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

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

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classical Academy High School</td>
<td>Cameron Curry, Chief Executive Officer</td>
<td><a href="mailto:curry@classicalacademy.com">curry@classicalacademy.com</a> (760)480-9845</td>
</tr>
</tbody>
</table>

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

Increase our efforts to better support the academic achievement of all students. We recognize the need to better support students who struggle with English Language Arts (ELA) and math and we want to encourage more students to attempt and be successful in taking college level and advanced courses.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6, 7, 8
Local Priorities: None
### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
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| **READING**
All 9th grade students will be tested for reading fluency and comprehension by week 5 of the school year.
Students whose reading fluency or comprehension scores are below 8th grade reading levels will be enrolled in Reading Foundations. The students with the greatest need will be enrolled in a Term 1 Reading Foundations course. Remaining students will be enrolled in a Term 2 Reading Foundations course.
Students will continue to be enrolled in term-long Reading Foundations courses until their reading fluency and reading comprehension is at or above 8th grade levels on 5 consecutive assessments. | **READING**
All 9th grade students were tested for reading fluency and comprehension by week 5 of this year.
Students whose reading fluency or comprehension scores were below 8th grade reading levels were enrolled in Reading Foundations. The students with the greatest need were enrolled in a Term 1 Reading Foundations course. Remaining students were enrolled in a Term 2 Reading Foundations course.
Students were re-enrolled in another term-long Reading Foundations courses until their reading fluency and reading comprehension was at or above 8th grade levels on 5 consecutive assessments. Most students required only one term of Reading Foundations in order to reach 8th grade reading levels on 5 consecutive assessments. |

| **MATH**
Students who consistently struggle in A-G math classes will be identified by math teachers and specialized academic instructors (SAI’s) and offered non-A-G math courses that are self-paced, and taught in a small group setting with one-on-one help from a dedicated instructor. Students who request non A-G math courses (but who were not identified by the teacher or an SAI) will have to apply and be interviewed. This measure is designed to reduce the number of students leaving the A-G track and choosing non A-G math simply because it is less rigorous. | **MATH**
Throughout the year, teachers and SAI’s identified students who were not thriving in A-G math classes and were able to offer non A-G math courses for those who chose them. Students who requested non A-G math (but who were not identified by a math teacher or SAI) had to fill out an application and be interviewed by the head of the math department. |
### Actions / Services

<table>
<thead>
<tr>
<th>Planned Action/Service</th>
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<tbody>
<tr>
<td>Reading Intervention and Foundation Specialists - During the fall of 2016, we discovered (through testing that was done in English Support classes) that several students in the English Support classes were reading at levels alarmingly below grade level. Motivated by this data, during the spring of 2017, we tested all 9th and 10th grade students for reading fluency and reading comprehension. Students who were not yet reading at 8th grade levels (considered high school level) were identified and invited to join a new course called Reading Foundations. The Reading Foundations course was offered for the first time in the spring of 2017. Since that time, all 9th graders are tested for reading fluency and reading comprehension each year (using multiple measures such as 8th grade MAPS scores, 8th grade SBAC scores, and 9th grade testing during English classes) and students who are identified as reading below an 8th grade level are now required to take Reading Foundations until they are consistently reading at or above an 8th grade level. The impact on individual students has been positive and gratifying. The Reading Foundations teacher regularly shares testimonies of students whose lives have been hugely and emotionally impacted by their improved ability to read. The expectation is that student achievement data will, over time, begin to reflect this improvement in reading competency; meanwhile the academic lives of individual students are significantly improved.</td>
<td>$175,000</td>
<td>$191,050</td>
</tr>
<tr>
<td>Math Intervention and Foundation Specialists - Traditionally, math scores for CAHS juniors lag significantly behind ELA scores on the state SBAC test. Although this is common throughout San Diego County and the state of California, CAHS is highly motivated to improve math education at CAHS. Two problems stood out. (1) The rigor of our A-G math courses made it challenging for some students to meet the three-year math graduation requirement. (2) We saw the need to provide math courses and math supports that would help some students, especially some students with an IEP, realize their academic potential in math.</td>
<td>Not originally budgeted</td>
<td>$287,707.68</td>
</tr>
</tbody>
</table>
To address both of these concerns, beginning in the fall of 2016, we began offering non A-G math courses using the Teaching Textbooks online curriculum. One full-time teacher now teaches all of the Teaching Textbook courses and students attend a math class each school day (Tuesday through Friday) to work online in the presence of the teacher who offers tutoring and support. Students have had great success in these self-paced math courses with continuous teacher support. These non A-G courses have allowed many students to take higher-level math courses than they would have taken in an A-G math series. General Education students who request to transfer out of A-G math and into non A-G math for the first time must complete an application and interview. This process is designed to ensure that students will continue to be challenged appropriately by the rigor of the math courses that they take and that students remain on an A-G math track whenever feasible.

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 were implemented.

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

During the 2016-2017 academic year, 57 students were enrolled in Reading Foundations and 21 students (36%) graduated out of the program that year by meeting 8th grade reading fluency and comprehension levels. During the 2017-2018 academic year 37 students were enrolled in Reading Foundations and 26 students (70%) graduated out of the program that year by meeting 8th grade reading fluency and comprehension levels. During the 2018-2019 academic year, 36 students were enrolled in Reading Foundations and 32 students (88%) graduated out of the program that year by meeting 8th grade reading fluency and comprehension levels. During the 2019-2020 academic year, 43 students were enrolled in Reading Foundations and 41 students (95%) graduated out of the program that year by meeting 8th grade reading fluency and comprehension levels.

Although we have not yet seen a direct correlation between our efforts to improve reading comprehension and fluency levels for all 9th graders and our 11th grade SBAC ELA scores, we are increasingly aware of the life changing effects that this program is having on individual students and we are confident that future ELA achievement data will be positively influenced by these efforts.
The results of these efforts has been most pronounced for the individual students who were not thriving in A-G math courses, but who are now thriving in self-paced, non A-G math courses with individual help from their teacher. These students, primarily students with an IEP, are now experiencing success in their math classes, which also increases their academic confidence and their engagement with school in general.

**Goal 2**

Increase the percentage of CAHS graduates who meet A-G requirements by 2% per year.

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities: 1, 2, 3, 4, 5, 6, 7, 8</th>
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<tbody>
<tr>
<td>Local Priorities: None</td>
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**Annual Measurable Outcomes**

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<th>Expected</th>
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| In order to promote higher A-G graduation rates, the following measures have been taken:  
• For the last 5 years, we have encouraged all students to enroll in and stay in A-G math courses if at all possible. General Education students who request a transfer out of A-G math courses and into our new non A-G math courses must complete an application and an interview with the Chair of the Math Department. The goal is to prevent students from transferring out of A-G math unless the transfer would increase the student’s learning. SpEd students whose Specialized Academic Instructor recommends a transfer to non A-G math courses do not need to complete an application or interview.  
• As of the fall of 2018, we no longer offer Physical Science, which was a non A-G science course favored by students trying | The Action Plan Goal (determined in the fall of 2015) was to steadily increase our A-G graduation rate by 2% per year. The A-G graduation rate for CAHS has increased from 44.3% in 2015 to 54.2% in 2018, then 63.6% in 2019 and 61.8% in 2020 (the first graduating class affected the pandemic). This is an increase of 17.5% over 5 years, which is an average increase of 3.5% per year. |
to avoid the mathematical rigor of Biology or Chemistry. All students are now encouraged to take NGSS Biology and NGSS Chemistry which are both A-G approved courses and less mathematically rigorous than Biology and Chemistry were before NGSS.

- For the last 4 years, the default course schedule for all incoming students is created as an A-G track and all students are enrolled automatically in 2 years of a world language instead of 1 year of a world language.
- For the past 4 years, the Academic Counselors hold Course Selection Month in which course selection presentations are given to each grade level separately. During covid, the Academic Counselors posted custom grade-level-specific course selection videos to guide students in their selection of appropriate courses for the following school year. During these presentations, the academic counselors explain the meaning of A-G requirements, the advantage of meeting A-G requirements, and the specifics of A-G requirements. It is during these presentations that students are encouraged to take Biology, Chemistry and Physics, two years of a world language, and A-G math through Math III if possible.
- The Academic Counselors have increased college awareness and college supports at CAHS as follows:
  - All 10th and 11th graders now take the PSAT. (Due to the pandemic, we only tested 11th graders during the 2020-2021 school year to reduce the number of students on campus that day.)
  - Every spring for the last 5 years, we have a large, professionally made banner advertising the colleges to which our graduating seniors have been accepted. This banner hangs out in front of the school for several months. In addition, every spring, we have wooden college name signs that we plant in the ground representing the colleges to which our graduating seniors have
been accepted. These signs are planted at the back of the school in the parking lot drop off and pick up area.

- In the fall of 2016, we created a College and Career Hallway outside of Caiman Hall and the number of college pennants, college brochures, and testing information brochures has increased significantly since then.
- Senior College Night and Junior College Night attendance has more than doubled in 3 years. During the 2020-2021 we held zoom meetings in place of these events and attendance at these meetings was higher than any other year. We may choose zoom meetings as the preferred format going forward.
- We continue to invite and host an increasing number of high quality college representative lunch visits and direct students to virtual college fairs.
- We work with local companies to offer more SAT and ACT boot camps and workshops.

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<tbody>
<tr>
<td>PSAT Testing for all 11th grade students</td>
<td></td>
<td>$11,600</td>
<td>$9,061</td>
</tr>
<tr>
<td>Academic Counselor</td>
<td></td>
<td>$74,770</td>
<td>$63,814</td>
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</tbody>
</table>
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 were implemented and used to support students, families, teachers, and staff. The actual expenditures were slightly lower due to the number of students who took the PSAT and benefits were estimated higher than the actual for the academic counselor.

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

The goal was met and exceeded and we are committed to continuing this upward trend.

Goal 3

Ensure that students and teachers are competent in the use of new technology and that teachers are aware of and trained in the use of progressive education-related technology tools to increase student engagement and achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6, 7, 8
Local Priorities: None

Annual Measurable Outcomes

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<tr>
<td>A committee of Department Chairs, Academic Counselors from both the studio program and the online program, and Administrators will convene in the Fall of year 2 (2018-2019) to assess the effectiveness of the above practices and modify the</td>
<td>During the 2016-2017 academic year, the entire school transitioned to a new learning management system - from static wikis and traditional email to a more comprehensive and dynamic learning management system called Schoology, which includes an online grade book, online assignment notification, an</td>
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Action Plan in an effort to increase its effectiveness. Results will be shared with all stakeholders via email. The committee will look at data such as:

- Data from surveys of CAHS grads on reasons for not meeting A-G grad requirements
- Student and parent attendance at grade level course selection presentations
- Percentage of CAHS graduates meeting the A-G requirements
- Percent of students taking Foundations of Physical Science
- Percentage of students who pass Math II who continue on and take Math III
- Number of A-G approved courses that we offer
- Number of opportunities provided to CAHS students to visit 4-year colleges

The committee will determine next steps after reviewing the data and the effectiveness of the Action Plan. The Action Plan will be modified if needed and the results will be shared with all stakeholders via email.

CAHS recognizes the benefit of taking college level and advanced courses and plans to encourage and support more students to attempt, and be successful in, these courses.

internal email system, online assignment submission capability (with time stamps), online testing and grading, and more. During the 2016-2017 academic year, two teachers were each given a part-time assignment to become masters of our new online learning management system, Schoology, and to help all faculty become familiar with and proficient in the use of Schoology's many progressive and education-related features. These two Schoology experts gave regular informational training to teachers at faculty meetings and assisted teachers individually throughout the year.

During the 2017-2018 academic year, one of the two Schoology experts continued the process of learning more about the features of Schoology and supporting faculty in their continued learning by giving presentations and helping teachers one-on-one.

During the 2018-2019 academic year, the same Schoology expert, Steven Ferreira (also a math teacher) was hired part-time (25% time) as our Technology Integration Specialist. Steven meets regularly with the Data Team and the Tech Team and is helping our campus convert to a Google-based school with Google Docs, Google Sites, and Gmail. Steven regularly gives one-on-one instruction to teachers and office staff in the use of technology and continues to give Schoology updates and presentations to teachers at faculty meetings. Steven supports teachers in the best use of technology in the classroom and keeps us informed as to the proper legal and ethical use of technology.

Increase in equipment: Over the past three years we have increased the number of computer carts such that all but three teachers have a full computer cart in their classroom, and there are now two computer carts in the Study Hall area. Many teachers (all that wanted one) now have either document cameras, iPads, or both.
As a result of the pandemic, during the fall of 2020 each classroom was upgraded with equipment that allows teachers to teach to roomers (students who attended campus on that day) and zoomers (students who were attending the zoom class on that same day) at the same time. Extra microphones, monitors, cameras, and computers were connected so that zoomers could see and hear the roomers and roomers could see and hear the zoomers. This helped to create a one-class feel and encouraged meaningful group discussions and exchanges of ideas.
# Actions / Services

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<tbody>
<tr>
<td>Schoology subscription to provide opportunity for online discussions within classes, online homework submission, easy communication between students and teachers, and easy student and parent access to grades.</td>
<td>$9,000</td>
<td>$11,316</td>
</tr>
</tbody>
</table>

## 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 were implemented.

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

Schoology continues to be an effective communication tool and widely accepted by students, parents, and teachers.
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

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Budgeted Funds</th>
<th>Estimated Actual Expenditures</th>
<th>Contributing</th>
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<tbody>
<tr>
<td>School site social and emotional counselors</td>
<td>$156,842</td>
<td>$150,476</td>
<td>[Y/N]</td>
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</tbody>
</table>

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

There was not a substantive difference between the planned actions and budgeted expenditures. The lower estimated actual expenditure was due to a reduction in benefit costs in the current year.

Analysis of In-Person Instructional Offerings

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

We reviewed parent feedback, San Diego County health guidelines, and educational best practices, as we revised plans for Fall 2020. We had two options for In-Person Instruction. The health and safety guidelines at the time of reopening will determine which plan will be implemented.

Plan A: Return to our regular blended “pre-COVID” programming. As an Independent Study program, our regular programming offers a blend of on campus instruction with at home instruction.

Plan B: This was a modification of our regular blended model. The number of students on campus was limited in this plan, due to social distancing guidelines, and the physical size of classrooms. Student academic needs, social emotional needs were also taken into
consideration as plans for student time on campus are created. This plan was evaluated and adjusted with the goal to continually increase student time on campus as allowed per the healthy and safety guidelines. Initially it built on our full distance learning program by bringing small groups of students for targeted instruction to campus.

When students returned to school, student health and safety were a very high priority. Classrooms were provided with disinfectant, hand sanitizer, and masks. Site maintenance and custodial crews installed multiple sanitizing stations at each campus. We increased the cleaning and sanitizing schedules of restrooms, classrooms, multi-purpose rooms, lunch areas, and frequented public spaces such as school offices. Plans for entrance and exit of the school building, classrooms, lunch areas and restrooms were established and proper signage was ordered. We provided videos on proper handwashing, mask wearing, and social distancing expectations before school reopened and again in the classroom for students who returned to campus.

Another area of concern was student’s social/emotional health. As students returned to campus, teachers will spent classroom time to connect students with their peers through group activities and collaboration. Before students returned to campus, school counselors provided social/emotional awareness training to all school personnel as student connections are not only with classroom teachers.

### Distance Learning Program

#### Actions Related to the Distance Learning Program

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<tr>
<th>Description</th>
<th>Total Budgeted Funds</th>
<th>Estimated Actual Expenditures</th>
<th>Contributing</th>
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<tbody>
<tr>
<td>As an Independent Study program, we already have curricula, both physical and digital, that support a blend of learning at home and at school. All students have received the necessary curriculum for the 2020-2021 school year’s grade or specific subject area. Physical curriculum has been checked out to families as it is every year to be used at home. We have added chromebooks to the curriculum check out list as devices are requested. We also included Zoom licenses in this budgeted funds category.</td>
<td>$37,810</td>
<td>$38,000</td>
<td>[Y/N]</td>
</tr>
</tbody>
</table>

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.
There was not a substantive difference between the planned actions and budgeted expenditures.

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.

Distance Learning involved implementing our Plan C (see details below). Because all of our lesson plans are already online and available to parents, we pivoted to distance learning quickly and effectively. Teachers were able to add additional details to learning activities and lesson plans that would have occurred at school so that students could successfully do their work at home with parent direction and oversight. Devices were quickly distributed to students who needed them. We were able to secure additional chromebooks to ensure that every single student who needed a device could have one. In some cases we provided hot spots for students with connectivity issues. We have a strong partnership with parents and this continued throughout distance learning. On days that would normally have been in school, teachers created clear schedules that were shared with families and provided Zoom instruction and students logged in and completed their lessons, assignments and activities with teachers. On days that would normally be independent study, students completed their work in much the same way as they would have before the pandemic. Zoom allowed us to keep the strong connections to the teacher in class, and provide effective instruction and extra support to families that needed it. Student participation was high in these Zoom sessions. Overall, after the initial learning curve for teachers and families to learn the technology, our Zoom support was very successful. For the small number of students who did not find success over Zoom, teachers worked directly with parents to ensure that learning was taking place and provided alternate activities or additional support as needed. Many teachers conducted small groups in the afternoons (once core instruction was completed) to offer additional support to students who were struggling. Teachers continued to implement formative assessment either over Zoom or with parent cooperation so that they could assess data results and plan instruction. Our teachers continued their PLC collaboration remotely and planned interventions as needed. Our Special Education team also began offering services over Zoom, which were well attended and allowed us to stay in compliance with IEP goals and continue to support our students with special needs.

Plan C: Distance Learning

● School days were a blend of synchronous “real time” classes and asynchronous work assigned through the Schoology/Summit platform.
● Each week targeted support was offered. Most of this support was offered in a synchronous format.
● Each week intentional time during synchronous learning was devoted to building community and making student connections.
● Intervention services was offered virtually

Clubs & Activities:
● Students continued with pre-established clubs and ASB via Distance Learning. Campus specific updates were given the first few weeks of school.

Parent Support:
● August 13, 2020 was the Annual Jumpstart Parent Education Conference. It was designed to inspire, connect, and motivate parents as they kick off the school year! The conference featured a keynote address and educational breakout sessions.
● Parent Orientations and Coffee Chats were another way to learn about each campus.

Special Education
● IEP Services were synchronous “real time” sessions, when needed services were provided as pre-recorded lessons.
● IEP Meetings were be held via Google Meet
● Case managers reached out to families before the school year begins to discuss students’ service schedule
● Special Education services were provided virtually

As an Independent Study program, we already had curriculum, both physical and digital, that supported a blend of learning at home and at school. All students received the necessary curriculum for the 2020-2021 school year’s grade or specific subject area. We added chromebooks to the curriculum check out list as devices were requested.

As an Independent Study program, time value is built into our Master Agreements and Assignment & Work Record forms. We measured participation and time value based on these Independent Study documents just as we do every year. While in distance learning, teachers offered live instruction on the days the students would typically be on campus. The rest of their school day was asynchronous and delivered through our LMS, Schoology. The live instruction was as follows:

In addition teachers offered one-on-one or small group support weekly as “office hours”.
Each week during the live sessions, teachers built in group work, community building, connecting with peers activities to encourage a sense of belonging to the school community. The school counselor posted weekly updates to the whole school, and worked with students as needs arose in the virtual setting.

As teachers returned to work a two hour professional learning session on Distance Learning tools was offered for all teachers including special education teachers, support providers and leaders. The professional learning started with a whole group session on Zoom and then breakout sessions were offered on virtual classrooms, breakout rooms in Zoom, video and editing techniques, and asynchronous learning tools such as slide deck voice overs.

Throughout distance learning weekly updates on distance learning tools were given in an asynchronous manner allowing the teaching teams to access these resources as they have the time and capacity to build their skills. As a Professional Learning Community school, we continued to build on our work to implement PLCs in order to ensure ALL students, no matter who they are or where they come from or what challenges they have, learn! It was challenging to continue this collaborative work while we were distanced from one another, but we were committed to the process. In late September we had a 4 hour professional learning day with a presenter from Solution Tree on PLC’s. Our goals for this day were to calibrate everyone’s definition of PLCs, refine what collaboration looks and sounds like, and use group work to determine next steps at the school level. This was also used to determine content for future professional learning. Especially with distance learning, we needed to be better at the PLC process to ensure we knew which students had mastered the standards and which students had not yet. No matter the model of delivery the goal was the same, learning for ALL.

### Pupil Learning Loss

#### Actions Related to the Pupil Learning Loss

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<tr>
<th>Description</th>
<th>Total Budgeted Funds</th>
<th>Estimated Actual Expenditures</th>
<th>Contributing</th>
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</thead>
<tbody>
<tr>
<td>RTI Specialists, including reading and math foundation teachers and support.</td>
<td>$412,126</td>
<td>$478,757</td>
<td>[Y/N]</td>
</tr>
</tbody>
</table>

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.
There was not a substantive difference between the planned actions and budgeted expenditures.

Analysis of Pupil Learning Loss

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

To help increase educator efficacy and enhance learning for all students we have continued our work as professional learning communities (PLC). Educators met in grade-level teaching teams, school committees, and departments to ask three essential questions:

● What do we want each student to learn?
● How will we know when each student has learned it?
● How will we respond when a student experiences difficulty in learning?

These questions drive our decision making and services being provided for all students. Regardless of the method of instruction, distance learning or in person, measuring growth or a learning loss was assessed in a variety of ways including math readiness testing, reading foundational skills, formative and informative assessments. Through interventions educational specialists and teachers were able to provide support to students who showed signs of learning loss or struggles in more traditional pacing. Using a response to intervention (RTI) multi-tiered approach, students were identified, supported, and have ongoing assessment. Foundational classes were held to further support student progress and learning, as well as providing consistent progress monitoring.

Teachers used essential standards and progress monitoring weekly in the classroom through formative assessment (exit tickets, whiteboard responses, short quizzes, verbal explanations in small groups, and more). Teachers also assessed several times per unit through summative assessments in the form of larger tests or assignments. Teachers met weekly in PLC grade level collaboration groups to review data and plan instruction and intervention based on student achievement. Teachers also met to plan and align standards-based instruction in vertical teams three or more times per year. Additionally, students were assessed using NWEA MAP testing and struggling students were invited to office hours. Specialists conducted assessments and provided services in small groups or one on one, reassessing every 6-12 weeks for progress. Teachers met a minimum of every six weeks with students and parents to
go over work, share progress and plan academic goals. We have adopted MTSS as a system to help us address the academic and SEL needs of ALL students.

Every 3 weeks teachers reviewed the targeted essential standards and conducted an audit of student progress towards achieving mastery. For core classes (English, History, Math, Science, Spanish) benchmarks were housed within the Summit Learning platform. Students who were disengaged or significantly struggling were identified and contacted.

Using the above mentioned progress benchmarks, subject matter experts were identified and extra support and intervention was provided. Additionally, in some cases supplementing with an extra English or Math support class was helpful to assist in bridging the gap between deficit skills and where the student needs to be. Parent partnership is an integral component of our program and as such, when needed there was a meeting with the teachers, student, parent and an administrator to discuss a success plan the student felt comfortable with. Parents were given strategies and tools to support student learning at home.

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.

Student’s social/emotional health is a priority. During distance learning the school’s social emotional counselors sent weekly videos to all students through Schoology. The focus of the videos was around the monthly campaigns designated by The Classical Academies counseling team and will be geared to the grade levels of each campus. As an Independent Study program with students on campus and at home, we have a well established referral system which we continued to use to support students in need. Students in need met with the counselor in a virtual one-on-one session. Each year, school counselors provide social/emotional awareness training to all school personnel as student connections are not only with classroom teachers. The impact of social distancing and isolation was a topic of discussion with all personnel.

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.
As an Independent Study program we have policies and procedures in place for students who are not engaged with learning. Our procedure starts with an Accountability Plan which identifies the issues and creates a plan for what each person in the partnership, student, parent, and teacher will do to support the student as changes are made. The frequency of monitoring is established in the Plan, and is often a weekly check in. At the check ins progress is noted and changes to the Plan are made. If the student is consistently engaged the frequency of the check ins is reduced and eventually they move off the Accountability Plan. This process is successful for 98% of students. If the student is still not engaging at the check ins, adjustments are made to the Plan and often the frequency of check in is increased to a daily check in. Determining the core issues of the challenges the student faces, determines the next steps. For some students, it could mean a referral to a Student Study Team (SST) meeting, additional foundational support, or office hours with an intervention specialist. The SST meeting consists of teachers, an administrator, the parent(s), and support personnel from the school. The student’s academic, behavioral, and social-emotional progress is discussed and an action plan created and a follow up meeting is scheduled. As an additional safeguard, we send out D/F letters halfway through each quarter to the parents of any student who currently has a D or an F in one of their courses.

Analysis of School Nutrition

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

Under the State statute, AB 1871, we provide meals if an eligible student is at a school site or meeting space for an educational purpose for two or more hours. As a non-classroom based charter school, this is not applicable for us during distance learning. Once students return to school, we will again distribute meals.

Starting in March 2020 when schools closed we have consistently sent families information about local food distribution centers.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

| Section | Description | Total Budgeted Funds | Estimated Actual | Contributing |
|---------|-------------|----------------------|-----------------|--------------|-------------|
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section] | N/A | \[$ 0.00\] | \[$ 0.00\] | [Y/N] |

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

There were no substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

**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.

Classical Academy High School, having 25.46% enrollment of unduplicated pupils, is expending funds on a schoolwide basis to include all unduplicated students. Both goals and actions are aimed toward increasing student academic achievement of all students and engaging parents and community partners through education, communication and collaboration to promote student social-emotional success.

As plans for the 2020-2021 school year were developed, services for homeless & foster youth, English learners, and socio-economic disadvantaged students were taken into account. It was determined the best course of action was to increase individual and small group support by counselors and specialists pushing into synchronous classes either virtually or in-person once we returned. We have increased parent support through communication with our educational specialists, as well as a large library of podcasts for parents to reference. These students are also being served as needed through our PLC & RTI support.
Because the goals and systems described in this plan have supported our past success, we will continue with these supports and plans in place as we develop our 2021-23 LCAP, taking pupil learning loss and social emotional needs into consideration as we progress in recovery after the pandemic.

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

Students who have been identified as socio-economic disadvantaged scoring below standard in Math and English Language Arts have been and will continue to be assessed using math readiness testing and reading assessments. Students with an achievement gap have been and will continue to be assigned supplemental learning tools and services with the math and/or reading specialists. Low-income students represent our largest performance gaps. To address low social economic concerns, we will increase support with Response to Intervention (RTI), and access to specialists for support and increase professional development. All students with learning loss will be given the support they need through our intervention specialists with academic support through RTI. Students’ whose social-emotional needs are interfering with academic achievement will be supported through our school counselor. As teachers return to in person PLC collaboration, data will be collected and will drive instruction to address learning loss and provide interventions for students with unique needs who are most at risk.

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.

As an independent study charter with hybrid in-school and home learning options, we were in a unique position to support our stakeholders very effectively during a challenging and non-traditional year. We found quite a bit of success even in the midst of distance learning. The pandemic certainly has required us to think outside the box and consider new ways of content delivery and new ways to use technology to effectively meet the needs of our students. Some aspects of meeting virtually were actually more successful than in person methods, as was the case with the increase in attendance for our RTI intervention sessions with our reading and literacy specialists. Because of this, as we shift back to in person instruction, we will keep virtual options available to families who need them. Teachers will continue to utilize technology tools to enhance their teaching and allow students to access the learning in new ways. The good that came from our learning curve with technology will continue to be assessed and will come into play as we plan for our next LCAP and develop our goals for the school years upcoming through 2021-24. We have always personalized for students and strived for mastery with PLC collaboration and meeting student needs. This will continue with our 2021-24 plan and the following will be taken into consideration in its development:

Our priority goal is to increase academic results for all students. Our actions of assessing all students in Math, Language Arts, and Reading have informed decisions for placing students into support systems with specific specialists that are timely and relevant in-person as well as virtually. Teachers transitioned successfully and utilized various formal and informal assessment strategies to monitor benchmarks, growth and areas needed for growth towards grade level standards. We have increased parent support through communication with our educational specialists, as well as a large library of podcasts for parents to reference.

The PLC process, as well as the SST process, are actively monitored for increased student progress and to close achievement gaps. Referrals to Math and Literacy Specialists are made for additional intervention and support, as well as use of other supplemental support materials. Our Leadership Team supports implementation of PLC collaboration and data tracking.

Students who have been identified as socio-economic disadvantaged scoring below standard in Math and English Language Arts will be assessed using math readiness testing and reading assessments. Students with an achievement gap are assigned supplemental learning tools and services with the math and/or reading specialists. Low-income students represent our largest performance gaps. To address low social economic concerns, we will increase support with Response to Intervention (RTI), and access to specialists for support and increase professional development. We will Increase/improve services for foster youth, English learners, and low-income
students. Small group instruction with the ELD Provider will occur at least once per week. These students are also being served as needed through our PLC & RTI support. Students who have been identified as socio-economic disadvantaged scoring below standard in Math and English Language Arts will be assessed using math readiness testing and reading assessments.

Implementing Professional Learning Community (PLC) best practices has allowed Classical Academy High School to intentionally focus on student-centered learning, with all students receiving research-based instruction in the general education classroom. Implementing a school counselor and school psychologist has allowed us to meet social-emotional needs by offering individual and small group support, pushing into classrooms, and creating behavior plans.

When students returned to school, student health and safety remained a high priority. Classrooms were provided with disinfectant, hand sanitizer, and masks. Site maintenance and custodial crews had installed multiple sanitizing stations at each campus. We have increased the cleaning and sanitizing schedules of restrooms, classrooms, multi-purpose rooms, lunch areas, and frequented public spaces such as school offices. Plans for entrance and exit of the school building, classrooms, lunch areas and restrooms have been established and proper signage from the California Department of Education, July 2020 was ordered and displayed. We provided videos on proper handwashing, masks wearing, and social distancing expectations before school reopened and again in the classroom once students returned. This will continue to be implemented as long as needed.

Another area of concern has been students’ social/emotional health. As students returned to campus, teachers spent classroom time to connect students with their peers through group activities, student groups, clubs, etc. Before students returned to campus, school counselors provided social/emotional awareness training to all school personnel as student connections are not only with classroom teachers.

In conclusion to an unprecedented school year, we have found that our distance learning programming has been positively received. As a result, we are currently building and extending our distance learning programming to provide an option for families who choose to continue partnering with our synchronous virtual learning model. An annual survey will be conducted at the end of this school year just as we do every year and we will use that stakeholder feedback to plan for next year and the years to come. Our families know that regardless of what local and state requirements look like moving forward, they have options that they can depend on for quality education with The Classical Academies.