,266.00
2	2	English Learners Foster Youth Low Income	Additional teaching staff with lower student/teacher ratio in upper grades (3-8th) and extended school year	\$408,866.00			\$356,120.00	\$764,986.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	3	English Learners Foster Youth Low Income	Instructional Aides, Interventionists, & Residents	\$36,840.00	\$6,140.00		\$234,002.00	\$276,982.00
2	4	English Learners Foster Youth Low Income	Common Core Aligned Curriculum		\$277,648.00		\$95,000.00	\$372,648.00
2	5	English Learners Foster Youth Low Income	Data Cycles					
2	6	English Learners Foster Youth Low Income	Academic After School Program	\$14,000.00	\$133,170.00			\$147,170.00
2	7	English Learners Foster Youth Low Income	Lower school ELA curriculum					
2	8	English Learners Foster Youth Low Income	ELO Grant Plan		\$573,287.00			\$573,287.00
3	1	English Learners Foster Youth Low Income	Student Led Conferences					
3	2	English Learners Foster Youth Low Income	New ELA Curriculum (TK-4)					
3	3	English Learners Foster Youth Low Income	Equity Rubric					
3	4	English Learners Foster Youth Low Income	Teaching for Excellence Rubric					
3	5	English Learners Foster Youth Low Income	Field Lessons					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	6	English Learners Foster Youth Low Income	Advisory and Circles					
3	7	English Learners Foster Youth Low Income	Computer Science Projects	\$6,600.00		\$245,600.00		\$252,200.00
3	8	English Learners Foster Youth Low Income	Broad Course of Study	\$517,852.00				\$517,852.00
4	1	English Learners Foster Youth Low Income	Inclusive Hiring Practices		\$25,000.00			\$25,000.00
4	2	English Learners Foster Youth Low Income	Equity Rubric					
4	3	English Learners Foster Youth Low Income	Targeted family partnership	\$15,000.00				\$15,000.00
4	4	English Learners	Integrated and Designated ELD professional development and coaching					
4	5	English Learners	Designated ELD Curriculum					
4	6	English Learners Foster Youth Low Income	Anti-racist and DEIB Professional Development					
4	7	English Learners Foster Youth Low Income	Special Education Programming		\$1,262,332.00		\$170,885.00	\$1,433,217.00
5	1	English Learners Foster Youth Low Income	Attendance and Engagement Systems					
5	2	English Learners Foster Youth Low Income	Targeted family partnership					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	3	English Learners Foster Youth Low Income	Professional Development	\$402,140.00	\$95,000.00		\$80,000.00	\$577,140.00
5	4	English Learners Foster Youth Low Income	Safe and welcoming facilities		\$599,000.00			\$599,000.00
5	5	English Learners Foster Youth Low Income	Technology infrastructure	\$87,660.00	\$81,520.00	\$5,577.00		\$174,757.00
5	6	English Learners Foster Youth Low Income	Meal program		\$240,630.00		\$387,045.00	\$627,675.00
5	7	English Learners Foster Youth Low Income	Other school operations		\$1,544,791.00		\$10,998.00	\$1,555,789.00
6	1	English Learners Foster Youth Low Income	Coaching					
6	2	English Learners Foster Youth Low Income	Advisory and Circles					
6	3	English Learners Foster Youth Low Income	Cultural Celebrations					
6	4	English Learners Foster Youth Low Income	Feedback Cycles					
6	5	English Learners Foster Youth Low Income	Equity Rubric					
6	6	English Learners Foster Youth Low Income	CLRP Rubric					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
6	7	English Learners Foster Youth Low Income	Targeted family partnership					

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$1,672,139.00	\$11,890,883.00
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$1,672,139.00	\$11,890,883.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Student Behavior Data	Schoolwide	English Learners Foster Youth Low Income	All Schools		
1	2	Health Informed Practices	Schoolwide	English Learners Foster Youth Low Income	All Schools		
1	3	Circle and Advisory Curriculum	Schoolwide	English Learners Foster Youth Low Income	All Schools		
1	4	Restorative Practices	Schoolwide	English Learners Foster Youth Low Income	All Schools		
1	5	Core SEL Team and additional short-term support.	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$183,181.00	\$633,914.00
1	6	Participation rates on family & student surveys	Schoolwide	English Learners Foster Youth Low Income	All Schools		
2	1	Core teaching staff & academic leadership	Schoolwide	English Learners Foster Youth Low Income	All Schools		\$3,344,266.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	2	Additional teaching staff with lower student/teacher ratio in upper grades (3-8th) and extended school year	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$408,866.00	\$764,986.00
2	3	Instructional Aides, Interventionists, & Residents	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$36,840.00	\$276,982.00
2	4	Common Core Aligned Curriculum	Schoolwide	English Learners Foster Youth Low Income	All Schools		\$372,648.00
2	5	Data Cycles	Schoolwide	English Learners Foster Youth Low Income	All Schools		
2	6	Academic After School Program	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$14,000.00	\$147,170.00
2	7	Lower school ELA curriculum	Schoolwide	English Learners Foster Youth Low Income	All Schools		
2	8	ELO Grant Plan	Schoolwide	English Learners Foster Youth Low Income	All Schools		\$573,287.00
3	1	Student Led Conferences	Schoolwide	English Learners Foster Youth Low Income	All Schools		
3	2	New ELA Curriculum (TK-4)	Schoolwide	English Learners Foster Youth Low Income	All Schools		
3	3	Equity Rubric	Schoolwide	English Learners Foster Youth Low Income	All Schools		
3	4	Teaching for Excellence Rubric	Schoolwide	English Learners	All Schools		

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			
3	5	Field Lessons	Schoolwide	English Learners Foster Youth Low Income	All Schools		
3	6	Advisory and Circles	Schoolwide	English Learners Foster Youth Low Income	All Schools		
3	7	Computer Science Projects	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$6,600.00	\$252,200.00
3	8	Broad Course of Study	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$517,852.00	\$517,852.00
4	1	Inclusive Hiring Practices	Schoolwide	English Learners Foster Youth Low Income	All Schools		\$25,000.00
4	2	Equity Rubric	Schoolwide	English Learners Foster Youth Low Income	All Schools		
4	3	Targeted family partnership	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	\$15,000.00
4	4	Integrated and Designated ELD professional development and coaching	Schoolwide	English Learners	All Schools		
4	5	Designated ELD Curriculum	Schoolwide	English Learners	All Schools		
4	6	Anti-racist and DEIB Professional Development	Schoolwide	English Learners Foster Youth Low Income	All Schools		
4	7	Special Education Programming	Schoolwide	English Learners	All Schools		\$1,433,217.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			
5	1	Attendance and Engagement Systems	Schoolwide	English Learners Foster Youth Low Income	All Schools		
5	2	Targeted family partnership	Schoolwide	English Learners Foster Youth Low Income	All Schools		
5	3	Professional Development	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$402,140.00	\$577,140.00
5	4	Safe and welcoming facilities	Schoolwide	English Learners Foster Youth Low Income	All Schools		\$599,000.00
5	5	Technology infrastructure	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$87,660.00	\$174,757.00
5	6	Meal program	Schoolwide	English Learners Foster Youth Low Income	All Schools		\$627,675.00
5	7	Other school operations	Schoolwide	English Learners Foster Youth Low Income	All Schools		\$1,555,789.00
6	1	Coaching	Schoolwide	English Learners Foster Youth Low Income	All Schools		
6	2	Advisory and Circles	Schoolwide	English Learners Foster Youth Low Income	All Schools		
6	3	Cultural Celebrations	Schoolwide	English Learners Foster Youth Low Income	All Schools		
6	4	Feedback Cycles	Schoolwide	English Learners	All Schools		

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			
6	5	Equity Rubric	Schoolwide	English Learners Foster Youth Low Income	All Schools		
6	6	CLRP Rubric	Schoolwide	English Learners Foster Youth Low Income	All Schools		
6	7	Targeted family partnership	Schoolwide	English Learners Foster Youth Low Income	All Schools		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

- f) 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.
- g) 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.

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.