

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: EDUHSD Virtual Academy at Shenandoah

CDS Code: 09618530930214

School Year: 2021-22

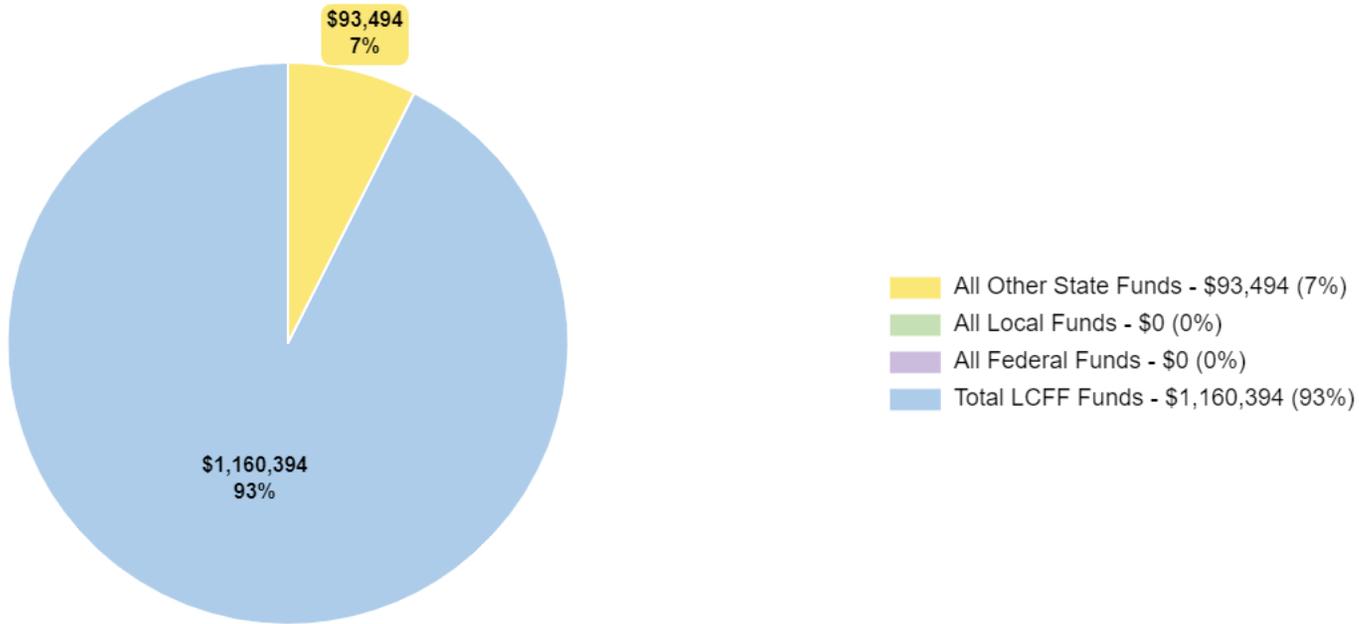
LEA Contact Information: Leslie Redkey |

iredkey@eduhsd.k12.ca.us | 5306226212

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

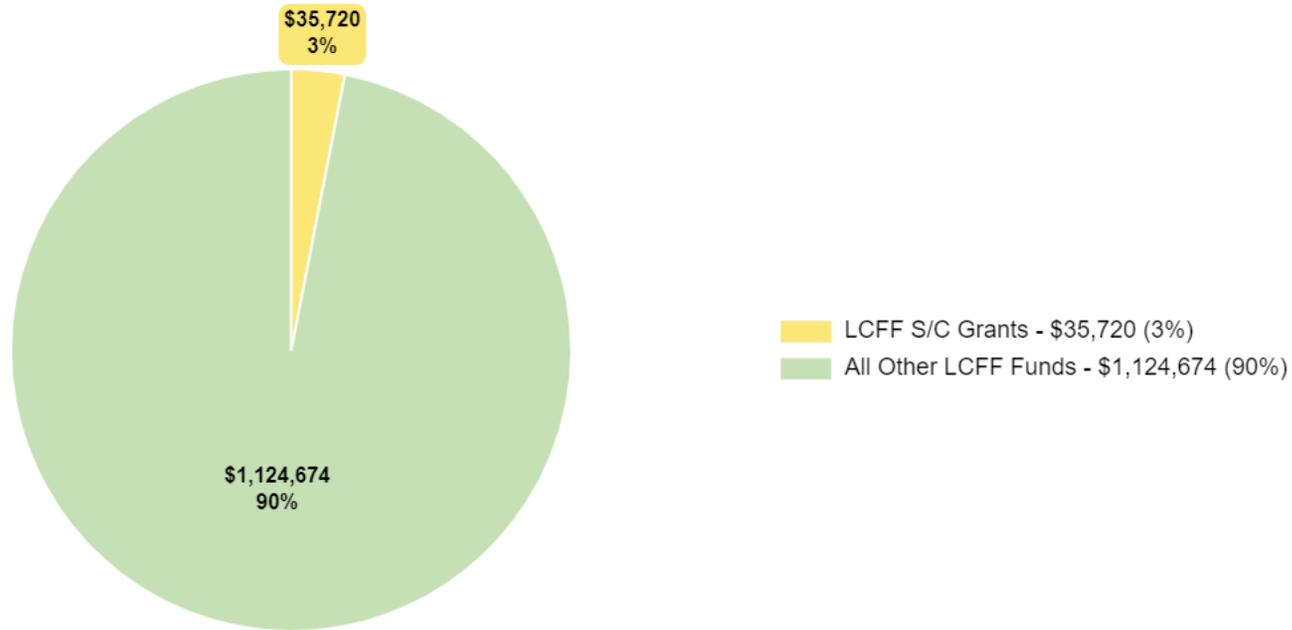
Budget Overview for the 2021-22 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$93,494	7%
All Local Funds	\$0	0%
All Federal Funds	\$0	0%
Total LCFF Funds	\$1,160,394	93%

Breakdown of Total LCFF Funds



Source	Funds	Percentage
LCFF S/C Grants	\$35,720	3%
All Other LCFF Funds	\$1,124,674	90%

These charts show the total general purpose revenue EDUHSD Virtual Academy at Shenandoah expects to receive in the coming year from all sources.

The total revenue projected for EDUHSD Virtual Academy at Shenandoah is \$1,253,888, of which \$1,160,394 is Local Control Funding Formula (LCFF), \$93,494 is other state funds, \$0 is local funds, and

\$0 is federal funds. Of the \$1,160,394 in LCFF Funds, \$35,720 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

Budgeted Expenditures in the LCAP



This chart provides a quick summary of how much EDUHSD Virtual Academy at Shenandoah plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

EDUHSD Virtual Academy at Shenandoah plans to spend \$1,253,888 for the 2021-22 school year. Of that amount, \$36,500 is tied to actions/services in the LCAP and \$1,217,388 is not included in the LCAP.

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

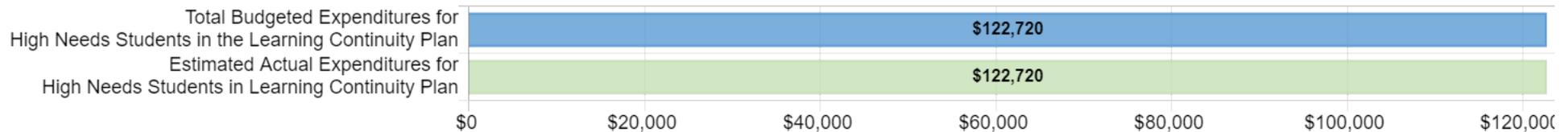
The other state funds are coming from an Expanded Learning Opportunities (ELO) Grant and lottery money. The ELO Grant has a written plan specifically for those funds and money is budgeted separately for that.

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

In 2021-22, EDUHSD Virtual Academy at Shenandoah is projecting it will receive \$35,720 based on the enrollment of foster youth, English learner, and low-income students. EDUHSD Virtual Academy at Shenandoah must describe how it intends to increase or improve services for high needs students in the LCAP. EDUHSD Virtual Academy at Shenandoah plans to spend \$36,500 towards meeting this requirement, as described in the LCAP.

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

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



This chart compares what EDUHSD Virtual Academy at Shenandoah 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 EDUHSD Virtual Academy at Shenandoah 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, EDUHSD Virtual Academy at Shenandoah's Learning Continuity Plan budgeted \$122,720 for planned actions to increase or improve services for high needs students. EDUHSD Virtual Academy at Shenandoah actually spent \$122,720 for actions to increase or improve services for high needs students in 2020-21.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
EDUHSD Virtual Academy at Shenandoah	Leslie Redkey Director of Educational Options and Innovation	iredkey@eduhd.k12.ca.us 5306226212

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

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

Goal 1

Improve student outcomes in Mathematics as measured by the CAASPP and the pass rate for students in mathematics courses.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2 3

4 5

Local Priorities: Goal 1 and 3

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Increase the percentage of students who achieve standard met or standard exceeded on the California Assessment of Student Performance for Mathematics assessments with an emphasis on improving the aggregate pass rate for low socioeconomic students, foster youth, and English learners. 18-19 The percentage of students scoring standard met or standard exceeded on the 2018 California Assessment of Student Performance for Mathematics: 2018 results > 36% Baseline: The percentage of students scoring standard met or standard exceeded on the 2016 California Assessment of Student Performance for Mathematics: 36% for all students * Due to less than 5% of students falling into the subgroups of low socioeconomic status, foster youth, and English learners, disaggregated baseline data was not reported</p>	<p>For the 2019 CAASPP in Mathematics: 50% of students met or exceeded standard. This was a regression from 2017 results of 56% but an increase from 2018 of 36% * Due to less than 5% of students falling into the subgroups of low socioeconomic status, foster youth, and English learners, disaggregated data was not reported.</p>

Expected	Actual
<p>Metric/Indicator The number of students earning grades of C or higher in mathematics courses will increase. An emphasis will be placed on improving these rates for low socioeconomic students, foster youth, and English learners. 18-19 The percentage of students earning grades of C or better in mathematics courses for the 2018-19 school year will be greater than 75%. Baseline The percentage of students earning grades of C or better in mathematics courses was: 2018 - 79% 2017 - 75% *Due to there only being 3 students identified as low socioeconomic status, 0 foster youth, and 1 English learner, disaggregated baseline data was not reported</p>	<p>All Students: For 2017-18, 81% of students earned a C or better in these courses. For 2018-19, 93% of students earned a C or better in these courses. For 2019-20, 90% of students earned a C or better in these courses. This does include students who chose P/F over letter grading for the final term due to distance learning. *Due to less than 5% of students falling into the subgroups of low socioeconomic status, foster youth, and English learners, disaggregated data was not reported.</p>
<p>Metric/Indicator: Increase the percentage of students who pass both semesters of Algebra 1 with a C or better. An emphasis will be placed on improving these rates for low socioeconomic students, foster youth, and English learners. 18-19 The percentage of students passing both semesters of Algebra 1 with a C or better will be greater than 80% for the 2018-19 school year. Baseline: The percentage of students passing both semesters of Algebra 1 with a C or better was: 2016: 59% 2017: 80% 2018: 70% *Due to there only being 3 students identified as low socioeconomic status, 0 foster youth, and 1 English learner, disaggregated baseline data was not reported</p>	<p>Due to less than 5% of students falling into the subgroups of low socioeconomic status, foster youth, and English learners, disaggregated data was not reported.</p>

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
--------------------------	-----------------------	---------------------

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Assessment/remediation for incoming/new students, especially those that have shown prior weakness in Mathematics courses, to determine need for remediation. (MTSS Level 2)</p>	<p>4000-4999: Books And Supplies Online assessment to determine need for remediation via Math XL or similar program - Supplemental -\$750</p>	<p>4000-4999: Books And Supplies Online assessment to determine need for remediation via Math XL or similar program - Supplemental -\$750</p>
<p>Math Support class offering targeted remediation through online program (Math XL or similar) individualized to meet the needs of each student. (MTSS Level 2). Additionally, this same class period on alternate days (twice per week) will be used to deliver the Algebra Foundations curriculum to those students identified as not yet ready for Algebra 1.</p>	<p>1000-1999: Certificated Personnel Salaries Math Support class for students with identified learning gaps in Mathematics - Supplemental -\$6000 3000-3999: Employee Benefits Math Support for students with identified learning gaps in Mathematics Supplemental \$1250</p>	<p>1000-1999: Certificated Personnel Salaries Math Support/Algebra Foundations class for students with identified learning gaps in Mathematics - Supplemental- \$6000 3000-3999: Employee Benefits Math Support/Algebra Foundations class for students with identified learning gaps in Mathematics Supplemental -\$1250</p>

Goal Analysis

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

The Virtual Academy successfully provided the planned actions and services to improve student outcomes in mathematics.

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

During the 2017-18 LCAP cycle, the actions and services helped provide for a 22% increase in student outcomes on the CAASPP in Mathematics as measured by the 2017 CAASPP Math results. While this was substantial growth, due to the small size of the school and number of students tested, sustainability over time will be a better indicator of success. This was an important notation as the 2018 CAASPP Math scores declined back to the 36% mark seen in 2016. 2019 Math results showed an increase back to the 50% mark. Mark distribution analysis for the 2018-19 and 2019-20 school years in Algebra 1 as well as all math courses indicates solid increases toward meeting goals.

Goal 2

Prepare college-ready and career-ready students to successfully meet entrance and performance requirements of postsecondary institutions. In doing so, increase A-G course completion to at least 50%

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2

4
7
8

Local Priorities: Goal 1 and 3

Annual Measurable Outcomes

Expected	Actual
----------	--------

Expected	Actual
<p>Metric/Indicator: Increase all graduates meeting UC/CSU a-g requirements with an emphasis on improving the aggregate percentage rate for low socioeconomic students, foster youth, and English learners The percentage of graduates meeting A-G requirements in 2019 is expected to be: 2019 Graduates meeting A-G > 40%</p>	<p>46% of students met A-G requirements at Virtual Academy. That number increased to 50% in 2020.</p>
<p>Increase the number of students matriculating into four year universities with an emphasis on improving the aggregate percentage rate for low socioeconomic students, foster youth, and English learners. 18-19 The percentage of the graduating class of 2019 that matriculate into a four year university or a two year college with the intent to transfer to a university after high school will be > 50%</p>	<p>For the class of 2019, 45% plan to enroll in a 4 year university and 45% plan to enroll in a community college for a total of 90%. 2020 percentage of students enrolling in college or university- 85%</p>
<p>Increase the enrollment in transferable college level courses while in high school with an emphasis on improving the enrollment rate for low socioeconomic students, foster youth, and English learners. 18-19 The enrollment in college College Course Enrollment for 2018-2019 > 50</p>	<p>2020 College Course Enrollment was more than 60.</p>
<p>Increase the number of students participating in the internship program with an emphasis on improving the participation rate of low socioeconomic students, foster youth, and English learners. Goal: more than 20 students will participate in the internship program</p>	<p>26 students participated in an internship in 2019/20 school year (25% of the student population)</p>

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
--------------------------	-----------------------	---------------------

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>With the assistance of the Workplace Learning Coordinator, students will engage in comprehensive and developmental career and college exploration activities multiple times per year. (Base career and college planning services - MTSS Level 1)</p>	<p>Workplace Learning Coordinator 2000-2999: Classified Personnel Salaries Base \$3000 3000-3999: Employee Benefits Workplace Learning Coordinator: \$1000</p>	<p>Workplace Learning Coordinator 2000-2999: Classified Personnel Salaries Base: \$3000 3000-3999: Employee Benefits Workplace Learning Coordinator: \$1000</p>
<p>Students will have access to a wide breadth of courses that will allow them to meet A-G course completion requirements. This will include online foreign language courses Actions and services provided as planned through Middlebury University or Folsom Lake College</p>	<p>Middlebury University site licenses 4000-4999: \$10,000</p>	<p>Middlebury University Books And Supplies Base: \$3973</p>
<p>The director and workplace learning coordinator will meet with students and families individually in need of additional guidance and resources to assist them in their career and college planning. Specific attention and additional guidance services will be directed towards English learners, foster youth and low income students.</p>	<p>2000-2999: Classified Personnel Salaries Workplace Learning Coordinator Supplemental: \$1500 3000-3999: Employee Benefits Workplace Learning Coordinator Supplemental: \$350</p>	<p>2000-2999: Classified Personnel Salaries Workplace Learning Coordinator Supplemental: \$1500 3000-3999: Employee Benefits Workplace Learning Coordinator Supplemental: \$350</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The Workplace Learning Coordinator and Director will work to increase the number of students participating in the Internship program. Students identified as low socioeconomic status, foster youth, or English learners will be met with individually and encouraged to enroll in the program.</p>	<p>2000-2999: Classified Personnel Salaries Workplace Learning Coordinator Supplemental: \$1000 3000-3999: Employee Benefits Workplace Learning Coordinator Supplemental: \$400</p>	<p>2000-2999: Classified Personnel Salaries Workplace Learning Coordinator Supplemental: \$1000 3000-3999: Employee Benefits Workplace Learning Coordinator Supplemental: \$400</p>

Goal Analysis

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

All funds were implemented to support students, families, teachers, and staff.

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

The Virtual Academy successfully provided the planned actions and services to improve student A-G completion rates as well as college and career readiness.

The College and Career guidance program coupled with student and parent advising lent to the great increase in the number of students completing A-G requirements. The time spent with students both in groups and individually on their college planning has been of tremendous value in improving these rates. The large increase in access to and completion of transferable college courses is due to the strong relationship developed with Folsom Lake College, including the signing of an MOU that greatly increases student accessibility to college courses. This program has become a very attractive feature of the Virtual Academy. The Internship program continued to provide great opportunities for students to explore careers and in some cases, gain employment.

Goal 3

All students at the Virtual Academy will learn in a supportive, connected, and safe environment.

State and/or Local Priorities addressed by this goal:

State Priorities: 1

5

6

8

Local Priorities: Goals 2, 3, 4

Annual Measurable Outcomes

Expected	Actual
Increase student levels of connectedness and overall positive feelings about school as measured by the Healthy Kids Survey to 70%	88% of 9th graders reported this but only 50% of 11th graders reported feeling strongly connected to school.
Decrease student reported levels of chronic sadness/hopelessness/anxiety as measured by the Healthy Kids Survey and other metrics to be identified. Students will report levels of chronic sadness/hopelessness of less than 50% as measured by the Healthy Kids Survey.	A total of 62% indicated experiencing feelings of chronic sadness/hopelessness in a 12 month period.

Expected	Actual
<p>Develop a system in which student use of stress reduction techniques and problem solving skills becomes an integral part of the daily school routine. As measured by the CHKS Problem Solving Scale Questions, 40% of students will indicate a high ability to utilize problem solving skills</p>	<p>44% of students indicated a high ability to utilize problem solving skills while 92% reported high or moderately high ability to utilize problem solving skills.</p>

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Professional Development for all Virtual Academy Staff in student mental wellness, stress reduction techniques, and ways to assist students with anxiety</p>	<p>5800:Professional/ Consulting Services And Operating Expenditures Training in student mental wellness programs Base: \$1500. Teachers began training on Trauma Informed Teaching Practices.</p>	<p>5800:Professional/ Consulting Services And Operating Expenditures Training in student mental wellness programs Base: \$1500</p>
<p>The counselor will utilize weekly allotment of time at the Virtual Academy to seek out and assist students who are struggling with personal/social issues. When appropriate, the counselor will work with families, district, and community stakeholders to identify resources to assist the student/family (MTSS Level 3). Particular attention will be paid toward insuring that unduplicated students receive regular counseling support.</p>	<p>1000-1999: Certificated Personnel Salaries Counselor Supplemental: \$2000 3000-3999: Employee Benefits Counselor Supplemental: \$437</p>	<p>1000-1999: Certificated Personnel Salaries Counselor Supplemental: \$2000 3000-3999: Employee Benefits Counselor Supplemental: \$437</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Increased services through Sierra Child and Family Services to train teachers on improving student problem solving skills while reducing student stress and anxiety.	5800:Professional/Consultin Services And Operating Expenditures Sierra Child and Family Services Supplemental: \$5101	5800:Professional/Consultin Services And Operating Expenditures Sierra Child and Family Services Supplemental: \$5101

Goal Analysis

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

All funds were utilized and students had access to counseling and support from Sierra Child Services even during the shut down and move to distance learning.

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

Based on CHKS results, the actions have been successful in overall improving student connectedness, reducing chronic sadness, and increasing students' problem solving skills. Due to Covid-19, this is definitely a challenge moving forward. We know many students were left feeling lonely and disconnected. We will move forward with more programs and supports to help student reconnect.

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
Certificated positions to support well-rounded curricular offerings, including strong, standards-based core subjects and elective options.	\$30000	\$30000	N
Base academic and career guidance	\$45000	\$45000	N
An increase of 4 hours a week of Instructional Aide time to provide support for students in special populations, specifically Low SED and EL.	\$1500	\$1500	Y
Professional development to increase the academic achievement of all students by helping schools (1) improve teacher and principal quality through professional development and other activities and (2) ensure all teachers are highly qualified. Certificated salaries and benefits.	\$5000	\$5000	N

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

No substantive differences

Analysis of In-Person Instructional Offerings

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

Given our blended learning model already in place at Virtual Academy, the transition to in- person instruction was smooth. Teachers had weekly professional development to support the blended learning model of how to engage students with technology and best practices as we moved from one way of teaching and learning to another.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Access to Learning Center and Study Hall in person. Certificated and Classified salary and benefits	\$32000	\$32000	N
Weekly Professional Development for staff regarding instructional technology and best practices during DL	\$2500	\$2500	N
Sierra Child and Family Wellness Centers to assist families in need with a variety of resources.	\$0	\$0	N
Canvas subscription to allow for blended learning, updated information on student progress, and access to curriculum.	\$5000	\$5000	N
Verizon and ATT Hotspots (21) and Chromebooks for students (50)	\$5000	\$5000	N
Nearpod Subscription	\$1500	\$1500	N
Online platforms for live video sessions with students.	\$1000	\$1000	N

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

None

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.

Virtual Academy uses a Learning Management System (LMS) called Canvas. Canvas has allowed us and will continue to allow us continuity of instruction. It allows a blended learning model by pushing out teacher curriculum and resources to students online. Students have access to Canvas from any device that can connect to the internet and therefore can access their curriculum any time. We also offer elective courses through Apex which can be accessed from any device that connects to the internet. Students also continue to have full access to ROP programs. Through our LMS, Canvas, we are able to see up to date students progress daily- this varies from being able to see if a student has submitted an assignment to seeing the graded assignment, all in Canvas. Parents are also paired with the student in Canvas so they have access to the same current information. During weekly staff collaboration, we share student concerns from the week and Mr. Walker and Mrs. Redkey work to reach out to families to discuss concerns and help students get back on track. Families are met with via Zoom, phone calls, or on site meetings to discuss progress. Online applications and program such as EdPuzzle and Nearpod have been very helpful in increasing engagement online.

The greatest challenge was students not being able to attend daily. While zoom works well and we have good attendance, direct instruction works so well for our students and many choose to attend 4-5 days a week in normal years.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Online curriculum subscriptions for learning loss- Math XL, Math IXL	\$3000	\$3000	N

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

None

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.

Our educational efforts focused on meeting graduation requirements and college and career readiness. English and math teachers had access to additional software that provided diagnostic testing and remediation. When learners struggle, the software adapts to their needs and helps to correct mistakes. Our math teacher is using Math XL and Math IXL with students to assess skill level and is informative for the teacher to know where to review and where to move ahead in the curriculum. Teachers can also assign skill based problems individually to allow review and remediation. Students in special populations are receiving additional in person instructional support in Distance Learning and will continue when we move to hybrid. Students in special populations were invited onto campus at an early stage in distance learning to work with teachers and access learning center help.

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.

Through EDUHSD, students have access during Distance Learning, Hybrid, and full time on campus learning to Sierra Family and Child services including Wellness Centers. Teachers and administration continue to meet weekly and share student concerns- academically and social emotional concerns. Administration follows up with students and families and assists with community resources when necessary. Our student mentor program created with our counselor and Lead Teacher has been essential in keeping students connected to peers as well as campus and adults. Sierra Family and Child Services as well as the ACEs Collaborative are available for professional development regarding trauma and its impact on brain development. Mondays are used for collaboration on site and these will be integrated into our collaboration days.

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.

Weekly, at our collaboration, student outreach is part of the agenda. Because of our small school size, teachers share students each term and report out on them weekly. Teachers have been able to gain and share a great deal of information regarding students academically and socially and during distance learning, technological concerns are also a large part of the conversation. Administration (counselor and director) work to follow up with families and provide assistance as needed. Students whose parents speak a language other than English are assisted through a translator. Grade checks every 5 weeks are also an indicator that initiates conversation with families. Lastly, all students who are falling below a C, beginning in January were required to attend 4 days a week to limit learning loss and receive extra support during study halls.

Analysis of School Nutrition

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

Through EDUHSD, all students at Virtual Academy have had access to nutrition services provided at each Comprehensive school site Monday through Friday. In the spring of the 2019-20 school year, all families were provided information and access to meals served at the high schools. During the fall of the 2020-21 school year, families needed to sign up for this service. Students and families can travel to the closest comprehensive site to receive their meals.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
---------	-------------	----------------------	-------------------------------	--------------

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Communication tools and software needed for stakeholder outreach	Services And Other Operating Expenditures, Parent Square, Aeries.net Parent Portal, Google Apps	\$0- provided by district	\$0- provided by district	N

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

None

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.

Stakeholders overwhelmingly want our schools to return to full-person instruction with the maximum amount of extracurricular and co-curricular opportunities as possible. The isolation and limited social connections during the pandemic negatively affected students based on California Health Kids Survey Results. Returning to full-person instruction with the breadth of course offering and opportunities is essential for students to thrive. The new LCAP provides students with funds for an expansive array of course offerings, opportunities for connections, and academic/social emotional supports. Teachers are also provided with technology in the classroom to utilize the newly acquired pedagogical skills obtained during distance and hybrid learning.

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

Through EDUHSD, we have access to the offering summer intersession and two summer school sessions in 2021 and 2022 to assist students who failed courses or failed to earn an necessary mark to meet college requirements. In addition MTSS efforts are being deployed to support students with disabilities, foster youth, homeless youth, and English learners. The LCAP demonstrates our commitment to having students graduate college and/or career ready.

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.

none

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.

Along with EDUHSD, Virtual Academy provided more resources and in-person instruction than the overwhelming majority of high schools in California. While nearly all California public high school students were forced to access education in a distance learning format for the entirety or majority of the school year, the Virtual Academy teachers, staff and administrators went above and beyond to provide in-person learning even before the distribution of vaccines. The dedication of our staff cannot be understated. Their efforts on behalf of students was extraordinary.

Instructions: Introduction

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

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

Analysis of the Distance Learning Program

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

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

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

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

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

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
EDUHSD Virtual Academy at Shenandoah	Leslie Redkey Director of Educational Options and Innovation	iredkey@eduhd.k12.ca.us 5306226212

Plan Summary 2021-24

General Information

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

The EDUHSD Virtual Academy at Shenandoah is the only dependent charter school within the El Dorado Union High School District. The Virtual Academy is set in a rural landscape in the Sierra Foothills adjacent to the Union Mine High School campus. EDUHSD Virtual Academy at Shenandoah provides an online blended learning model that utilizes Canvas, the same learning management system used by our local community college. Additionally, students use district approved Apex courses to fulfill elective requirements. Starting in the spring of 2016, the Virtual Academy began utilizing Middlebury University's curriculum in order to provide students with an A-G approved foreign language program.

The Virtual Academy provides students with a comprehensive, individualized, and rigorous approach to their high school education.

Students have the opportunity to complete district graduation requirements with the enhancement of concurrent enrollment at the other district high schools and may also earn college credit through dual enrollment/advanced education through FLC. Virtual Academy accepts students from El Dorado County as well as any adjacent county. Because of our small size, many of our students join us for their first public school experience from home school, another charter, or private schools. Students at VA are independently motivated and can work independently but also desire the direct instruction and on campus learning we offer. In the past four years, our population has remained steady. We do not however, have enough students to meet the subgroup threshold. Less than 1% of students are Foster Youth or EL. Our largest subgroup is Socio Economically Disadvantaged students which make up 12% of our total population.

Reflections: Successes

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

A review of the California Dashboard shows us many successes. Virtual Academy has made great strides in student achievement. The 2018-19 ELA and Math scores were both on the rise with ELA increasing students who met or exceeded by 45% from the previous year. In Math, we had a 14% increase. Something important to note in regards to these scores is that in 2018-19, we achieved over 95% completion rates on the CAASPP for the first time ever. So the number of students who took the test increased as well as the percentage met or exceeded. Our ELA scores are the highest they have been in the school. We show a dip in 2017-18 but then surpassed the 2016-17 scores which had previously been the highest. In mathematics, we also saw a dip in scores in 2017-18, but are back on the upward trend. Our dashboard shows an increase for both ELA and math, but due to the fact that we have no subgroups, there is no performance color indicator.

Our Graduation rate also increased 5.8% to move us over 96%.

We are very proud of these numbers and continue to create goals with a focus on these percentages.

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.

Student performance in mathematics as measured by the California Assessment of Student Performance and Progress continue to be an area of growth for the Virtual Academy. In comparison to the rest of the district, students tend to not perform as well as their peers at comprehensive school sites by 4%.

Steps taken: In 2019, we added an Algebra 2 prep section to our schedule to review algebra and geometry math skills students will need when they start Algebra 2 in the spring term. Previously, there had been a gap of 6 months where students may not have had math prior to starting Algebra 2. This has been successful with increasing confidence in math as well as student understanding once Algebra 2 begins.

A-G completion rates are also lower when compared to the same high schools in the district.

Steps taken: We continue to focus on A-G completion- it has become a WASC Goal as well as a SPSA and LCAP goal. Beginning in the 2020-21 school year, A-G completion is the proposed goal for each new student entering Virtual Academy. Current students review their transcript every fall and spring with the counselor and/or administrator to determine college and career readiness.

Student wellness and its impact on academic outcomes is of concern as many students have identified as dealing with high levels of stress and suicidal ideation as measured by the California Healthy Kids Survey.

Steps taken: We have created a mentorship and strong leadership program on campus focused on building connections among students. EDUHSD has created Wellness centers at each comprehensive site and we have a straight line of access to Union Mine's center. All staff can refer students to this. Our Alternative Ed counselor has had a greater involvement and presence on campus and is leading our mentoring program as well.

LCAP Highlights

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

The El Dorado Virtual Academy's LCAP places a strong emphasis on providing students the support they need to be successful in high school and beyond. As a dependent charter affiliated with the El Dorado Union High School District, the Virtual Academy has embraced the district's implementation of a clearly defined multi-tiered systems of support (MTSS) plan. In collaboration with the high school district, the Virtual Academy identifies our levels of support as well as the drivers that would indicate a student's need for additional interventions. In its totality, the El Dorado Virtual Academy's LCAP highlights our efforts to maintain a high level of academic achievement with an emphasis on

supporting students academically, behaviorally, and socially as they pursue their post-secondary options.

Over the next three years, VA will utilize the one-time State and Federal funds to address the learning loss and achievement gaps associated with the California Public Health COVID-19 restrictions.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

Due to California Public Health Department COVID-19 restrictions, there were additional challenges with stakeholder engagements. Parents were surveyed in English and Spanish. Staff were surveyed. Our Charter Advisory Committee developed Single Plans for Student Achievement that outlined our specific goals that require LCAP support. Students were surveyed using the California Healthy Kids Survey. Stakeholders involved on the School Site Council/Charter Advisory included the Principal, classroom teacher, two classified school staff, two parents, two students, and one school board member. All stakeholders provided feedback and recommendations which have been culminated into the current plans

A summary of the feedback provided by specific stakeholder groups.

Given the challenges associated with the COVID-19 pandemic, much of the feedback focused on teaching and learning under COVID-19 restrictions.

All stakeholders were involved in a transparent analysis of site and district data which included data specific to the goals and services noted in the previous SPSA and LCAP. A thorough analysis of this data was undertaken over the course of several meetings throughout the fall and spring of the 2020-21 school year. As a group, we met virtually once, then were able to hold in person meetings following protocol and policies in place.

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

The entire LCAP is a reflection of the needs of the community. The 2021-22 school year provides a unique opportunity to implement one-time innovative actions and services to address learning loss associated with COVID-19 restrictions. In years beyond 2021-22, the focus will be on using existing resources to ensure the stated goals are met. The community is looking forward to moving beyond the pandemic. Therefore, stakeholder feedback has influenced this narrative by creating the expectation that we return to greater in-person programming that includes the full array of offerings. More specifically, the Virtual Academy will be able to join the District in offering Summer School in 2021 and 2022 to allow for additional instructional opportunities for students to meet graduation and college entrance requirements.

Additional

student Chromebooks are being purchased to meet the newly learned and effective teaching strategies that utilize instructional technology. Increased professional development is being offered to help school faculty collaborate on best practices to support students academically and social emotionally.

Goals and Actions

Goals

Goal #	Description
Goal 1	Improve student outcomes in Mathematics as measured by the CAASPP and the pass rate for students in mathematics courses.

An explanation of why the LEA has developed this goal.

Student performance in mathematics as measured by the California Assessment of Student Performance and Progress continue to be an area of growth for the Virtual Academy. In comparison to the rest of the district, students tend to not perform as well as their peers at comprehensive school sites by 4% and while we saw an increase in performance, we are still below 2017-18 levels. Due to COVID 19 and no CAASPP testing in 2020, this will continue to be a goal as it relates to our dashboard and we anticipate many students being behind in math skills.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Increase the percentage of students who achieve standard met or standard exceeded on the California Assessment of Student Performance for Mathematics assessments with an emphasis on improving the aggregate pass rate for low socioeconomic students, foster youth, and English learners	2019 CAASPP mathematics: 50% of students met or exceeded standards	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	60% of students meet or exceed standards.
The number of students earning grades of C or higher in mathematics courses will increase. An emphasis will be placed on improving these rates for low socioeconomic students, foster youth, and English learners	88% of students earned C or better in mathematics courses	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	90% of students will earn a C or better in mathematics course

Maintain the percentage of students who pass both semesters of Algebra 1 with a C or better.	90% of students passed both semester of Algebra 1 with a C or higher in 2019-20 (Students were able to take a P in the second semester, so this number may not reflect accurate letter grades)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	90% of students will earn letter grades of C or better in both semesters
--	--	-----------------------	-----------------------	-----------------------	--

Actions

Action #	Title	Description	Total Funds Contributing	
Action #1	Assessment and Remediation	Assessment/remediation for incoming/new students, especially those that have shown prior weakness in mathematics courses, to determine need for remediation. (MTSS Level 2) Math XL will be utilized.	\$750.00	Yes
Action #2	Math Tutorial	Math Support class offering targeted remediation through online program (Math XL or similar) individualized to meet the needs of each student. (MTSS Level 2). Additionally, an Algebra 2 prep class has been added in the fall to prepare and review math concepts before the class begins in the spring term.	\$8,250.00	Yes

Action #	Title	Description	Total Funds Contributing	
Action #3	Spring Math Refresher Sessions	Host spring refresher sessions for CAASPP math testing. Many juniors haven't had math in several months prior to taking the CAASPP test in the spring. We will host review sessions and incentivize it so that students can have a brief review prior to taking the test.	\$500.00	Yes

Goal Analysis 2021-22

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

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

Goal #	Description
Goal 2	Prepare college-ready and career-ready students to successfully meet entrance and performance requirements of postsecondary institutions.

An explanation of why the LEA has developed this goal.

The primary purpose of secondary education is to prepare students for post-secondary transitions. Ensuring students are prepared for college or career is essential for a high school district. Through our WASC Self evaluation, we have made this part of our action plan as well.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Graduates meeting UC/CSU a-g requirements	2019- 46% 2020- 58%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	60% or greater of graduates will meet UC/CSU A-G requirements
Percentage of Graduates Meeting the College and Career Indicator	2020-81%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain 80% or greater

Graduates Completing an Internship or a CTE Pathway	2020- 19% completed and internship 1% completed a CTE Pathway	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Combined completion of 50% or greater
---	--	-----------------------	-----------------------	-----------------------	---------------------------------------

Actions

Action #	Title	Description	Total Funds Contributing	
Action #1	Career Exploration	With the assistance of the Workplace Learning Coordinator and counselor, students will engage in comprehensive and developmental career and college exploration activities multiple times per year.	\$3,000.00	Yes
Action #2	Course options	Students will have access to a wide breadth of courses that will allow them to meet A-G course completion requirements. This will include online foreign language courses through Middlebury University, Folsom Lake College or Apex	\$2,000.00	Yes
Action #3	College/Career Planning with Families	The director and workplace learning coordinator will meet with students and families individually in need of additional guidance and resources to assist them in their career and college planning.	\$2,500.00	Yes

Action #	Title	Description	Total Funds Contributing	
Action #4	Internships	The Workplace Learning Coordinator and Director will work to increase the number of students participating in the Internship program. Students identified as low socioeconomic status, foster youth, or English learners will be met with individually and encouraged to enroll in the program.	\$3,500.00	Yes
Action #5	Educational Software	Curriculum is more than textbooks. Students need access to high quality educational software for diagnostic testing, learning, and remediation	\$7,000.00	Yes
Action #6	Career Print and Online Resources	Provides students with a college and career resource hub.	\$1,000.00	Yes
Action #7	Marketing for the Internship Program	Provide potential new students with information regarding internships- brochure, flier, Google Forms, etc.	\$500.00	Yes

Goal Analysis 2021-22

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

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

Goal #	Description
Goal 3	All students at the Virtual Academy will learn in a supportive, connected, and safe environment.

An explanation of why the LEA has developed this goal.

We recognize that according to our California Healthy Kids Survey, we still have room to grow with students social emotional health and well being

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Decrease student reported levels of chronic sadness/hopelessness/anxiety as measured by the Healthy Kids Survey and other metrics to be identified	On the 2018-19 CHKS, 48% of students indicated experiencing feelings of chronic sadness/hopelessness.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Less than 30% of students will indicate experiencing feelings of chronic sadness and hopelessness.
Expansion or and participation in the mentor program	Since we are in an implementation phase, more data is needed.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% of new 9th and 10th grade students will participate in the mentorship program for at least 1 year by the end of their junior year cohort.

Actions

Action #	Title	Description	Total Funds Contributing
----------	-------	-------------	--------------------------

Action #	Title	Description	Total Funds Contributing	
Action #1	Counselor support	<p>The counselor will utilize weekly allotment of time at the Virtual Academy to seek out and assist students who are struggling with personal/social issues, specifically, 9th and 10th grade new students either individually or in small groups.</p> <p>Check ins with mentors will occur frequently.</p> <p>When appropriate, the counselor will work with families, district, and community stakeholders to identify resources to assist the student/family.</p>	\$4,000.00	Yes
Action #2	UMHS Wellness center	<p>Utilize the referral process to the Union Mine High School Wellness Center operated by the Sierra Family and Child Services to support students</p>	\$0.00	No
Action #3	Professional Development	<p>Professional Development for all Virtual Academy Staff in student mental wellness, stress reduction techniques, and ways to assist students with anxiety.</p>	\$1,500.00	Yes
Action #4	Mentor Training	<p>Provide training through counselor or other contracted services for student mentors (Link Crew, for example)</p> <p>Utilize advisory weeks for connection building among mentor/mentee</p>	\$1,500.00	Yes

Action #	Title	Description	Total Funds Contributing	
Action #5	Healthy habits	Providing some sort of weekly activity/check-in for students to engage in healthy habits- games, team building, etc.	\$500.00	Yes

Goal Analysis 2021-22

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

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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
3.2%	\$35,301.00

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

Required Descriptions

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

The El Dorado Virtual Academy minimum proportionality is 1.71%. While the overall population of unduplicated students is small, these funds are used to improve educational outcomes for economically disadvantaged students, foster youth, and English learners. The El Dorado Virtual Academy is using supplemental funds to improve academic outcomes for unduplicated count students and address the behavioral/mental health needs of these students.

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

Through the implementation and application of a Multi-Tiered Systems of Supports (MTSS) model, increased access to level 2 and 3 supports is essential for these students. Tier 2 and tier 3 interventions are being provided to these students to insure they have the academic and behavioral support needed to succeed. MTSS Level 2-3 Supports Funded with Supplemental Funds:

1. Digital remediation curriculum in Mathematics
2. Sections dedicated to Math Support Class
3. Increased services/time for Workplace Learning Coordinator
4. Counseling services through counselor and Sierra Family and Child Services

Data Entry Table

Goal #	Action #	Action Title	Student Group(s)	Increased / Improved	Scope	Unduplicated Student Group(s)	Location	Time Span
1	1	Assessment and Remediation		Yes	Schoolwide	SED, EL	Virtual Academy	1 year
1	2	Math Tutorial	Schoolwode	Yes	Schoolwide	SED, EL	Virtual Academy	1 year

1	3	Spring Math Refresher Sessions		Yes	Schoolwide	SED, EL	Virtual Academy	1 year
2	1	Career Exploration		Yes	Schoolwide	SED, EL	Virtual Academy	1 year
2	2	Course options		Yes	Schoolwide	SED, EL	Virtual Academy	1 year
2	3	College/Career Planning with Families		Yes	Schoolwide	SED, EL	Virtual Academy	1 year
2	4	Internships		Yes	Schoolwide	SED, EL	Virtual Academy	1 Year
2	5	Educational Software		Yes	Schoolwide	SED, EL	Virtual Academy	1 year
2	6	Career Print and Online Resources		Yes	Schoolwide	SED, EL	Virtual Academy	1 year
2	7	Marketing for the Internship Program		Yes	Schoolwide	SED, EL	Virtual Academy	1 year
3	1	Counselor support		Yes	Schoolwide	SED, EL	Virtual Academy	1 year
3	2	UMHS Wellness center	Schoolwide	No			Virtual Academy	1 year

3	3	Professional Development		Yes	Schoolwide	SED, EL	Virtual Academy	1 year
3	4	Mentor Training		Yes	Schoolwide	SED, EL	Virtual Academy	1 Year
3	5	Healthy habits		Yes	Schoolwide	SED, EL	Virtual Academy	1 year

Data Entry Table

Personnel Expense	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
100.00%			\$750.00				
0%			\$8,250.00				
100.00%			\$500.00				
100.00%			\$3,000.00				
0%			\$2,000.00				
100.00%			\$2,500.00				
100.00%			\$3,500.00				
0%			\$7,000.00				
0%			\$1,000.00				
0%			\$500.00				
100.00%			\$4,000.00				
0%			\$0.00				
0%			\$1,500.00				

100.00%			\$1,500.00				
0%			\$500.00				

Total Expenditures Table

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Assessment and Remediation		\$750.00	\$0.00	\$0.00	\$0.00	\$750.00
1	2	Math Tutorial	Schoolwode	\$8,250.00	\$0.00	\$0.00	\$0.00	\$8,250.00
1	3	Spring Math Refresher Sessions		\$500.00	\$0.00	\$0.00	\$0.00	\$500.00
2	1	Career Exploration		\$3,000.00	\$0.00	\$0.00	\$0.00	\$3,000.00
2	2	Course options		\$2,000.00	\$0.00	\$0.00	\$0.00	\$2,000.00
2	3	College/Career Planning with Families		\$2,500.00	\$0.00	\$0.00	\$0.00	\$2,500.00
2	4	Internships		\$3,500.00	\$0.00	\$0.00	\$0.00	\$3,500.00
2	5	Educational Software		\$7,000.00	\$0.00	\$0.00	\$0.00	\$7,000.00
2	6	Career Print and Online Resources		\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00

2	7	Marketing for the Internship Program		\$500.00	\$0.00	\$0.00	\$0.00	\$500.00
3	1	Counselor support		\$4,000.00	\$0.00	\$0.00	\$0.00	\$4,000.00
3	2	UMHS Wellness center	Schoolwide	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3	Professional Development		\$1,500.00	\$0.00	\$0.00	\$0.00	\$1,500.00
3	4	Mentor Training		\$1,500.00	\$0.00	\$0.00	\$0.00	\$1,500.00
3	5	Healthy habits		\$500.00	\$0.00	\$0.00	\$0.00	\$500.00

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$36,500.00	\$0.00	\$0.00	\$0.00	\$36,500.00

Total Personnel	Total Non-Personnel
\$236,250.00	\$311,250.00

Contributing Expenditures Tables

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
--------	----------	--------------	-------	-------------------------------	----------	------------	-------------

1	1	Assessment and Remediation	Schoolwide	SED, EL	Virtual Academy	\$750.00	\$750.00
1	2	Math Tutorial	Schoolwide	SED, EL	Virtual Academy	\$8,250.00	\$8,250.00
1	3	Spring Math Refresher Sessions	Schoolwide	SED, EL	Virtual Academy	\$500.00	\$500.00
2	1	Career Exploration	Schoolwide	SED, EL	Virtual Academy	\$3,000.00	\$3,000.00
2	2	Course options	Schoolwide	SED, EL	Virtual Academy	\$2,000.00	\$2,000.00
2	3	College/Career Planning with Families	Schoolwide	SED, EL	Virtual Academy	\$2,500.00	\$2,500.00
2	4	Internships	Schoolwide	SED, EL	Virtual Academy	\$3,500.00	\$3,500.00
2	5	Educational Software	Schoolwide	SED, EL	Virtual Academy	\$7,000.00	\$7,000.00
2	6	Career Print and Online Resources	Schoolwide	SED, EL	Virtual Academy	\$1,000.00	\$1,000.00
2	7	Marketing for the Internship Program	Schoolwide	SED, EL	Virtual Academy	\$500.00	\$500.00
3	1	Counselor support	Schoolwide	SED, EL	Virtual Academy	\$4,000.00	\$4,000.00
3	3	Professional Development	Schoolwide	SED, EL	Virtual Academy	\$1,500.00	\$1,500.00
3	4	Mentor Training	Schoolwide	SED, EL	Virtual Academy	\$1,500.00	\$1,500.00

3	5	Healthy habits	Schoolwide	SED, EL	Virtual Academy	\$500.00	\$500.00
---	---	----------------	------------	---------	-----------------	----------	----------

Totals by Type	Total LCFF Funds	Total Funds
Total:		
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$36,500.00	\$36,500.00

Annual Update Table Year 1

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

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

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's

programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

- Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to

increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

Reflections: Successes - Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most

proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

A well-developed goal can be focused on the performance relative to a metric or metrics for all

students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2019–20 outcomes on some

metrics may not be computable at the time the 2020–23 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

Improved Summary Section to address the requirements in *California Code of Regulations* , Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include

sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

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

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners,

and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

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

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

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

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

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an

LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

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

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

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

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we

expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

schoolwide basis.

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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

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