



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
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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

Students at Valley View Charter Prep, including those in numerically significant subgroups will show high levels of proficiency in the Common Core Standards for Mathematics.

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)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Students at Valley View Charter Prep, including those in numerically significant subgroups, will show measurable progress In mathematics on state mandated assessments or LEA Benchmark Assessments.</p> <p>19-20 Students at Valley View Charter Prep, including those in numerically significant subgroups, will show measurable progress In mathematics and Reading on state mandated assessments or LEA Benchmark Assessments.</p> <p>Baseline On fall 2019-20 LEA Benchmark Assessment, 32% of those tested in math scored below the 31st percentile.</p>	<p>On winter LEA Benchmark Assessments, 21% of those tested in math scored below the 31st percentile.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>All incoming 9th grade students will be assessed under the current SB-359 for course recommended course placement in mathematics.</p> <ul style="list-style-type: none"> • Use of Exact Path (for all 3-11th grade students) • Use of Illuminate to monitor student progress on district benchmarks or assessments associated to Math classes or grade levels. 	<p>FTE intervention specialist (.5 FTE) and Math instructor (.5 FTE) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$ 92,000</p> <p>California Common Core Standards aligned curriculum and online academic support programs. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$8,842</p> <p>PLTW class supplies 4000-4999: Books And Supplies Supplemental and Concentration \$2,500</p>	<p>FTE intervention specialist (.5 FTE) and Math instructor (.5 FTE) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 92,000</p> <p>California Common Core Standards aligned curriculum and online academic support programs. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$8,842</p> <p>Virtual class supplies 4000-4999: Books And Supplies Supplemental and Concentration \$2,500</p>
<p>Students will have access to technology that supports instruction in the Common Core. Students will have access to online support programs that are fully CCSS aligned.</p> <ul style="list-style-type: none"> • The use of Edmentum products will be available for all students as deemed applicable. • A minimum of 4 virtual learning classes that support A-G mathematics courses will be encompassed as course offerings for VVCP 7-12th grade students. • PCI Academic Support Specialists will work with VVCP Instructional Staff and leadership to develop an online virtual platform to deliver a single and /or multiple high school, college preparatory subject(s) (i.e. Mathematics, Science or STEM related content area.) 	<p>Software/ hardware for a remote high school classroom 4000-4999: Books And Supplies Supplemental and Concentration \$2000</p>	<p>Virtual class supplies 4000-4999: Books And Supplies Supplemental and Concentration \$2000</p>
<p>Teachers will be supported through professional development that is aligned to Common Core Standards and instruction.</p>	<p>Professional Development 5000-5999: Services And Other Operating Expenditures</p>	<p>Professional Development 5000-5999: Services And Other Operating Expenditures</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> A minimum of 2 professional developments opportunities annually will be available for all instructional staff to further develop their skill for instruction aligned to common core. All K-12th teachers will be trained with the use of in board-approved curriculum in mathematics and English Language Arts. 	Supplemental and Concentration \$ 3000 Mathematics and/or English Language Arts support 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5,000	Supplemental and Concentration \$3000 Mathematics and/or English Language Arts support 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5000

Goal Analysis

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

All funds budgeted for Actions/Services that were not implemented were used to support other aspects of the goal.

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

Although the pandemic caused some challenges, this goal was met because most of the goal focused on intervention using online curriculum and instruction. In-person professional development was replaced with online PD.

Goal 2

Valley View Charter Prep will expand opportunities for high school students to become college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator VVCP will coordinate with outreach programs and local community and 4 year colleges to offer college tours as demonstrated by agendas and sign-ins. VVCP will increase students who meet individual A-G course requirements. VVCP will offer a CTE online certificate program as demonstrated by the course enrollment.</p> <p>19-20 VVCP will coordinate with outreach programs and local community and 4 year colleges to initiate college tours as demonstrated by agendas and sign-ins. VVCP will increase students who meet individual A-G course requirements. VVCP will offer a CTE online certificate program as demonstrated by the course enrollment.</p> <p>Baseline Last year Valley View Charter Prep offered two college tours. Additionally, we expanded virtual class offerings.</p>	<p>Valley View Charter Prep expanded virtual class offerings to include the same high school virtual classes and add 4 virtual class offerings and offered a CTE online certificate program.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>“TRANSITIONS” PROGRAM</p> <ul style="list-style-type: none"> Academic Counselor will coordinate with outreach programs and local community and 4 year colleges to initiate college tours. Each semester students will be encouraged to participate in one or more tours. Academic Counselor attends counselor workshops and college tours to provide recent information on college and career development opportunities. Regional counseling meetings 2x a year. Counseling is developing a pacing guide. Valley View Charter Prep will increase students who meet individual A-G course requirements through increased enrollment in VVCP A-G college preparatory coursework, third party CP coursework, community college enrollment, and demonstration of mastery through examination (SAT, College Board subject test, etc.) 	<p>Academic Counselor/HS Dean 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$126,000</p>	<p>Academic Counselor/HS Dean 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$126,000</p>
<p>Valley View Charter Prep will expand opportunities for high school students to become college ready.</p>	<p>A-G curriculum and supplies 4000-4999: Books And Supplies Supplemental and Concentration \$ 10,000</p>	<p>a-g curriculum and supplies 4000-4999: Books And Supplies Supplemental and Concentration \$10,000</p>

Goal Analysis

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

All funds budgeted for Actions/Services that were not implemented were used to support other aspects of the goal.

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

Because of the pandemic, the high school counselor/dean was not able to offer in-person tours of colleges. However, goals for virtual class expansion were met.

Goal 3

Valley View Charter Prep will continue to expand opportunities that allow parents to personally engage in their children's learning and empower our stakeholders to further connect with their school.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Valley View will expand community building, collaboration, and communication with stakeholders. Furthermore, VVCP will connect parents with staff in a variety of venues throughout the year. Indicators will include stakeholder sign-ups and agendas and stakeholder survey results.</p> <p>19-20 Valley View will expand community building, collaboration and communication with stakeholders. Indicators will include stakeholder participation, monthly newsletters, and increased usage of MS Teams.</p> <p>Baseline In 2018-2019, VVCP had not fully used Teams for school events.</p>	<p>During the pandemic, Valley View utilized online communication platforms, such as Microsoft Teams, to connect parents with school events and operations.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>VVCP will expand stakeholder outreach</p> <ul style="list-style-type: none">Ongoing professional development for instructional staff in the use of online communication platforms to support student learning and communicate with parents	<p>Parent liaison support 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$10,000</p>	<p>Parent liaison support 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$10,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> • Ongoing professional development for parents involved in the parent advisory in the use of online communication platforms. • Expansion of park days to fall and winter/spring • Development of monthly extra-curricular activities (Field Trips) • Monthly newsletters 		

Goal Analysis

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

All funds budgeted for Actions/Services that were not implemented were used to support other aspects of the goal.

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

Due to the pandemic, VVCP could not implement in-person aspects of the goal. However, VVCP instead focused on connecting families with the school through online platforms.

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
Instructional funds have been reallocated to support virtual instruction. This reallocation results in net zero spending as it is supported through instructional funding.	0.00		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.

Actions related to In-Person instructional offerings were provided as planned.

Analysis of In-Person Instructional Offerings

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

As a non-classroom based charter school, Valley View Charter Prep was not heavily impacted by the COVID-19 virus and subsequent statewide, site-based school closures. All enrolled VVCP students adhere to the guidelines of our Master Agreement, which aligns academic goals with direct and indirect instruction. As such, Valley View students continued their learning at home with their parents, under the virtual supervision of their credentialed teacher. All in-person student meetings transferred to an online platform. All classes, including our a-g courses, continued to meet online with a highly credentialed teacher. All students had consistent, regular access to assignments, assessments, and instructional support through our virtual platform.

Teachers were provided with tech support and resources to increase their ability to continue to provide educational services to their students. Human Resources provided updates with mental health supports and flexible workday guidelines for teachers and their families.

At Valley View Charter Prep, parents, teachers, and students work collaboratively throughout the school year. Given this model of individualized instruction, teachers identify specific needs of all students. Consequently, each credentialed teacher communicates with and distributes computers and hotspots to students in need. Various methods of communication including electronic surveys, phone, email, and/or text were used to ensure all student needs were met.

In the Spring of 2020, 100% of students who identified need were provided a computer and or hotspot. Feedback from stakeholders, including parents and students, related to technology, mental, physical health, and educational concerns was gathered and addressed.

Parents, already familiar and comfortable with virtual learning, were overwhelmingly pleased with the school's ability to pivot quickly. In instances where stakeholder need was not initially met, school administrators worked with credentialed and support staff to ensure need was addressed. All additional services, needs, and concerns, including those for students with special needs were addressed through individual meetings with families and adjustments were made to accommodate the student. Valley View Charter Prep supports the fluidity and adaptability of a college preparatory, independent study program to meet the individual needs of each student. Our school offers students the opportunity to access a pathway to college in a manner most beneficial to their needs. The school actively mentors new students, taking them from where they are to where they become competitive 21st century-ready individuals.

During the 2020-2021 school year, Pacific Charter Institute (PCI) at Valley View counseling staff successfully implemented a mental health survey with students. This plan was augmented through the virtual platform. Informally, students, staff and families were asked about their well-being throughout the year to monitor and ensure social-emotional health.

Valley View Charter Prep offered virtual opportunities for our students through:

- Virtual Opportunities to Learn Together (V.O.L.T.s) geared toward our elementary homeschooling families.
- The Virtual Advantage classes for middle school and high school students.

In both programs, our credentialed teachers interact with students and families in real-time through secure online environments. A complete listing of class offerings can be found in the PCI Virtual Class Catalog on the PCI website www.pacificcharters.org

— Synchronous and asynchronous V.O.L.T.s classes provided instruction on key grade-level standards using our adopted curriculum and are available to our families in the following content areas and grade level spans.

- Math grades 2-6 (GoMath)
- ELA grades 2-5 (HMH Journeys) and grades 6-8 (Study Sync)
- Science grades K-5 (Carolina 3D Science)

These classes offered live through secure online environment and recorded for future viewing. Both programs offer formative and summative assessments monitoring learning. These assessments are built into the learning management system and teachers use them to support increased learning and promote greater Depth of Knowledge (DOK) acquisition. Students and parents attend meetings with their independent study teachers regularly. Teachers work with multiple families virtually to develop community and student interaction with other students using Microsoft Teams. The review of school data trends over time identified a need to dedicate time to increase teacher knowledge of the features and components for Common Core writing and to improve teacher's skills as instructors, coaches, and evaluators of student writing across grade levels, content areas, and programs.

All content area teachers, including those serving students with special needs and English Learners, and school leaders participate in synchronous interactive sessions throughout the school year during which new information, strategies, and tools are presented. Additionally, teachers who had less experience addressing specific areas of writing, elected to participate in asynchronous sessions that provided direct training on specific elements of writing instruction. Asynchronous sessions were recorded for future use to build capacity to deliver strong writing lessons. These learning opportunities were led by PCI's ELA Content Specialist.

In addition to all state-mandated assessments outlined below, Valley View Charter Prep administered the Exact Path Diagnostic assessment for students in grades 3-11 in Reading and Mathematics and the DIBELS Early Literacy Assessment system for students

in grades K-2.

The Exact Path Diagnostic was administered in the fall, winter and spring to supply teachers with data to inform instruction, show student growth, and create individualized learning paths. The Exact Path Diagnostic assessment is a web-based assessment, which allowed students to complete the assessment at home.

DIBELS, administered in the same three assessment windows provided a series of literacy measures that assess phonemic awareness, alphabetic principle, reading accuracy, oral reading fluency, and comprehension. Teachers used the data to identify students who need additional support, intervention, and progress monitoring. Both assessments and classwork completed by students is available for parents to review online through the student LMS, as well as, through regular conversations and meetings between parents, teachers, and students.

The English Proficiency Assessment for California is used to determine language status. Students take this assessment as they enroll in a California public school, as determined by the Home Language Survey. This assessment was given within 30 calendar days of enrollment,

year-round (current pandemic may allow for a waiver to extend to 75 days) The Summative English Proficiency Assessment for California is for students with an English Learner (EL) language status only. All EL students are required to participate in the Summative ELPAC annually.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Not Applicable			

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.

Not Applicable

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.

<p>Non-classroom-based charter schools do not provide distance learning as defined in Education Code Section 43500(a). Instead, non classroom-based charter schools shall continue to provide independent study pursuant to their charter petition. As a result, these new requirements do not apply to non-classroom-based charters who were defined as such pursuant to Education Code Section 47612.5 as of the 2019–20 fiscal year. A non-classroom-based charter school described in Education Code Section 47612.5 as of the 2019–20 fiscal year shall continue to comply with all of the statutory requirements in Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 of Division 4 and the implementing regulations for that article. Senate Bill (SB) 98 does require that a non-classroom-based charter school adopt a learning continuity and attendance plan pursuant to Education Code Section 43509, and shall not be required to adopt a local control and accountability plan pursuant to Education Code Section 47606.5. https://www.cde.ca.gov/ci/cr/dl/distlearningfaq.asp</p> <p>(a) A charter school that offers distance learning pursuant to this part is not required to submit a request to its chartering authority for a material revision to its charter pursuant to Section 47607 in order to offer distance learning.</p> <p>(b) Notwithstanding Section 47612.5, an existing classroom-based charter school that offers distance learning pursuant to this part and did not receive a non-classroom-based funding determination in the 2019–20 fiscal year pursuant to Section 47612.5 shall not be considered a non-classroom-based charter school in the 2020–21 fiscal year because it provides distance learning and shall not be required to submit a request for a funding determination. (Added by Stats. 2020, Ch. 24, Sec. 34. (SB 98) Effective June 29, 2020. Inoperative June 30, 2021. Repealed as of January 1, 2022, pursuant to Section 43511.)</p>

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Valley View Charter Prep does not meet the requirements for Distance Learning under Ed. Code 43506 and therefore no specific actions or expenses will occur.			

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.

Not applicable

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.

Non-classroom-based charter schools do not provide distance learning as defined in Education Code Section 43500(a). Instead, non classroom-based charter schools shall continue to provide independent study pursuant to their charter petition. As a result, these new requirements do not apply to non-classroom-based charters who were defined as such pursuant to Education Code Section 47612.5 as of the 2019–20 fiscal year. A non-classroom-based charter school described in Education Code Section 47612.5 as of the 2019–20 fiscal year shall continue to comply with all of the statutory requirements in Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 of Division 4 and the implementing regulations for that article. Senate Bill (SB) 98 does require that a non-classroom-based charter school adopt a learning continuity and attendance plan pursuant to Education Code Section 43509, and shall not be required to adopt a local control and accountability plan pursuant to Education Code Section 47606.5. <https://www.cde.ca.gov/ci/cr/dl/distlearningfaq.asp>

(a) A charter school that offers distance learning pursuant to this part is not required to submit a request to its chartering authority for a material revision to its charter pursuant to Section 47607 in order to offer distance learning.

Notwithstanding Section 47612.5, an existing classroom-based charter school that offers distance learning pursuant to this part and did not receive a non-classroom-based funding determination in the 2019–20 fiscal year pursuant to Section 47612.5 shall not be considered a non-classroom-based charter school in the 2020–21 fiscal year because it provides distance learning and shall not be required to submit a request for a funding determination. (Added by Stats. 2020, Ch. 24, Sec. 34. (SB 98) Effective June 29, 2020. Inoperative June 30, 2021. Repealed as of January 1, 2022, pursuant to Section 43511.)

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Our mental health supports include school counselors and the FIT (Family in Transition) program coordinator. These staff members regularly checked in on families for immediate needs. Resources for financial assistance, food/ lunch program assistance, and free Wi-Fi opportunities are shared with our at-risk population.

In March 2020, a student connection (student social emotional) survey was completed, and results were used to identify needs. We offered computers to those students in need, and offered resource packets if necessary, for those students living in transient situations. www.tinyurl.com/pcihousing At the start of the school year, these identified families were check-in on and supported by staff. In the Fall 2020 semester, multiple trainings for staff professional development were be available including: Mental Health, First Aid Training, Suicide Prevention, Homeless and Foster Youth training. Staff sensitivity training was critical for vulnerable populations as they are known to have higher risk of suicide.

Our wellness team consists of psychologists, counselors, district nurse, administration, and Human Resources. The goal of this team is to help provide extra support and wrap around services to students who are showing signs of emotional distress, have sudden changes in communication or attendance patterns, and/ or appear to be socially isolated. Additionally, the team focused on staff needs and wellness by providing staff check-ins, conversations, and opportunities for connection. As part of our regular tier one program, school counselors were responsible for conducting small group sessions to facilitate peer support and connection, attended online ACES training and events. (Tier 2), written and online surveys were sent to check in on student social-emotional health. Finally, (Tier 3), an online referral link was (is) included on our Pacific Charters website, our counseling website, anyone to initiate a wellness team check-in on a student. The wellness team will also created a crisis outreach video for students and staff with information on how to get help. Staff continued to receive communication on the importance of self-care, and wellness.

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.

Valley View Charter Prep has a clear policy for student engagement in its parent handbook. When pupils are not meeting compulsory education requirements for engaging in instruction and are at risk of learning loss, school staff follow this policy of tiered re-engagement strategies to ensure students participate fully in instruction. Students, parents, teachers, and counselors confer to establish a rigorous schedule of classes. The class schedule is used to create a Master Agreement for each student at Valley View Charter Prep. This academic contract provides stakeholder agreements, provides reference to Ed. Code relevant to student rights and expectations, and outlines objectives, methods of study, methods of evaluation, and resources.

At the beginning of the school year teachers offered virtual orientation meetings for parents and students. The purpose of these meetings was multi layered, each offering a foundation of support and community engagement. On a most basic, yet critical level, these virtual orientation meetings gave the teacher an idea of who in his/her class did not have reliable internet and or technology to run the virtual platform. The teacher was able to immediately place a request with the technology department to remedy any

previously unknown technology issues. During the meeting, the teacher was able to provide an introduction to his/herself, the school, school policies, curriculum, synchronous and asynchronous instruction. With both students and parents present, students were able to offer translation to parents who are unable to understand English.

Parents had a separate meeting with the SPED team/teacher. These meetings were held privately to ensure confidentiality. If a student or family was unable to attend due to homelessness, the teacher reached out via phone to review the meeting with the parent and student. Valley View Charter Prep has an academic counselor dedicated to working with the outreach team to provide translated information to be shared with English Learner parents at parent/teacher meetings, as well as EL monitoring meetings.

Valley View uses an automated system of tech tickets to report computer or internet problems for all student issued devices. In addition, the tech team hosts daily tech office hours for all staff to enable staff to work effectively with the students on the TEAMS platform.

Valley View Charter Prep utilizes procedures and processes to engage all pupils who utilize distance learning. Central to these procedures and processes for engagement are the virtual technology Boot Camps. Held at the beginning of each semester, these technology Boot Camp workshops introduce students to their equipment, curriculum, and teachers. Through a combination of online workshops and Valley View Charter Prep utilizes procedures and processes to engage all pupils who utilize distance learning. Central to these procedures and processes for engagement are the virtual technology Boot Camps. Held at the beginning of each semester, these technology Boot Camp workshops introduce students to their equipment, curriculum, and teachers. Through a combination of online workshops and technology distribution students learn:

Computer maintenance procedures Use of tech. tools

Electronic communication norms How to create, save, and share files

How to access programs and info for each course Organization & note-taking strategies

Virtual Boot Camps ensures that processes are accessible to all parents and families, including processes for distribution of technology and internet accessibility. At the Technology boot-camps students:

Sign out equipment, textbooks, wireless hotspots, and other supplies Get access codes and experiment with online tools

Plan for equipment collection

Following the independent study model, teachers communicate frequently with students and parents to monitor student performance and engagement, provide appropriate resources and supports, and administer formative and summative assessments. In the event a student fails to comply, adequately perform, or demonstrates disengagement any teacher or staff member may begin the process to re-engage the student. This tiered approach, as outlined in the PCI Parent/Student Handbook reinforces student expectations and positive behaviors. Categories of infractions include:

Academic

Unacceptable levels of work completion

Failing a class or earning a GPA of 2.0 in a single semester Unexcused absence from a class or teacher meeting Plagiarism or cheating

Analysis of School Nutrition

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

Valley View Charter Prep is a non-classroom based school and therefore does not provide meals for students. Parents are notified via email with a list of local schools providing meals for all students regardless of local attendance. As the list updates or changes, parents will be notified. The school counselor provides an additional list of supports including local food bank information.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Counseling Program Specialist	38740	38740	Yes
Pupil Learning Loss	Director of Student Services	27232	27232	Yes
Pupil Engagement and Outreach	EL Program Specialist			
Pupil Learning Loss	Edmentum Online Applications	44000	44000	Yes
Pupil Learning Loss	SPED Program Support	287802	287802	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.

There were no substantive differences between planned actions and the budgeted expenditures.

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.

At Valley View Charter Prep, parents, teachers, and students work collaboratively throughout the school year. Given this model of individualized instruction, teachers are able to identify specific needs of all students. Consequently, each credentialed teacher communicates with each family to distribute standards based curriculum, computers and hotspots to students. Various methods of communication including in-person meetings, virtual meetings, electronic surveys, phone, email, and/or text are used to ensure all student needs are met. When the pandemic hit in the Spring of 2020, 100% of students who identified additional need were provided a computer and or hotspot. Feedback from stakeholders, including parents and students, related to technology, mental, physical health, and educational concerns was gathered and addressed. Parents, already familiar and comfortable with virtual learning, were overwhelmingly pleased with the school's ability to pivot quickly during 2020-21. In instances where stakeholder need was not initially met, school administrators were able to work with credentialed and support staff to ensure needs were met. All additional services,

needs, and concerns, including those for students with special needs were addressed through individual meetings with families and adjustments were made to accommodate the student. Based on positive stakeholder input, Valley View Charter Prep was able to ensure continuity of individualized learning for each student throughout the 2020-2021 school year.

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

All students will continue to be assessed in math, English and writing throughout the 2021-24 LCAP cycle. The review of school data trends over time identified a need to dedicate time to increase teacher knowledge of the features and components for Common Core writing and to improve teacher's skills as instructors, coaches, and evaluators of student writing across grade levels, content areas, and programs. All content area teachers, including those serving students with special needs and English Learners, and school leaders participated in synchronous interactive sessions throughout the school year during where new information, strategies, and tools were presented to teachers. Paramount to the 2021-2024 LCAP plans will be the continued common core-aligned assessments in both fall and winter. Scores from the assessments will be used to increase academic intervention as needed. Teachers will continue to improve their ability to teach writing with continued professional development, use of developed rubrics with students and intensive writing classes for students.

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

There are no 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.

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.

General Education teachers increased online support in the core academic areas, as well as enrichment engagement, via virtual platforms. Learning Continuity plans for the 2020-2021 school year included a four-fold expansion of virtual course offerings. Preparation in the Spring of 2020 for the 2020-2021 school year included curriculum and materials acquisition and schedules of courses and supports. This planning also included the training of staff and eventually students in the transition from Zoom to Microsoft Teams, a more secure and student-centered system. Valley View Charter Prep supports the fluidity and adaptability of a college preparatory, independent study program to meet the individual needs of each student. Our school offers students the opportunity to access a pathway to college in a manner most beneficial to their needs. The school actively mentors new students, taking them from where they are to where they become competitive 21st century-ready individuals.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	259,342.00	259,342.00
Supplemental and Concentration	259,342.00	259,342.00

* 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	259,342.00	259,342.00
1000-1999: Certificated Personnel Salaries	233,000.00	233,000.00
4000-4999: Books And Supplies	14,500.00	14,500.00
5000-5999: Services And Other Operating Expenditures	11,842.00	11,842.00
	11,842.00	11,842.00

* 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	259,342.00	259,342.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	233,000.00	233,000.00
4000-4999: Books And Supplies	Supplemental and Concentration	14,500.00	14,500.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	11,842.00	11,842.00
		11,842.00	11,842.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	113,342.00	113,342.00
Goal 2	136,000.00	136,000.00
Goal 3	10,000.00	10,000.00

* 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		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$397,774.00	\$397,774.00
All Expenditures in Learning Continuity and Attendance Plan	\$397,774.00	\$397,774.00

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		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$397,774.00	\$397,774.00
All Expenditures in Learning Continuity and Attendance Plan	\$397,774.00	\$397,774.00