LCFF Budget Overview for Parents

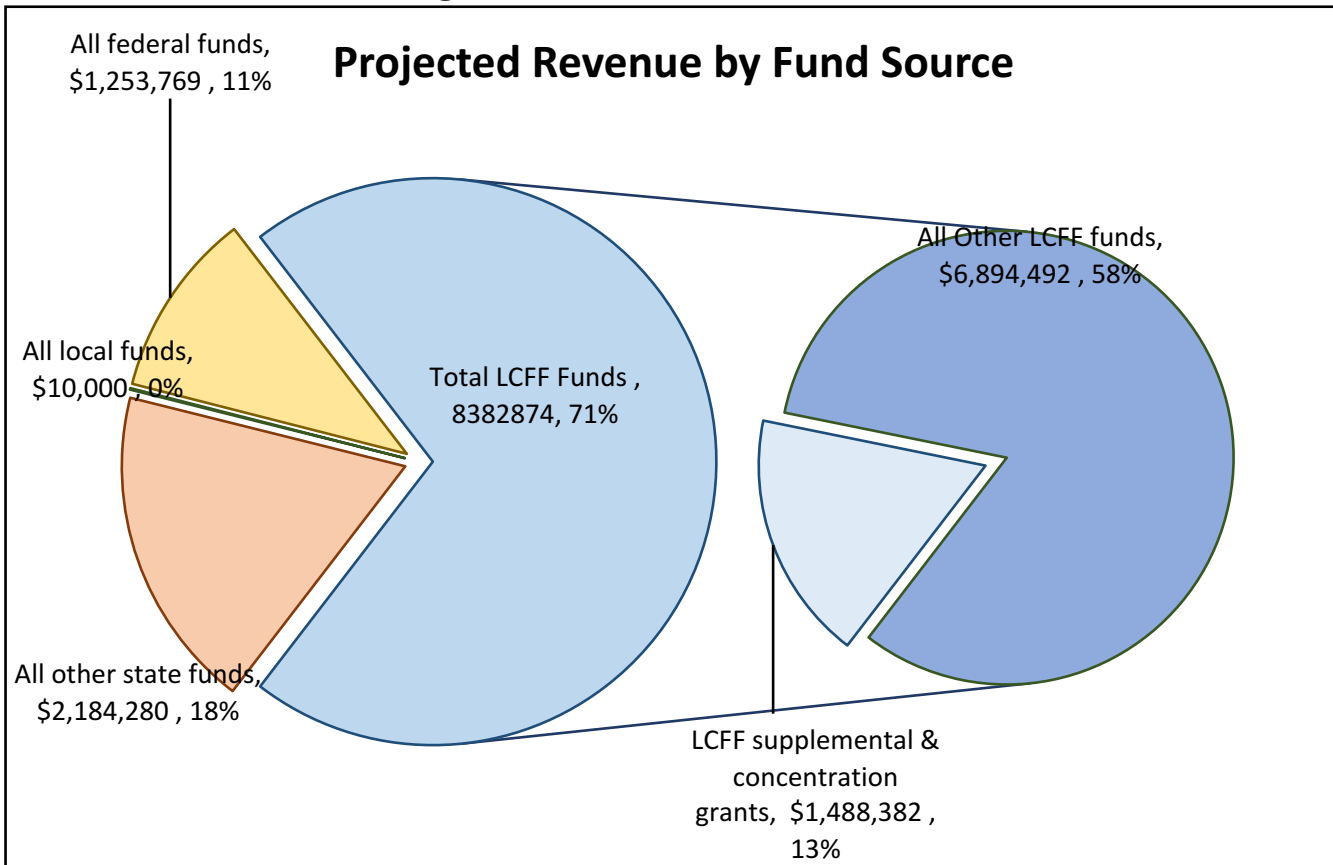Local Educational Agency (LEA) Name: Caliber: ChangeMakers Academy

CDS Code: 48705810134262

School Year: 2021 – 22

LEA contact information: Aisha Ford & Asha Canaday, School Leaders

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

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

All federal funds, $1,253,769 , 11%

All Other LCFF funds, $6,894,492 , 58%

All local funds, $10,000 , 0%

Total LCFF Funds , 8382874, 71%

All other state funds, $2,184,280 , 18%

LCFF supplemental & concentration grants, $1,488,382 , 13%
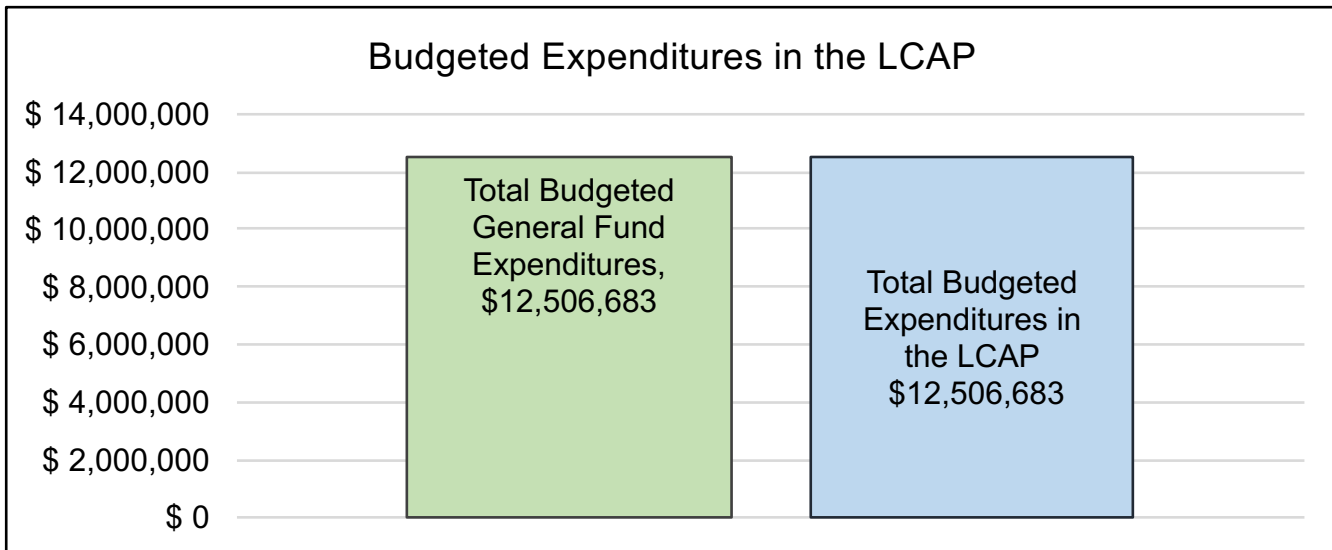
This chart shows the total general purpose revenue Caliber: ChangeMakers Academy expects to receive in th coming year from all sources.

The total revenue projected for Caliber: ChangeMakers Academy is $11,830,923.00, of which $8,382,874.00 is Local Control Funding Formula (LCFF), $2,184,280.00 is other state funds, $10,000.00 is local funds, and $1,253,769.00 is federal funds. Of the $8,382,874.00 in LCFF Funds, $1,488,382.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $12,506,683

Total Budgeted Expenditures in the LCAP $12,506,683

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

Caliber: ChangeMakers Academy plans to spend $12,506,683.00 for the 2021 – 22 school year. Of that amount $12,506,683.00 is tied to actions/services in the LCAP and $0.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
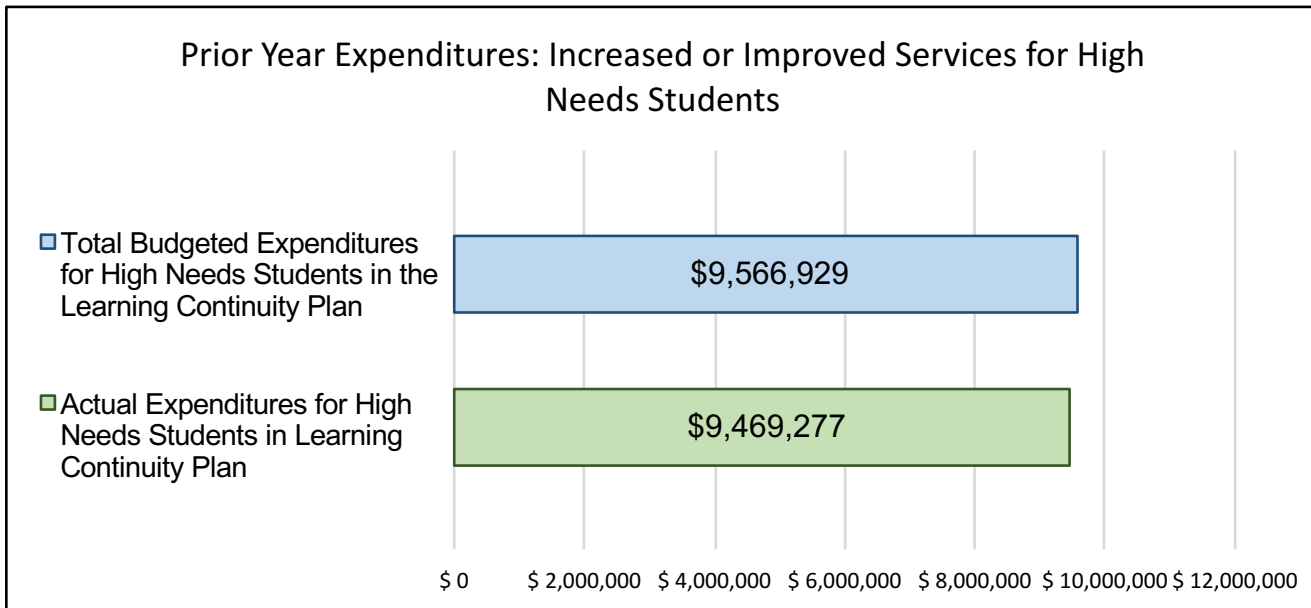
All expenditures are included in the LCAP.

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

In 2021 – 22, Caliber: ChangeMakers Academy is projecting it will receive $1,488,382.00 based on the enrollment of foster youth, English learner, and low-income students. Caliber: ChangeMakers Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Caliber: ChangeMakers Academy plans to spend $12,506,683.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

□ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan

$9,566,929

□ Actual Expenditures for High Needs Students in Learning Continuity Plan

$9,469,277

$ 0 $ 2,000,000 $ 4,000,000 $ 6,000,000 $ 8,000,000 $ 10,000,000 $ 12,000,000

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

In 2020 – 21, Caliber: ChangeMakers Academy's Learning Continuity Plan budgeted $9,566,929.00 for planne actions to increase or improve services for high needs students. Caliber: ChangeMakers Academy actually spe $9,469,277.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of $97,652.00 had the following impact on Caliber: ChangeMakers Academy's ability to increase or improve services for high needs students:

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

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

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

LEA Name	Contact Name and Title	Email and Phone
Caliber Public Schools	Asha Canady & Aisha Ford School Leaders	info@calibercma.org 707-563-9827

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Teacher retention **19-20** 70% **Baseline** 86%	84%
Metric/Indicator Teacher certification & assignment **19-20** 100% certified or in process of receiving certification **Baseline** 82%	94%
Metric/Indicator Teacher evaluation of PD as useful for their teaching **19-20** Majority find PD useful **Baseline** 95% agree	5.0 on PD domain of Insight Survey (5 is national average)
Metric/Indicator Frequency of teacher observations & feedback	Biweekly

Expected	Actual
19-20 Biweekly observation & feedback **Baseline** Bi-weekly (on average)	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide in-house and external PD opportunities for staff	Professional Development Title II 24714 Professional Development General Fund 74286	Professional Development Title II 25856 Professional Development General Fund 86105
Maintain biweekly observations and instructional coaching feedback	Instructional Coaching LCFF Supplemental/Concentration Funds 292944	Instructional Coaching LCFF Supplemental/Concentration Funds 319091
Recruit and retain staff with appropriate credentials for all roles	Teacher Compensation & Benefits EPA 139332 Teacher Compensation & Benefits General Fund 1574883 School Leader Compensation & Benefits General Fund 239250 Recruiting Expenses General Fund 15000	Teacher Compensation & Benefits General Fund 1660488 Teacher Compensation & Benefits EPA 143074 School Leader Compensation & Benefits General Fund 237106 Recruiting Expenses General Fund 5898
Staff feedback surveys every 6 weeks	Expenditures captured elsewhere in LCAP	No direct cost
Support Residency program to develop new teacher pipeline	Residency Program Expenses General Fund 20000	Residency Program Expenses General Fund 15249

Goal Analysis

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

Funds that were not implemented were reallocated to ensure that we had robust supports in place for staff and students. During this time we purchased additional technology subscriptions to programs such as Torsh, Zoom and Nearpod to create interactive learning experiences for staff and students.

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

We were able to support staff and develop their instructional practices in ongoing professional development on Fridays during distance learning, where we were able to cover topics ranging from culturally responsive teaching, effective distance learning practices and data driven instruction and analysis.We were able to use video observation protocols to support teachers with regular observation and feedback cycles.

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Facilities in good repair. **19-20** Facility Inspection Tool **Baseline** Currently in good repair.	Met
Metric/Indicator ADA compliance of facilities. **Baseline** Currently ADA compliant.	Met
Metric/Indicator Parent & student satisfaction with facilities. **19-20** Stakeholder surveys show overall satisfaction with campus **Baseline** No baseline for parent / student satisfaction rates yet.	93% welcoming and safe campus

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Implement all school safety procedures	Expenditures captured elsewhere in LCAP	No direct cost
Maintain safe and joyous facilities, including investment in improved facilities and technology	Rent SB740 675000 Rent General Fund 225000 Custodial Services & Supplies General Fund 287000 Classroom Technology General Fund 30000 Other Operational Expenses General Fund 44000	Rent SB740 604636 Rent General Fund 331865 Custodial Services & Supplies General Fund 202275 Classroom Technology General Fund 39291 Other Operational Expenses General Fund 12947 SB117 Custodial Services & Supplies 5882 Other Operational Expenses SB740 4177 SB117 Operations Staff 6346
Smoothly running school operations	Operations Staff Compensation & Benefits General Fund 470336 Other Operational Expenses Meals 265215 Other Operational Expenses General Fund 1986768	Operations Staff General Fund 438220 Other Operational Expenses Meals 204118 Other Operational Expenses General Fund 1839978

Goal Analysis

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

During the first half of the school year funds were used to ensure CMA's campus and facilities were clean, in good repair and beautified in order to be welcoming and safe to students and families. In addition, school personnel were trained on how to build relationships with students and families and expectations were set on how to maintain open channels of communication with and between all stakeholders.

Once schools closed in March of 2020, funds were re-allocated to ensure personal protective equipment was available to all staff who remained on campus. In addition, funds were used to ensure the school building was in compliance with CDC and state guidelines to maintain social distancing. Teachers and staff remained available to communicate with parents and community members in order to support students with distance learning.

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

CMA was able to maintain a clean, and sanitary environment for staff who continued to serve students. During a short period of time, PPE was in high demand and our staff were able to secure compliant PPE for all those who remained on campus and in contact with community members.

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator % of students who meet or exceed SBAC standards after barely meeting or not meeting the prior year. **19-20** At least 5% of students **Baseline** 22% in Math and 34% in Reading	Summative SBAC was cancelled. In the absence of summative SBAC data, we used the alternative metric of ICA performance. 49% of students were proficient in ELA and 31% of students were on track to meet grade level standards in Math.
Metric/Indicator Use of common core aligned curriculum. **19-20** Common core aligned curriculum used **Baseline** Common core aligned curriculum used	Common core aligned curriculum used

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain additional instructional staff	Teacher Compensation & Benefits LCFF Supplemental/Concentration Funds 84000	Teacher Compensation & Benefits General Fund 102000
	Teacher Aides Compensation & Benefits Title I 170958	Teacher Aides Compensation & Benefits Title I 160297
	Teacher Aides Compensation & Benefits LCFF Supplemental/Concentration Funds 48576	Teacher Aides Compensation & Benefits Title IV 11958
	Teacher Aides Compensation & Benefits Low Performing Student Block Grant 4742	Teacher Aides Compensation & Benefits Low Performing Student Block Grant 0
	Teacher Aides Compensation & Benefits General Fund 74666	Teacher Aides Compensation & Benefits General Fund 133955
Implement common core aligned curriculum	Software & Content Licenses General Fund 52920	Software & Content Licenses General Fund 67143
	Library Books General Fund 18900	Library Books General Fund 12694
	Instructional Materials Lottery 36863	Instructional Materials Lottery 40560
	Instructional Materials General Fund 50077	Instructional Materials General Fund 22507
Continue to support an on-campus after school program that includes an academic intervention component	After School Program Expenses ASES 122850	After School Program Expenses ASES 133169
	After School Program Expenses General Fund 13500	After School Program Expenses General Fund 13181

Goal Analysis

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

In the absence of the Spring Summative Smarter Balanced Test, CMA is using the spring Interim Assessment data to best understand our eight grade students' high school readiness. This data indicates that 49% of students were proficient in ELA and 31% of students were on track to meet grade level standards in Math.

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

Due to school closures, CMA offered an abbreviated curriculum for the remainder of 2019-2020 school year for the remainder of the 8th grade year. This resulted in potentially uneven learning opportunities and outcomes for students who may not have had access to the internet or were experiencing the impact of the pandemic in ways that our school site was, at the time, unable to support.

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Distribution of PLPs **19-20** PLPs sent home 3x/year **Baseline** PLPs sent home 3x/year	Students received Personalized Learning Plans for Trimester 1 and 2. There was a modified progress report for Trimester 3 tailored to the distance learning program.
Metric/Indicator Parent survey completion rates **19-20** 50% of parents will complete the family survey **Baseline** 27% completion	18.69%
Metric/Indicator Parent satisfaction rates **19-20** 80% of parents indicate they are satisfied with the school **Baseline** 92% satisfaction	87% satisfaction
Metric/Indicator Parent attendance at Parent Teacher Conferences	Due to social distancing, conferences were not held in the spring or summer of 2020, however they were held in the fall of 2019.

Expected	Actual
19-20 80% of families will attend at least 2 conferences **Baseline** N/A	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Distributing PLPs	Expenditures captured elsewhere in LCAP	No direct cost
Promoting and encouraging attendance at parent teacher conferences	Expenditures captured elsewhere in LCAP	No direct cost
Weekly communication to stakeholders	Expenditures captured elsewhere in LCAP	No direct cost
Maintain a variety of parent facing events to increase parents' sense of community	Community Outreach & Events General Fund 14000	Community Outreach & Events General Fund 8769

Goal Analysis

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

Partially met- Full report cards (PLPS) were distributed to students and families for both Trimester 1 and Trimester 2. Abbreviated report cards were sent to families for Trimester 3 which represented the unusual circumstances of distance learning. However, parent teacher and student led conferences were scheduled for the end of March and the beginning of June and were interrupted due to safety concerns.

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

CMA has a strong parent community and prioritizes family partnership. Prior to school closure we were confident that we would be able to meet our goal regarding parent involvement through parent teacher conferences/ student led conferences. The safety concerns that covid-19 posed were a major concern in our efforts to conduct parent teacher and student led conferences.

Goal 5

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator EL reclassification rate **19-20** 10% **Baseline** No baseline yet	Summative ELPAC was cancelled in spring of 19-20, so we were unable to reclassify students for the 19-20 school year. Some students were able to take the Fall Optional Summative ELPAC, but they were not reclassified before the census date, and so they will be included in the 20-21 reclassification count.
Metric/Indicator Reclassified student follow-up **19-20** 100% of reclassified students receive trimester review **Baseline** No baseline yet	Parents received a reclassification letter and follow-up.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
PD in the Caliber reclassification criteria and process	Expenditures captured elsewhere in LCAP	Costs included in Goal 1 above
PD for teachers and school leaders in second language acquisition & effective EL pedagogy	Expenditures captured elsewhere in LCAP	Costs included in Goal 1 above
Maintain focused instruction in ELD	EL Materials Title III 11323	EL Materials Title III 23061

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	EL Materials General Fund 677	
Instructional support for EL students in content areas	Expenditures captured elsewhere in LCAP	Costs included in Goals 1 and 3 above
Language development progress monitoring	Expenditures captured elsewhere in LCAP	No direct cost

Goal Analysis

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

All actions were implemented.

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

Supporting English Language Learners with integrated and designated ELD blocks remains a priority for ChangeMakers Academy. We were able to reconfigure our distance learning schedule to better accommodate the needs of EL learners by offering a designated ELD block an additional two days per week using an approved EL curriculum. In addition, students are on track to complete ELPAC training by the April 12th, deadline.

Goal 6

Caliber will develop a positive student and school culture by promoting student identity, student voice, and empowerment in order to make a difference in their community.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Attendance rate **19-20** 95% **Baseline** 94.8%	93.8% ADA through 3/13/20.
Metric/Indicator Suspension rate **19-20** <2.5% **Baseline** 0.3%	Met : 1 student; 0.1%
Metric/Indicator Expulsion rate **19-20** <1% **Baseline** 0%	Met : 0%
Metric/Indicator Middle school drop-out rate	Met: 0%

Expected	Actual
19-20 TBD based on 2018-19 results **Baseline** 0%	
Metric/Indicator Chronic absenteeism rate **19-20** 1% improvement **Baseline** 13.6%	19.1% through 3/13/20

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Implementation of designated SEL instruction (Toolbox, middle school advisory curriculum, Sown to Grow)	SEL Staff Compensation & Benefits LCFF Supplemental/Concentration Funds 435960	SEL Staff Compensation & Benefits LCFF Supplemental/Concentration Funds 509099
Engage chronically absent parents as stakeholders to create specific plans to address chronic absences	Expenditures captured elsewhere in LCAP	No direct cost
Attendance incentive system for stakeholders	Expenditures captured elsewhere in LCAP	No direct cost

Goal Analysis

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

ChangeMakers Academy continued to emphasize social emotional learning through robust community circles and continued access to licensed clinical staff. Budget funds were allocated to support the funding of clinician salaries, trauma informed professional development and support for staff wellness.

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

Prior to school closures, staff facilitated daily community circles for all students, participated in on-site trauma informed professional development led by partner organizations and had access to mindful mentoring through the teaching well. Students also had access to clinical staff. During school closures, staff were able to continue to implement community circle, participate in trauma informed professional development. Students also had uninterrupted access to trained clinicians. In addition we were able to strengthen our model by partnering with county based organizations including A Better Way.

Goal 7

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Minutes of coding, science, and social studies in the master schedule **19-20** 180 minutes per week of coding, science, social studies **Baseline** ~70 minutes per day of coding, science, & social studies	Met
Metric/Indicator % of students completing a coding project designed around critical thinking skills. **19-20** Maintain >95% students completing a coding project **Baseline** N/A	Not Met
Metric/Indicator % of students completing three or more writing performance tasks. **19-20** Maintain >95% of students completing 3+ writing tasks **Baseline** N/A	Met

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Support robust coding program	Computer Science Program Expenses LCFF Supplemental/Concentration Funds 210252 Computer Science Program Expenses General Fund 20790	Computer Science Program Expenses LCFF Supplemental/Concentration Funds 231042 Computer Science Program Expenses General Fund 2775
Support Music Program	Art/Music Program Expenses General Fund 25001	Art/Music Program Expenses General Fund 27963
Support PE program	PE Program Expenses General Fund 175640	PE Program Expenses General Fund 184474
Provide students with opportunities for enrichment within and outside the school	Other Academic Services General Fund 34263	Other Academic Services General Fund 30543

Goal Analysis

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

Prior to the closure of school funds were used to purchase replacement technology and equipment and staff salaries to support our Kidfit, Coding and Music program.

After March 2020 school closure funds were reallocated to ensure all students had access to 1:1 technology and support services for students such as hotspots, headphones and replacement equipment. Priority was placed on students' access to quality instruction in the areas of math, reading, phonics, science and social studies.

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

Goal 8

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Rate of IEP goal completion **19-20** 80% **Baseline** N/A	In the transition to distance learning, Case Managers prioritized the process of documenting a child's distance learning plan in place of the usual IEP goal completion.
Metric/Indicator SPED parent satisfaction rates **19-20** 80% **Baseline** N/A	In the transition to distance learning, Case Managers prioritized the process of documenting a child's distance learning plan in place of the usual IEP goal completion.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Direct individualized instruction on IEP goals	SPED Staff SPED 440988 SPED Staff LCFF Supplemental/Concentration Funds 102000	SPED Staff SPED 381493 SPED Staff LCFF Supplemental/Concentration Funds 99336

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	SPED Staff General Fund 180446	SPED Staff General Fund 152598
IEP goals related to the common core state standards	Expenditures captured elsewhere in LCAP	No direct cost
Support all other services designated in IEP meetings	SPED Supplies & Service Providers SPED 47538	SPED Supplies & Service Providers SPED 109216
	SPED Supplies & Service Providers General Fund 339503	SPED Staff General Fund 240462

Goal Analysis

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

Funds that were not implemented were reallocated to ensure that we had a robust clinical program in place to support the influx of Social Emotional and basic needs requests that were coming in from families who were in distress due to school closures.

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

Reallocating funds allowed us to expand our clinical capacity and research available community resources and supports for families. However, our clinical team learned that due to Covid-19 many existing county resources were overwhelmed, overextended or no longer able to operate due to state enforced closures. Our clinical and school based teams were able to fill some of the clinical gaps, however there remains a large gap in terms of the ability of our families to navigate financial and child care challenges without additional community resources.

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

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Recruit and retain high quality teaching staff to provide instruction that is focused on students who have demonstrated or are at risk of learning loss.	School Leadership $303,000 (General Fund) Teachers $2,177,000 (General Fund + EPA) Recruiting $5,000 (Title II)	Costs reported below ($2,687,000) because we have been in distance learning mode	Yes
Provide in-house and external PD opportunities for staff	Professional Development Expenses $40,000 (Title II, Title III, General Fund)	Costs reported below ($50,000) because we have been in distance learning mode	Yes
Provide EL professional development and coaching for teachers	Included in Professional Development expenses above (Title III)	Included in Professional Development expenses	Yes
Provide coaching for teachers	Assistant Principals and Instructional Coaches $623,000 (LCFF & LLMF)	Costs reported below ($505,000) because we have been in distance learning mode	Yes
Maintain a safe & clean facility, implementing all COVID-19 prevention measures	Rent $1190,000 (SB740 + General	$1,323,379	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	Fund) Custodial Staff & Services $218,000 (ESSER + General Fund)		
Ensure school operations run smoothly and efficiently	Office Staff $294,000 (General fund) Network costs $639,000 (General fund) Other administrative costs $315,000 (General fund)	$1,502,733	Yes
Provide rigorous, grade-level instructional materials, substantially similar to what would be available in a non-COVID context	Instructional Materials $55,000 (Lottery, General Fund) Instructional Software $34,000 (General Fund)	$87,973	Yes
Provide technology for all staff & students	Technology equipment $150,000 (ESSER, LCFF, General Fund)	$237,777	Yes
Provide an after school program that includes an academic intervention component that addresses students who have demonstrated or are at risk of learning loss.	After school program costs $145,000 (ASES, General Fund	Costs reported below ($147,000) because we have been in distance learning mode	Yes
Offer a robust computer science curriculum, substantially similar to what would be available in a non-COVID context	CS Program Costs $241,000 (LCFF)	$227,652	Yes
Offer robust physical education program, substantially similar to what would be available in a non-COVID context	PE Program Costs $249,000 (General Fund)	$248,877	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide students with opportunities for enrichment within and outside school	Music Program $27,000 (LCFF)	Not provided	Yes
Provide academic and other supports to students with disabilities or who have mental health needs, including all services in students' IEPs	SPED Program Costs $1,217,000 (SPED, LCFF, General Fund)	Costs reported below ($1,081,000) because we have been in distance learning mode	Yes
Provide designated ELD program and other supports designed to meet the needs of ELs	Teaching and instructional costs included above	Teaching and instructional costs included above	Yes
Designate a Homeless coordinator to identify academic and other supports needed by pupils in foster care or experiencing homelessness	Staff cost included above	Staff cost included above	Yes

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

The California Department of Public Health issued updated school guidance that includes using existing epidemiological metrics to determine if school districts can start in person instruction. Any county that did not meet the state's benchmark was put on the County Monitoring List. For a substantial part of this year data indicated it was not safe to reopen school and therefore we were unable to operate using our planned split schedule model or have a full return. Key factors that affected this decision, but were not limited to safety for students, families and staff, sustainability for students, families and staff.

We were able to offer students both asynchronous and synchronous learning, to maintain instructional continuity. Beginning in late April we were able to begin utilizing some components of our split schedule to serve students on campus part time 2 times per week to maintain social distancing and promote social emotional learning.

We were able to utilize a systematic assessment cycle to monitor student learning
Lower School : Map Testing (K-G5) 2x per year, STEP Reading Assessments 3x per year, Unit Summative Assessments, SBAC IAB Assessment (G3-5)
Upper School: Map Testing 2x per year (6-8), SBAC IAB Assessment (6-8) and Unit Summative Assessment.
In Lower school we faced significant challenges with virtual assessment and assessment fidelity in grade K-G2 and were only able to administer the MAP Assessment during the beginning and Middle of year in which we saw significant disparities in data from years past.

Analysis of In-Person Instructional Offerings

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

In person instruction was limited due to Solano county not meeting the state's benchmark on the County Monitoring List for a substantial time. All primary instruction and intervention was delivered virtually for the duration of the 20-21 school year.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Recruit and retain high quality teaching staff to provide daily live instruction/interaction and ensure pupils have access to a full curriculum of substantially similar quality as would be available in a non-COVID context.	Teaching, leadership, and recruiting costs reported above	$2,687,010	Yes
Provide in-house and external PD opportunities for staff	PD costs reported above	$50,442	Yes
Provide coaching and technology support for teachers to build their distance learning expertise	Coaching costs reported above	$505,057	Yes
Maintain a safe & clean facility, implementing all COVID-19 prevention measures	Rent, custodial services, furnishings, interest, & depreciation reported above	Costs ($1,323,379) reported above	Yes
Ensure school operations run smoothly and efficiently	Office staff, substitutes & other professional services, network, and other administrative costs reported above	Costs ($1,503,000) reported above	Yes
Provide high quality, instructional software aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction	Instructional materials and software included above	Software: $43,000 included above	Yes
Provide all students access to connectivity and devices to participate in the distance learning educational program and assigned work	Technology equipment as noted above Internet & Cell phones $31,000 (LLMF & General fund)	$72,902	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Use after school program staff to support distance learning interventions	After school program costs as reported above	$147,169	Yes
Provide academic and other supports to students with disabilities or who have mental health needs, including all services in students' IEPs	Special education program costs as reported above	$1,081,499	Yes
Provide designated ELD program and other supports designed to meet the needs of ELs	EL program costs as reported above	EL program costs included above	Yes
Designate a Homeless liaison to identify academic and other supports needed by pupils in foster care or experiencing homelessness	Staff cost included above	Staff cost included above	Yes

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

We planned and were able to ensure 100% of students received a chromebook and our attendance policy allowed students to be counted as present for participation in live classes, engaged if completed asynchronous work and absent for no attendance and work completion. Caliber provided internet support for students and staff who needed it to participate in learning from home.

Special Education Services in Distance Learning:
Special Education Services were provided based on the student's Individualized Education Plan (IEP). The IEP team members consist of parent, school administrator, general education teacher, special education teacher, and in some cases, specific service providers. Special education services are based on the IEP team and may include Specialized Academic Instruction, Occupational Therapy, Speech and Language Therapy, Physical Therapy, Deaf and Hard of Hearing Services, Vision Services, as well as other services as stated in the students IEP. In Distance Learning mode, services were provided virtually based on IEP team recommendations. These services included specialized academic instruction (through one on one or small group interventions, break out rooms from whole group lessons, and/or co-teaching), speech, occupational therapy, and other services as required by IEP.

Clinical Services in Distance Learning:
Clinical Services were provided based on individual students' needs. This was determined by and in collaboration with the MTSS team, parent, and clinician. Services were provided virtually by a clinician. Clinicians established regular meeting times in collaboration with the parent/guardian.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction
Students in K-8 received synchronous learning each day. To ensure our students had access to high quality grade level content meant we needed to ensure the scope of instructional content maintained continuity throughout the academic year. As such all core instructional scope and sequences were created using grade level " Power Standards" and were paced to support our distance learning schedule.

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

Pupil Participation and Progress:
Pupil Participation was tracked daily and recorded into our DeansList system. Students could be marked as Present (at Zooms), Present/Engaged (at Zoom classes and completing all work), Engaged (not at live classes but completed work) or Absent. Families received weekly reports as well as opportunities to connect with teachers to review students' participation. Our attendance team monitored this data weekly to identify students who may need additional support. The school maintained an ADA of 93.32% for the year and 18.86% of students were considered chronically absent for being absent for 10% or more school days. In particular, consistent attendance and engagement was challenging for our youngest learners which had the highest rates of chronic absenteeism (TK 31.58%, K 26.32%, and 1st 29.29%).

Professional Development
In addition we remained committed to the development of our staff and needs of individual school communities through Network Professional Development as well as weekly professional development including but not limited to
- Antiracist Education
- Culturally and Linguistically Responsive Practices
- Social Emotional Teaching + Learning
- Restorative Justice Practices
- Distance Teaching + Learning
- Network Academic Priorities Practice
- School Priorities Practice
- Content Knowledge Development + Practice

English Language Development
To ensure all ELLs received the highest levels of support, all Caliber Schools offered integrated ELD via core literacy and ELA instruction, and we leveraged National Geographic or English 3D curriculum to teach designated ELD. Integrated ELD occured as part of the primary literacy block via the inclusion and infusion of the California English Language Development Standards. These standards supported the instructional planning and implementation in Lower School Read Aloud, Close Reading, and Guided Reading blocks, as well as the ELA blocks at Upper Schools. In Distance Learning mode, integrated ELD occured as part of the live, synchronous literacy blocks (e.g. Read Aloud, Close Reading, Guided Reading, ELA etc.). Designated ELD occurred as a live, synchronous block, and was taught using the National Geographic or English 3D curriculum.

Special Education Services in Distance Learning:
Special Education Services were provided based on the student's Individualized Education Plan (IEP). We were able to continue to assess students as well as provided services virtually based on IEP team recommendations. These services included specialized academic instruction (through one on one or small group interventions, break out rooms from whole group lessons, and/or co-teaching), speech, occupational therapy, and other services as required by IEP.

Some students struggled with only virtual services and beginning in March we were able to bring some students to campus to provide 1:1 services in person.

Clinical Services in Distance Learning:
We were able to support students' clinical needs during distance learning both through our clinicians as well as through our community partner A Better Way. We were able to create a space for both individual counseling as well as group concelening not limited to a grief group, boys and girls group for various grade levels.

It was challenging to support and provide specific student services to students who were housing insecure or had challenges with attendance prior to distance learning. We continued to do outreach and partnered with our network to provide as much support and stay in touch to the best of our ability.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Recruit and retain additional teaching & intervention staff relative to District norms to address the needs of pupils who are not performing at grade level or who have demonstrated learning loss.	Additional teachers, Instructional assistants, & interventionists $554,000 (Title I, Title IV, LCFF, LLMF, LPSBG)	$554,717	Yes
Use student assessment programs (particularly in areas of English language arts, English language development, and mathematics) to identify students who are not performing at grade level or who have demonstrated learning loss	Assessment costs included in instructional materials and software above	Assessment costs included in instructional materials and software above	Yes
Data team consultation and support to launch distance learning reports/tools for assessments and ongoing progress monitoring	Included in network fee	Included in network fee	Yes

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

Diagnostic assessments were crucial to the Caliber vision for impact in the 20-21 academic year. Caliber Schools believes that we must diagnose unfinished instruction to be able to provide the most equitable learning experiences possible for students. Caliber Lower Schools used a combination of the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) for mathematics and English Language Arts and the Strategic Teaching and Evaluation of Progress (STEP) assessments for reading levels.

Upper Schools also used the NWEA MAP assessment for mathematics and English Language Arts in addition to the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Assessment Consortium (SBAC) Presets assessments mathematics and English Language Arts to determine unfinished instruction.

At Caliber Changemakers Academy we used the English Language Proficiency Assessments for California (ELPAC) to both classify students as English Language Learners (ELLs) and reclassify students as English proficient (RFEP).

We believe formative assessments are critical to maintaining progress that supports student academic growth and achievement. To ensure all Caliber stakeholders are kept aware of student progress, Caliber Schools leveraged a combination of standardized and local assessments to tailor instructional support for students. We were able to stay true to our plan and leverage local formative assessments in addition to standardized assessments to progress monitor student growth and achievement. At Changemakers Academy we tracked student mastery using curriculum-based and/or coach-approved formative assessments in Illuminate Data and Assessment.

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.

We administered NWEA MAP assessments in Fall and Spring for 3rd through 8th grade and feel confident about the accuracy and reliability of our MAP results. After reviewing the K-2 Winter results along with relevant research from MAP about the comparability of remote testing for younger learners, we had concerns about the validity of remotely-administered MAP for K-2 and did not test K-2 students in the Spring. We had high completion rates in grades 3-8 with 95% of students completing Math and 94% completing ELA.

Overall, 28% of students in Math and 42% of students in ELA were considered on grade level this Spring. Students are considered on grade level if their achievement percentile rank is at or above the 50th percentile. Compared to Spring 2019, there are only 1% fewer students in math and 2% fewer students in ELA who would be considered on grade level. The median achievement percentile was 29 in Math and 41 in ELA. This means that the middle Caliber student's scored better than 29% of their grade level peers in Math and better than 41% of their grade level peers in ELA. Compared to Spring 2019, this is 4 percentile points lower in Math and 4 percentile points lower in ELA.
As a school 38% of students in Math and 44% of students in ELA met or exceeded their Fall to Spring typical growth projections. Compared to 2019, there are 8% more students in Math and 5% fewer students in ELA who met growth projections. The median conditional growth percentile (CGP) was 30 in Math and 39 in ELA. This means that the middle Caliber students grew more than 30% percent of their academic peers in Math and 39% of their academic peers in ELA.

Successes
7th and 8th grade MAP ELA growth was a success this year. 63% of 7th graders and 55% of 8th graders met or exceeded their fall to spring growth projections in ELA. 6th and 8th grade MAP Math growth was a success this year. 52% of 6th graders and 61% of 8th graders met or exceeded their fall to spring growth projections in Math. This indicates that students in this grade had above average growth compared to their academic peers nationally. Furthermore, 8th grade Spring achievement was above average for ELA (54% on or above grade level).

Progress Areas

3rd grade and 4th grade MAP growth presents the greatest opportunity for improvement next year. In Math, only 17% of 3rd graders and 20% of 4th graders met or exceeded Fall to Spring typical growth projections. In ELA, only 29% of 3rd graders and 33% of 4th graders met or exceeded Fall to Spring typical growth projections. 4th grade and 5th grade Math achievement was well below average with only 21% of students 4th graders and 17% of 5th graders on or above grade level in Spring. The MAP growth data suggests that our younger students may have experienced more difficulty adjusting to distance learning especially in mathematics. This is consistent with research that distance learning may be more challenging for younger learners.

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.

Social Emotional learning (SEL) has always been a core component of Caliber Public Schools and this year was no exception. One of our successes was being able to prioritize time within the schedule to build relationships, establish rapport, and support the social and emotional well-being of students. Utilizing "Circles" at the Lower Schools, and "Advisory" at the Upper Schools, social-emotional learning and support was offered daily to all students. All Staff were also trained in trauma-informed practices both at the Network Professional Development Day on August 5th, 2020, and via continued training at each school-site during campus-based August Professional Development.

Families received resources in our newsletters. Our SEL teams and community Partner A Better way held parent and family sessions to engage families in conversations and share resources. A Better Way and Tipping Point grant also allowed us to provide resources to support our students, staff in the form of counseling groups and individual services.

Challenges this year have been contacting families and students who need support but are inconsistent with day to day communication.

Analysis of Pupil and Family Engagement and Outreach

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

Pupil Participation was tracked daily and recorded into our DeansList system. Students could be marked as Present (at Zooms), Present/Engaged (at Zoom classes and completing all work), Engaged (not at live classes but completed work), or Absent. Families received weekly reports as well as opportunities to connect with teachers to review students' participation. Our attendance team monitored this data weekly to identify students who may need additional support. The school maintained an ADA of 93.32% for the year and 18.86% of students were considered chronically absent for being absent for 10% or more school days. In particular, consistent attendance and engagement was challenging for our youngest learners which had the highest rates of chronic absenteeism (TK 31.58%, K 26.32%, and 1st 29.29%).

Our communications and ops team reached out to families around absences daily to ensure that they had the tech they needed to engage in distance learning or any other barriers that may prevent our families from engaging in distance learning. Teachers were able to use GoGuardian to private chat and support students who were using technology but were not present in class. Restorative SART meetings were held with families who had 7-9 unexcused absences in order to help understand and support removing barriers in attending distance learning.

Areas of challenge were supporting students who continued to struggle to attend class and completing asynchronous work. It was particularly challenging for students who were not using school provided technology resources.

Analysis of School Nutrition

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

Our meal team and operations team were successful in creating a routine system for safe meal distribution 2x per week for families. Meals were distributed to ensure that each family had enough food for a week at a time. We continued our partnership with Revolution foods to ensure meals were healthy and ordered food was shelf stable to make sure they could store it if it was not consumed soon.

One of the challenges we faced was due to families not being able to come to campus often to receive food due to instruction occurring or work schedules. Some of the ways we supported our community was by creating an earlier and later pick up time and aligning our student materials pick-up times with meal distribution times to ensure families were able to receive meals for the week.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Make nutritionally adequate meals available to all students, whether engaged in in-person or distance learning.	Food Costs $372,000 (Meal funds) Meal staff costs $133,000 (General Fund)	$204,117	Yes
Pupil Engagement and Outreach	Support SSC and ELAC and other avenues for parent engagement and community-building, particularly among parents of of ELs and SWDs	Community engagement costs $10,000 (General Fund)	$9,165	Yes
Pupil Engagement and Outreach	Translation of materials to support our non-English-speaking families	Included in administrative and operational costs above	Included in administrative and operational costs above	Yes
Pupil Engagement and Outreach	Survey parents, students, and staff throughout the year to continuously improve our instruction	Included in administrative and operational costs above	Included in administrative and operational costs above	Yes
Mental Health and Social and Emotional Well-Being	Provide a strong SEL program to support students emotional growth and well-being and address trauma and other impacts of COVID-19 on the school community	SEL Program and Mental Health staff costs $545,000 (LCFF & LLMF	$528,808	Yes
Pupil Engagement and Outreach	Monitor attendance in all learning modes, document daily participation for each pupil on each school day, prepare weekly engagement records for each pupil, and intervene with students who are not engaging (with a particular focus on any students who are absent 60 percent of the instructional days in a school week)	Included in administrative and operational costs above	Included in administrative and operational costs above	Yes

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

The only major difference between the planned actions and budget expenditures was that we were not able to return to campus for in person learning.

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.

After reflection on our implementation of our distance learning programs. Goals and Actions we have for the 2020-2021 include creating attendance systems which can inform the creation of our Tier 2 and 3 SEL program. We have identified the importance of having target group engagement for sub population groups based on our data and will continue to use data driven instruction to inform our intervention and daily instruction. We will continue to prioritize professional development for staff around culturally responsive teaching, text based literacy instruction and conceptual math development aligned to CCSS grade level standards. We also plan to mitigate learning loss through extended school day opportunities, Summer school opportunities in the 2020 and 2021 school year and additional staff to support intervention, ELD instruction and attendance.

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

We intend to continue close monitoring of student's academic progress and any learning loss that occurred throughout school closures by:
- implementation baseline diagnostics at the beginning, middle and end of year
- targeted and tiered interventions
- Weekly data meetings to ensure students are making progress towards learning goals

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 at this time.

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.

Our attendance data during the 2019-2020 and 2020-2021 school year has alerted us to the challenges that families face when attempting to access our program. While we saw an increase in overall attendance in 2020-2021, we were not able to meet our goal of 95% attendance. As a result, we will be hiring a family and community engagement specialist in order to support families in meeting our attendance goals.

Instructions: Introduction

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

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

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

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

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

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- o Pupil Participation and Progress,

- o Distance Learning Professional Development,

- o Staff Roles and Responsibilities, and

- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	9,080,161.00	8,880,897.00
	0.00	12,228.00
ASES	122,850.00	133,169.00
EPA	139,332.00	143,074.00
General Fund	5,966,906.00	5,868,486.00
LCFF Supplemental/Concentration Funds	1,173,732.00	1,158,568.00
Lottery	36,863.00	40,560.00
Low Performing Student Block Grant	4,742.00	0.00
Meals	265,215.00	204,118.00
SB740	675,000.00	608,813.00
SPED	488,526.00	490,709.00
Title I	170,958.00	160,297.00
Title II	24,714.00	25,856.00
Title III	11,323.00	23,061.00
Title IV	0.00	11,958.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	9,080,161.00	8,880,897.00
After School Program Expenses	136,350.00	146,350.00
Art/Music Program Expenses	25,001.00	27,963.00
Classroom Technology	30,000.00	39,291.00
Community Outreach & Events	14,000.00	8,769.00
Computer Science Program Expenses	231,042.00	233,817.00
Custodial Services & Supplies	287,000.00	208,157.00
EL Materials	12,000.00	23,061.00
Instructional Coaching	292,944.00	319,091.00
Instructional Materials	86,940.00	63,067.00
Library Books	18,900.00	12,694.00
Operations Staff	0.00	444,566.00
Operations Staff Compensation & Benefits	470,336.00	0.00
Other Academic Services	34,263.00	30,543.00
Other Operational Expenses	2,295,983.00	2,061,220.00
PE Program Expenses	175,640.00	184,474.00
Professional Development	99,000.00	111,961.00
Recruiting Expenses	15,000.00	5,898.00
Rent	900,000.00	936,501.00
Residency Program Expenses	20,000.00	15,249.00
School Leader Compensation & Benefits	239,250.00	237,106.00
SEL Staff Compensation & Benefits	435,960.00	509,099.00
Software & Content Licenses	52,920.00	67,143.00
SPED Staff	723,434.00	873,889.00
SPED Supplies & Service Providers	387,041.00	109,216.00
Teacher Aides Compensation & Benefits	298,942.00	306,210.00
Teacher Compensation & Benefits	1,798,215.00	1,905,562.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	9,080,161.00	8,880,897.00
After School Program Expenses	ASES	122,850.00	133,169.00
After School Program Expenses	General Fund	13,500.00	13,181.00
Art/Music Program Expenses	General Fund	25,001.00	27,963.00
Classroom Technology	General Fund	30,000.00	39,291.00
Community Outreach & Events	General Fund	14,000.00	8,769.00
Computer Science Program Expenses	General Fund	20,790.00	2,775.00
Computer Science Program Expenses	LCFF Supplemental/Concentration Funds	210,252.00	231,042.00
Custodial Services & Supplies		0.00	5,882.00
Custodial Services & Supplies	General Fund	287,000.00	202,275.00
EL Materials	General Fund	677.00	0.00
EL Materials	Title III	11,323.00	23,061.00
Instructional Coaching	LCFF Supplemental/Concentration Funds	292,944.00	319,091.00
Instructional Materials	General Fund	50,077.00	22,507.00
Instructional Materials	Lottery	36,863.00	40,560.00
Library Books	General Fund	18,900.00	12,694.00
Operations Staff		0.00	6,346.00
Operations Staff	General Fund	0.00	438,220.00
Operations Staff Compensation & Benefits	General Fund	470,336.00	0.00
Other Academic Services	General Fund	34,263.00	30,543.00
Other Operational Expenses	General Fund	2,030,768.00	1,852,925.00
Other Operational Expenses	Meals	265,215.00	204,118.00
Other Operational Expenses	SB740	0.00	4,177.00
PE Program Expenses	General Fund	175,640.00	184,474.00
Professional Development	General Fund	74,286.00	86,105.00
Professional Development	Title II	24,714.00	25,856.00
Recruiting Expenses	General Fund	15,000.00	5,898.00
Rent	General Fund	225,000.00	331,865.00
Rent	SB740	675,000.00	604,636.00
Residency Program Expenses	General Fund	20,000.00	15,249.00
School Leader Compensation & Benefits	General Fund	239,250.00	237,106.00
SEL Staff Compensation & Benefits	LCFF Supplemental/Concentration Funds	435,960.00	509,099.00

Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Software & Content Licenses	General Fund	52,920.00	67,143.00
SPED Staff	General Fund	180,446.00	393,060.00
SPED Staff	LCFF Supplemental/Concentration Funds	102,000.00	99,336.00
SPED Staff	SPED	440,988.00	381,493.00
SPED Supplies & Service Providers	General Fund	339,503.00	0.00
SPED Supplies & Service Providers	SPED	47,538.00	109,216.00
Teacher Aides Compensation & Benefits	General Fund	74,666.00	133,955.00
Teacher Aides Compensation & Benefits	LCFF Supplemental/Concentration Funds	48,576.00	0.00
Teacher Aides Compensation & Benefits	Low Performing Student Block Grant	4,742.00	0.00
Teacher Aides Compensation & Benefits	Title I	170,958.00	160,297.00
Teacher Aides Compensation & Benefits	Title IV	0.00	11,958.00
Teacher Compensation & Benefits	EPA	139,332.00	143,074.00
Teacher Compensation & Benefits	General Fund	1,574,883.00	1,762,488.00
Teacher Compensation & Benefits	LCFF Supplemental/Concentration Funds	84,000.00	0.00

Total Expenditures by Object Type and Funding Source

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	2,380,409.00	2,492,867.00
Goal 2	3,983,319.00	3,689,735.00
Goal 3	678,052.00	697,464.00
Goal 4	14,000.00	8,769.00
Goal 5	12,000.00	23,061.00
Goal 6	435,960.00	509,099.00
Goal 7	465,946.00	476,797.00
Goal 8	1,110,475.00	983,105.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		$3,628,391.00
Distance Learning Program		$4,544,079.00
Pupil Learning Loss		$554,717.00
Additional Actions and Plan Requirements		$742,090.00
All Expenditures in Learning Continuity and Attendance Plan		$9,469,277.00

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

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		$3,628,391.00
Distance Learning Program		$4,544,079.00
Pupil Learning Loss		$554,717.00
Additional Actions and Plan Requirements		$742,090.00
All Expenditures in Learning Continuity and Attendance Plan		$9,469,277.00

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Caliber Public Schools	Asha Canady & Aisha Ford School Leaders	info@calibercma.org 707-563-9827

Plan Summary [2021-22]

General Information

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

Vallejo City Unified School District is a medium-sized TK-12 district that serves approximately 14,000 students. Caliber: ChangeMakers Academy currently serves over 800 students in TK through 8th grade. 70% of students qualify for free or reduced lunch and 18% of our students are identified as English Learners, 47.6% of our students identify as Hispanic and 26.38% identify as Black/African American. Enrollment also includes 12% of students designated as students with special needs holding an Individual Education Plan.

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

The mission of Caliber Schools is to provide all students with a challenging, engaging, relevant and personalized education that equips our students with the knowledge, and skills they will need to succeed in competitive colleges and careers. Caliber's core components include: high expectations, data driven instruction, exceptional teaching and instructional leadership, rigorous and relevant academic and socio-emotional learning curriculum, and a supportive school community based on rights, responsibilities, and respect.

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

Reflections: Successes

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

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

NWEA MAP
We administered NWEA MAP assessments in Fall and Spring for 3rd through 8th grade and feel confident about the accuracy and reliability of our MAP results. After reviewing the K-2 Winter results along with relevant research from MAP about the comparability of remote testing for younger learners, we had concerns about the validity of remotely-administered MAP for K-2 and did not test K-2 students in the Spring. We had high completion rates in grades 3-8 with 95% of students completing Math and 94% completing ELA.

Overall, 28% of students in Math and 42% of students in ELA were considered on grade level this Spring. Students are considered on grade level if their achievement percentile rank is at or above the 50th percentile. Compared to Spring 2019, there are only 1% fewer students in math and 2% fewer students in ELA who would be considered on grade level. The median achievement percentile was 29 in Math and 41 in ELA. This means that the middle Caliber student's scored better than 29% of their grade level peers in Math and better than 41% of their grade level peers in ELA. Compared to Spring 2019, this is 4 percentile points lower in Math and 4 percentile points lower in ELA.
As a school 38% of students in Math and 44% of students in ELA met or exceeded their Fall to Spring typical growth projections. Compared to 2019, there are 8% more students in Math and 5% fewer students in ELA who met growth projections. The median conditional growth percentile (CGP) was 30 in Math and 39 in ELA. This means that the middle Caliber students grew more than 30% percent of their academic peers in Math and 39% of their academic peers in ELA.

Successes
7th and 8th grade MAP ELA growth was a success this year. 63% of 7th graders and 55% of 8th graders met or exceeded their fall to spring growth projections in ELA. 6th and 8th grade MAP Math growth was a success this year. 52% of 6th graders and 61% of 8th graders met or exceeded their fall to spring growth projections in Math. This indicates that students in this grade had above average growth compared to their academic peers nationally. Furthermore, 8th grade Spring achievement was above average for ELA (54% on or above grade level).

Progress Areas
3rd grade and 4th grade MAP growth presents the greatest opportunity for improvement next year. In Math, only 17% of 3rd graders and 20% of 4th graders met or exceeded Fall to Spring typical growth projections. In ELA, only 29% of 3rd graders and 33% of 4th graders met or exceeded Fall to Spring typical growth projections. 4th grade and 5th grade Math achievement was well below average with only 21% of students 4th graders and 17% of 5th graders on or above grade level in Spring. The MAP growth data suggests that our younger students may have experienced more difficulty adjusting to distance learning especially in mathematics. This is consistent with research that distance learning may be more challenging for younger learners.

Attendance and Engagement
Pupil Participation was tracked daily and recorded into our DeansList system. Students could be marked as Present (at Zooms), Present/Engaged (at Zoom classes and completing all work), Engaged (not at live classes but completed work) or Absent. Families received

weekly reports as well as opportunities to connect with teachers to review students' participation. Our attendance team monitored this data weekly to identify students who may need additional support. The school maintained an ADA of 93.32% for the year and 18.86% of students were considered chronically absent for being absent for 10% or more school days. In particular, consistent attendance and engagement was challenging for our youngest learners which had the highest rates of chronic absenteeism (TK 31.58%, K 26.32%, and 1st 29.29%).

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.

Currently, we are focused on supporting our students with disabilities in accessing grade level content. In addition, we are also committed to strengthening our outcomes for our English language Learners as measured by an increase in reclassification rates.

Absenteeism / attendance (93.32% vs goal of 95% ADA): We are committed to having a clear SART and SARB process to re-engage students in school. We are also working on proactive systems and data analysis practices to better inform supports, and incentives for attendance. While we saw an increase in overall attendance in 2020-2021, we were not able to meet our goal of 95% attendance. As a result, we will be hiring a family and community engagement specialist in order to support families in meeting our attendance goals.

Academics: We will continue to address mitigated learning loss as we did see a decline in student achievement based on MAP Testing, STEP testing results. We will continue to improve our intervention systems and provide a clear RTI intervention model as well as improve Tier 1 academics with refining ELA instruction through curriculum adoption as well as professional development and coaching around text centered literacy instruction. Finally, we will continue to focus on our improvement of conceptual based math instruction through development of professional learning communities, weekly data meetings and student work analysis protocols.

LCAP Highlights

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

Caliber ChangeMakers Academy has clearly defined schoolwide outcomes and goals, and these goals are informed by and aligned with the eight state priorities and the state and local indicators published in the California School Dashboard. Caliber ChangeMakers Academy's LCAP provides a reasonably comprehensive description of the school's goals, actions, and outcomes in the state priorities, schoolwide and for all numerically significant pupil subgroups. The LCAP is informed by Caliber's Healthy Schools Framework, which outlines Six Essential Questions that we consider in determining the overall health of each of our schools. They are:
Caliber's Six Essential Questions:
Does our network demonstrate the core SEL competencies?
Does our network deliver academic growth and achievement for our students?
Does our network help our students make connections in their school experience that make them critically conscious of their world and the world beyond?

Does our network promote equity and achieve equitable outcomes?
Is our network financially and operationally sound?
Are we the (F.A.C.E.) of Caliber?

Comprehensive Support and Improvement

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

Schools Identified

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

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Stakeholder Engagement

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

Caliber Students and Families
We have spent many family events this year gathering input from our families, including the analysis of Panorama Student, Staff and Family surveys, discussing data from internal surveys about our Distance Learning models and looking at attendance data. We have also held standing parent coffee chats to engage our families in topics related to distance learning, town halls, and informational nights for families via zoom.

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

Caliber Teachers and Staff
Teachers have been essential to the development of the LCAP. This year our network partnered with Instructional Partners to assist us in the creation of a new vision for our Math and ELA teaching. They led teacher panels as well as asynchronous surveys of staff and administrators to gather input. In addition, this year our network formed a working group to create a Diversity Equity Inclusion and belonging statement and a culturally and linguistically relevant pedagogy observation tool and rubric. These documents and co-created tools helped us frame our goals.

Caliber advisory committees (ELAC, SST)
School leaders presented drafts of the LCAP to both the ELAC and SST in April and May and received feedback that informed the final version.

Overall, here is what we have heard.

There was considerable consistency and alignment across stakeholder groups in their evaluation of Caliber's current state and in their primary hopes for its future.

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

engagement of families and community.

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

Network academic priorities: Through the Design Challenge Process, there was an emphasis to focus on quality of systems and data rather than quantity and compliance. They developed a more streamlined process for curriculum internalization, the need for high-quality curriculum-aligned formative assessments, and more variety in data meeting protocols.

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

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

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

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

The purpose of this goal is to honor the resiliency of our community while providing resources for healing and transformation. We recognize that institutional racism affects all of our stakeholders and our goals should be to holistically intervene to meet the needs of our community. We have partnered with a leader in the SEL space, Panorama Education. The Panorama develops tools to empower schools and districts to learn about students' self-perceptions, better understand student experiences in their learning environment, and identify opportunities to enhance support of teachers and counselors as they implement SEL programs. Panorama's SEL survey is grouped into several categories:
Student skills and competencies
Student supports and environment
Student well-being
Teacher well-being and adult SEL

As we transition back from Distance learning and reacclimate to our return to in person learning we will focus specifically on ensuring that the majority of our 4th-8th graders complete this student SEL and School Climate survey and we improve our score in the area of "School Safety"and "Growth Mindset"
Priority 5: Pupil Engagement
Priority 6: School Climate

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student SEL Survey: # of topics at or above average (out of 7)	4 out of 7 (Spring 2021)				5 out of 7 or higher
Student Climate Survey: # of topics at or above average (out of 9)	9 out of 9 (Spring 2021)				7 out of 9 or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student SEL Survey: Participation (% Responded)	61.5% (Spring 2021)				90%
Student Climate Survey: Participation (% Responded)	67.7% (Spring 2021)				90%
Staff Climate Survey: # topics at or above average (out of 3)	2 out of 3				2 out of 3 or higher
Staff Climate Survey: Participation (% Responded)	46.90% (Fall 2020)				90%
Discipline: Suspension rate	0%				1.0% or fewer
Middle School Dropout Rate	0%				1.0% or fewer

Actions

Action #	Title	Description	Total Funds	Contributing
1	Refine our SEL Model to include proactive supports for students	Ensure that our SEL model includes the appropriate number of staff and add one clinician. Train staff to support students re-integrating onto campus post-pandemic.	$775,119.00	Yes
2	Develop and refine referral tracking system with targets around identifying areas of Tier 1 and Tier 2 support and training of staff to	This tracking system will assist in identifying students who need Tier 2 and Tier 3 service. It will also allow the leadership team and student facing staff to pinpoint areas and times of support in General Education classrooms. This will help us implement interventions and support.		Yes

Action #	Title	Description	Total Funds	Contributing
	analyze this data at least regularly.			

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Based on our locally collected data and diagnostic assessments we have identified some key areas that will be crucial to the Caliber vision for impact in the 21-22 academic year and beyond to mitigate the learning loss from a full year in distance learning. Caliber Changemakers Academy used a combination of the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) for mathematics and English Language Arts, as well as the English Language Proficiency Assessments for California (ELPAC) to determine our key focus areas of growth.

Due to the hardship of distance learning we were unable to administer the SBAC in the 2020-2021 school year but in subsequent years will use the (CAASPP) Smarter Balanced Assessment Consortium (SBAC) assessments mathematics and English Language Arts to track our progress and growth.

All Caliber Schools will use the English Language Proficiency Assessments for California (ELPAC) to both classify students as English Language Learners (ELLs) and reclassify students as English proficient (RFEP) in all three scenarios. The Changemaker Academy ELL population continues to grow and to mitigate learning loss for this specific population we have identified these students as an area of focus.

Finally, stakeholder input confirmed that this goal is important to our community based on the Design Challenge Process. Leaders reflected on the biggest challenges we experienced based on our Network Academic Priorities and surveyed our staff, families and students to determine our aligned actions and metrics listed below to help achieve and deliver academic growth and achievement for all students.

Priority 2: Implementation of State Standards
Priority 4: Pupil Achievement
4.07 Actions for English Learners

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA MAP ELA Growth (Median Student Conditional Growth Percentile)	39 (3-8 Fall to Spring)				50th percentile or higher
NWEA MAP Math Growth (Median Student Conditional Growth Percentile)	30 (3-8 Fall to Spring)				45th percentile or higher
CAASPP: ELA (% Met or Exceeded)	44.51% (2019)				51.10% or higher
CAASPP: Math (% Met or Exceeded)	27.47% (2019)				39.73% or higher
ELPAC: English Learner Progress Indicator	39.2% (2019)				45% or higher
Reclassification Rate	0.9% (2020) 47.1% (2019)				15% or higher

Actions

Action #	Title	Description	Total Funds	Contributing
1	Adopt Lower school ELA curriculum	Adopt a common core aligned curriculum for a TK-4 model will allow our teachers to streamline the planning process in order to develop grade level aligned content for all of our students.	$100,000.00	Yes
2	Extended Learning Plan	Carry out activities in the ELO Grant Plan, including maintaining a longer school year (185 day) than required by law, hiring additional	$532,155.00	Yes

Action #	Title	Description	Total Funds	Contributing
		math and ELA interventionists, and hiring an EL program coordinator for the school. (See ELO grant plan for details)		
3	Math Intervention Curriculum	Purchase and implement new Math curriculum for use by interventionists hired with ELO Grant funds		Yes
4	ELD Curriculum	Purchase and implement ELD curriculum to support English Learners		Yes
5	Core instruction aligned with common core	(i) Hire and retain strong school leaders, assistant principals, and core teaching staff across all grades and core content areas. (ii) supplement them with additional support staff (instructional aides, interventionists, and residents) to offer more interventions to quickly fill gaps in learning. (iii) provide them with effective, common core aligned instructional supplies & materials.	$4,394,720.00	Yes
6	Data Cycles: EL focus in data meetings	Teachers will regularly participate in weekly data meetings that examine student work, identify trends and determine next steps. Data sources include: exit tickets [mastery tracked 1x week], student work samples, assessments (MAP, ELPAC, Fluency Data, Foundational Skills data,, End of Unit data, etc). At least one meeting per month will focus on EL progress in particular		Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

We offer a broad and deep program that goes beyond the core academic subjects. It includes our students taking an in-depth look at their own identity and the identity of others to learn from and with their peers.
Students use their knowledge and academic understanding across all content areas. Students are able to analyze and critically think about text and literature to support their understanding of their community and beyond.
We have a strong Computer Science curriculum that is preparing our students for the challenging tech-centered world we live in today.

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

Through classroom observation data, we recognized a need to improve student ownership of learning and culturally and linguistically responsive practices. Therefore, we will train, prepare, and evaluate our instructional practices with a network-aligned rubric to empower students to own their work and ensure equitable classroom practices. Our middle school will also facilitate student led conferences that will enable students to set and monitor their own learning and SEL development goals.
Priority 2: Implementation of State Standards
Priority 7: Course Access

Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of State Academic Standards Local Indicator Reflection Tool	3.7 average				Full Implementation based on Local Indicator Reflection Tool
Computer Science Participation (every student takes CS every year)	Offered to 100%, but not always available during distance learning.				100% of students

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teaching for Excellence Rubric	CMA will implement network-aligned tools to measure and improve instruction. This rubric will help students and staff identify best practices for instruction across campus and across the network. Caliber Network created an equity rubric through the collaboration of various stakeholders. This tool will be used to train, prepare, and evaluate our instructional practices to ensure CLRP alignment and equitable classroom practices.		Yes
2	Non-Common Core enrichment programming	Deliver a robust set of courses and enrichment experiences in non-Common Core areas of computer science, physical education, art, music, and field trips.	$728,844.00	Yes
3	Heritage months, Debunking Holidays, and Student Circles	Dedicated curriculum and projects related to bringing diverse cultures and backgrounds to students.	$15,000.00	Yes
4	After-school program	Provide a robust after-school program with enrichment and intervention components	$147,170.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	CLR social studies & science curriculum	Identify and implement social studies & science curriculum that scores highly on CLRP measures.		Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

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

We noticed that our instructional staff demographics were not representative of our student community. While 47% of our students identify as Hispanic/Latinx, only 15% of our instructional staff identify as Hispanic/Latinx. As a result, we are making a goal to increase the percentage of Hispanic/Latinx in order to be more representative of our student community.
Priority 8: Other Pupil Outcomes

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Community Composition: Staff Increase representation of Latinx staff	15.38% of instructional staff identify as Hispanic/Latinx				25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff Development: Insight Survey Diversity, Equity, and Inclusion	7.5				Top Quartile (7.0 or higher)
SPED Goal: MAP Growth (Median Conditional Growth Percentile)	ELA: 21 (Fall to Spring) Math: 20 (Fall to Spring)				ELA: 36th or higher Math: 35th or higher
ELL Goal: MAP Growth (Median Conditional Growth Percentile)	ELA: 47 (Fall to Spring) Math: 32 (Fall to Spring)				ELA: 50th or higher Math: 50th or higher

Actions

Action #	Title	Description	Total Funds	Contributing
1	Staff Identify and Culture	CMA staff will continue to include anti-racist and identity development for all staff as an embedded part of staff professional development and coaching and feedback.		Yes
2	Inclusive Hiring Practices	CMA will continue to recruit and retain diverse staff members and ensure that our budgets do not replicate disparities in pay.	$25,000.00	Yes
3	ELL Goal	CMA will continue to support and provide professional development at least 1x per quarter to support the co teaching model and we will have 1 data meeting quarterly dedicated to unpacking disaggregated data for Special Education and ELL Learners.		Yes

Action #	Title	Description	Total Funds	Contributing
4	SPED Program	Train staff on Tier 3 intervention curriculums and the development of IEP goals. Continue structured Gen Ed/SPED collaboration to assist students in reaching goals and accessing grade level standards.	$1,621,851.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.
Caliber's schools have invested in the systems and financial and people models that support our long-term sustainability, success, and growth. Priority 1: Basic A. Teachers appropriately assigned and credentialed, Basic B: Instructional materials Basic, C: Facilities in good repair Priority 5: Pupil Engagement

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance (Average Daily Attendance)	93.8% (2019-20 through 3/13/20) 93.32% (2020-21)				95% or higher
Chronic Absenteeism	19.1% (2019-20 through 3/13/20) 18.86% (2020-21)				10% or less
Full Enrollment	825				900
Staff Retention	84%				70% or higher
Student Retention	92%				85% or higher
Teacher credentials (% Credentialed & Appropriately Assigned)	94%				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
FIT Tool	Facilities in good repair.				Good or better
Operations Scorecard	N/A				3.7 of better, no 1's

Actions

Action #	Title	Description	Total Funds	Contributing
1	Safe and welcoming facilities	Maintain safe, clean, and welcoming school facilities for our staff and students.	$1,283,981.00	Yes
2	Technology infrastructure	Provide a robust technology infrastructure (hardware, software, internet access, etc.) to students and staff to support instructional goals.	$214,080.00	Yes
3	Meal program	Support a healthy and appealing meal program for students during the regular school day and after school program.	$479,988.00	Yes
4	Other school operations	Hire, retain, and develop a strong school operations team and provide operational support services that support our school's instructional goals.	$1,631,428.00	Yes
5	Attendance + Family Engagement Specialist	Attendance and Family Engagement Specialist will work to boost attendance and participation rates on student and family surveys.		Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
6	Caliber's schools will live out the values of feedback and continuous improvement, affirming and validating, collective responsibility, and empathy and kindness.

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

We plan to evaluate feedback for our instructional staff's perception of the observations and feedback they receive according to the TNTP Insight Survey. We plan to monitor our affirmation and validation through the Panorama student climate survey Cultural Awareness & Action topic. We will measure collective responsibility and empathy through our parent engagement self-reflection tool and our family school culture survey. Recent research shows that schools that successfully engage families find that their students earn higher grades, score higher on tests, develop better social skills, and are more likely to graduate. The Family-School Relationships Survey was developed at the Harvard Graduate School of Education to provide schools with a clear picture of family attitudes about several key topics. By ensuring we have the majority of our families complete the Family-School Relationships Survey we will be able to better understand the needs of our families.
Priority 3: Parent Involvement

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Family Survey: School Climate (% Favorable)	76%				85%
Family Survey: School Fit (% Favorable)	59%				80%
Family Survey: Participation (# Responses)	154				300
Parent Engagement: Self Reflection Tool	3.6				3.5 average or higher
Insight Survey: Observation & Feedback	6.4				Top Quartile (7.0)
Student Climate Survey: Cultural Awareness & Action	3.6				At or above cohort average (3.5)

Actions

Action #	Title	Description	Total Funds	Contributing
1	Weekly Coaching & PD	All staff will receive on-going coaching and development in order to strengthen their instructional practice and ensure all staff are aligned to our values and meeting defined expectations.	$557,348.00	Yes
2	Feedback Cycles	Caliber stakeholders will have the opportunity to give and receive feedback throughout the year. Attendance and Family Engagement Specialist will work to boost participation rates on student and family surveys.		Yes
3	CLRP Rubric	Caliber has partnered with Instruction Partners to create a rubric for Culturally and Linguistically Responsive Practices. This tool will be used to train, prepare, and evaluate our instructional practices to ensure CLRP alignment.		Yes

Action #	Title	Description	Total Funds	Contributing
4	Targeted family partnership	Create more opportunities for relationships and student/family supports including targeting specific subpopulations including our African American students, Latinx and Hispanic families as well as English Language Learners		Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
21.59%%	$1,488,382

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

Required Descriptions

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

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

1) We utilize the supplemental and concentration funding we have to benefit our students in these sub populations in a number of ways. By using funds to provide extra support through additional intervention, we will be able to closely monitor student data to assign just in time interventions and supports.

2) This funding also assists in our enrichment programs including our PE and Art/Music Program. These programs instill a sense of joy and community into our campus, increasing engagement as well as student attendance. This funding also contributes to our after school program through BACR. This service provides families who need extra support an extended school day and provides a place for students to complete unfinished work and homework and get assistance from BACR staff.

3) Supplemental and concentration funds also pay for our social emotional learning staff as well as instructional coaches. These staff give support to teachers in developing sound practices to support students in both social and academic needs, as well as lead the examination of data so that staff can better target their practices to student needs. Additional professional development experiences that assist in this also come out of this funding.

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

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

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

The calculated minimum proportionality percentage (MPP) for Caliber: ChangeMakers Academy in the 2020-21 school year was 20.25% and the projected MPP for 2021-22 will be 21.59%. We believe that the services provided to unduplicated students have been and will be increased by at least these amounts relative to what they would have been without the LCFF supplemental and concentration grant funding.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$1,488,382.00	$9,764,533.00		$1,253,769.00	$12,506,684.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$8,133,100.00	$4,373,584.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Refine our SEL Model to include proactive supports for students	$425,874.00	$189,605.00		$159,640.00	$775,119.00
1	2	English Learners Foster Youth Low Income	Develop and refine referral tracking system with targets around identifying areas of Tier 1 and Tier 2 support and training of staff to analyze this data at least regularly.					
2	1	English Learners Foster Youth Low Income	Adopt Lower school ELA curriculum				$100,000.00	$100,000.00
2	2	English Learners Foster Youth Low Income	Extended Learning Plan		$532,155.00			$532,155.00
2	3	English Learners Foster Youth Low Income	Math Intervention Curriculum					
2	4	English Learners	ELD Curriculum					
2	5	English Learners Foster Youth Low Income	Core instruction aligned with common core	$235,776.00	$3,820,482.00		$338,462.00	$4,394,720.00
2	6	English Learners	Data Cycles: EL focus in data meetings					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	1	English Learners Foster Youth Low Income	Teaching for Excellence Rubric					
3	2	English Learners Foster Youth Low Income	Non-Common Core enrichment programming	$708,844.00	$20,000.00			$728,844.00
3	3	English Learners Foster Youth Low Income	Heritage months, Debunking Holidays, and Student Circles		$15,000.00			$15,000.00
3	4	English Learners Foster Youth Low Income	After-school program		$147,170.00			$147,170.00
3	5	English Learners Foster Youth Low Income	CLR social studies & science curriculum					
4	1	English Learners Foster Youth Low Income	Staff Identify and Culture					
4	2	English Learners Foster Youth Low Income	Inclusive Hiring Practices		$25,000.00			$25,000.00
4	3	English Learners	ELL Goal					
4	4	English Learners Foster Youth Low Income	SPED Program		$1,518,726.00		$103,125.00	$1,621,851.00
5	1	English Learners Foster Youth Low Income	Safe and welcoming facilities		$1,283,981.00			$1,283,981.00
5	2	English Learners Foster Youth Low Income	Technology infrastructure		$214,080.00			$214,080.00
5	3	English Learners Foster Youth Low Income	Meal program		$190,278.00		$289,710.00	$479,988.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	4	English Learners Foster Youth Low Income	Other school operations		$1,576,168.00		$55,260.00	$1,631,428.00
5	5	English Learners Foster Youth Low Income	Attendance + Family Engagement Specialist					
6	1	English Learners Foster Youth Low Income	Weekly Coaching & PD	$117,888.00	$231,888.00		$207,572.00	$557,348.00
6	2	English Learners Foster Youth Low Income	Feedback Cycles					
6	3	English Learners Foster Youth Low Income	CLRP Rubric					
6	4	English Learners Foster Youth Low Income	Targeted family partnership					

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$1,488,382.00	$12,506,684.00
LEA-wide Total:	$0.00	$0.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$1,488,382.00	$12,506,684.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Refine our SEL Model to include proactive supports for students	Schoolwide	English Learners Foster Youth Low Income	All Schools	$425,874.00	$775,119.00
1	2	Develop and refine referral tracking system with targets around identifying areas of Tier 1 and Tier 2 support and training of staff to analyze this data at least regularly.	Schoolwide	English Learners Foster Youth Low Income	All Schools		
2	1	Adopt Lower school ELA curriculum	Schoolwide	English Learners Foster Youth Low Income	All Schools		$100,000.00
2	2	Extended Learning Plan	Schoolwide	English Learners Foster Youth Low Income	All Schools		$532,155.00
2	3	Math Intervention Curriculum	Schoolwide	English Learners Foster Youth Low Income	All Schools		
2	4	ELD Curriculum	Schoolwide	English Learners	All Schools		

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	5	Core instruction aligned with common core	Schoolwide	English Learners Foster Youth Low Income	All Schools	$235,776.00	$4,394,720.00
2	6	Data Cycles: EL focus in data meetings	Schoolwide	English Learners	All Schools		
3	1	Teaching for Excellence Rubric	Schoolwide	English Learners Foster Youth Low Income	All Schools		
3	2	Non-Common Core enrichment programming	Schoolwide	English Learners Foster Youth Low Income	All Schools	$708,844.00	$728,844.00
3	3	Heritage months, Debunking Holidays, and Student Circles	Schoolwide	English Learners Foster Youth Low Income	All Schools		$15,000.00
3	4	After-school program	Schoolwide	English Learners Foster Youth Low Income	All Schools		$147,170.00
3	5	CLR social studies & science curriculum	Schoolwide	English Learners Foster Youth Low Income	All Schools		
4	1	Staff Identify and Culture	Schoolwide	English Learners Foster Youth Low Income	All Schools		
4	2	Inclusive Hiring Practices	Schoolwide	English Learners Foster Youth Low Income	All Schools		$25,000.00
4	3	ELL Goal	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners	All Schools		
4	4	SPED Program	Schoolwide	English Learners Foster Youth	All Schools		$1,621,851.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
5	1	Safe and welcoming facilities	Schoolwide	English Learners Foster Youth Low Income	All Schools		$1,283,981.00
5	2	Technology infrastructure	Schoolwide	English Learners Foster Youth Low Income	All Schools		$214,080.00
5	3	Meal program	Schoolwide	English Learners Foster Youth Low Income	All Schools		$479,988.00
5	4	Other school operations	Schoolwide	English Learners Foster Youth Low Income	All Schools		$1,631,428.00
5	5	Attendance + Family Engagement Specialist	Schoolwide	English Learners Foster Youth Low Income	All Schools		
6	1	Weekly Coaching & PD	Schoolwide	English Learners Foster Youth Low Income	All Schools	$117,888.00	$557,348.00
6	2	Feedback Cycles	Schoolwide	English Learners Foster Youth Low Income	All Schools		
6	3	CLRP Rubric	Schoolwide	English Learners Foster Youth Low Income	All Schools		
6	4	Targeted family partnership	Schoolwide	English Learners Foster Youth Low Income	All Schools		

Instructions

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:

  o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> f) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> g) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

h) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

i) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

j) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **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.

- o **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.

- o **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:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.