

Western Sierra Charter School
Regular Meeting of the Board of Directors
Tuesday, June 14, 2022
Open Session Board Meeting – 2:00 PM

This meeting will be by teleconference pursuant to Executive Orders N-25-20 and N-29-20.

The Western Sierra Charter Schools (WSCS) Board of Directors (Board) and employees of WSCS shall meet via the Zoom meeting platform. Members of the public who wish to access this Board meeting may do so at:

<https://www.facebook.com/wscsfamily/live>

Members of the public who wish to make written comment to the Board for this meeting should make their written request at least 24 hours prior to the meeting at:

<http://www.wscsfamily.org/board-request.html>

Members of the public who wish to make live, spoken comment during this meeting should make their written request at least 24 hours prior to the meeting at: <http://www.wscsfamily.org/board-request.html>. Public will remain muted until appropriate time. Individual comments will be limited to three (3) minutes. If an interpreter is needed for comments, they will be translated to English and the time limit shall be six (6) minutes. The Board of Directors may limit the total time for public comment to a reasonable time. The Board reserves the right to mute or remove a member of the public if comments or actions disrupts the Board meeting.

Access to Board Materials: A copy of the written materials which will be submitted to the WSCS Board may be reviewed by any interested persons on <http://www.wscsfamily.org/board-agenda-and-minutes.html> website along with this agenda following the posting of the agenda at least 72 hours in advance of this meeting.

Disability Access: Requests for disability-related modifications or accommodations to participate in this public meeting should be made 24 hours prior to the meeting at <http://www.wscsfamily.org/board-request.html>. All efforts will be made for reasonable accommodations. The agenda and public documents can be modified upon request as required by Section 202 of the Americans with Disabilities Act.

AGENDA (Modified)

1. Call to Order
2. Roll Call to Establish Quorum
3. *Action: Board findings pursuant to Government Code Section 54953(e)

The Charter School Board of Directors determines, in accordance with Government Code Section 54953(e)(1)(B), that meeting in person would present imminent risks to the health or safety of attendees. Pursuant to Government Code Section 54953(e)(3), the Board has also reconsidered the circumstances of the State of Emergency declared by the Governor on March 4, 2020, and finds that State of Emergency continues to directly impact the ability of the Directors to meet safely in person and/or that State or local officials continue to impose or recommend measures to promote social distancing.

4. *Action: Meeting Agenda for June 14, 2022
5. *Action: Board Minutes from May 17, 2022 Board Meeting
6. Hearing of Persons Wishing to Address the Board
7. Written Communications (*if any*)
8. Thanks to Board Members Monika Moulin, Darin Soukup, Tamara Dent and Tiffany Schutz
9. *Action: warrant report for 5/6/22 – 6/7/22.

- 10.** Local Performance Indicator Self Reflection for MHSC, GHS, and ECS.
Mindy Klang
- 11.** *Action: 2022/2023 Budget for Mountain Home School
- 12.** *Action: 2022/2023 Budget for Glacier High School
- 13.** *Action: 2022/2023 Budget for Endeavor Charter School
- 14.** *Action: 2022/2023 Local Control Accountability Plans (LCAP) and Budget Overview for Parents (BOP) for Mountain Home School
- 15.** *Action: 2022/2023 Local Control Accountability Plans (LCAP) and Budget Overview for Parents (BOP) for Glacier High School
- 16.** *Action: 2022/2023 Local Control Accountability Plans (LCAP) and Budget Overview for Parents (BOP) for Endeavor Charter School
- 17.** *Action: EPA Resolution for 2022/23 SY #2021-2022-10 - Mountain Home School
- 18.** *Action: EPA Resolution for 2022/23 SY #2021-2022-11 - Glacier High School
- 19.** *Action: EPA Resolution for 2022/23 SY #2021-2022-12 - Endeavor Charter School
- 20.** *Action: Employee Contracts for MHSC, GHS, and ECS. This Includes the Newly Hired Staff: Melissa Culver, Rachel Proto, Michelle Garrett, Delisa Kuhtz, David Smith and Sabrina Schick
- 21.** Reports
 - a). Executive Directors Report – Michael Cox
 1. Summer Building Projects
 2. Procuring Additional Instructional Space for Endeavor
 3. Proposed WSCS Board Meeting Dates for 2022-2023
 - b). CBO Report – Jody Jeffers
 - 1) Budget Update for 2021/22
 - c). Endeavor Principal’s Report – Eric Hagen
 - d). Mountain Home School/Glacier High Principal’s Report – Mindy Klang
- 22.** Next Scheduled Board Meeting TBD
- 23.** *Adjournment

**Western Sierra Charter School
Board of Directors Meeting Minutes
Tuesday, May 17, 2022, 2:00 PM**

Meeting was conducted via Zoom and streamed via Facebook Live.

1. Call to Order

Brian Fulce called the meeting to order at 2:03 PM

2. Roll Call to Establish Quorum

Quorum established.

Board Members Present: Tamara Dent, Shantal Fossee, Brian Fulce, Lindsay Haussler, Monika Moulin, and Tiffany Schutz

Absent: Darin Soukup

WSCS Staff Present: Michael Cox, Nancy Garcia, Eric Hagen, Jody Jeffers, Mindy Klang, and Diane Neulinger

Liaisons Present: Margaret Den Hartog and Joyce Vind

Guest: Zhenka Beams – Glacier High School ASB

3. *Action: Board findings pursuant to Government Code Section 54953(e)

The Charter School Board of Directors determines, in accordance with Government Code Section 54953(e)(1)(B), that meeting in person would present imminent risks to the health or safety of attendees. Pursuant to Government Code Section 54953(e)(3), the Board has also reconsidered the circumstances of the State of Emergency declared by the Governor on March 4, 2020, and finds that State of Emergency continues to directly impact the ability of the Directors to meet safely in person and/or that State or local officials continue to impose or recommend measures to promote social distancing

Approved

Motion: Tamara Dent

Second: Tiffany Schutz

Vote: 6 yes, 0 no

4. *Action: Board Meeting Agenda for May 17, 2022.

Approved

Motion: Monika Moulin

Second: Lindsay Haussler

Vote: 6 yes, 0 no

5. *Action: Board Minutes from March 8, 2022 Board Meeting

Approved

Motion: Monika Moulin

Second: Lindsay Haussler

Vote: 6 yes, 0 no

6. Hearing of Persons Wishing to Address the Board

None

7. Written Communications (if any)

None

8. *Action: warrant reports for 3/3/2022 through 5/5/2022.

Jody Jeffers – see print-out

Approved

Motion: Lindsay Haussler

Second: Monika Moulin

Vote: 6 yes, 0 no with amendment

9. Glacier High School ASB Student Update

Zhenka Beams (12th grader) gave a brief update on the many school activities that ASB has been involved in this school year. Zhenka has been a student with WSCS for many years now and is looking forward to graduation.

10. *Action: A-G Completion Improvement Grant Plans

*Michael Cox presented this to the board at the previous meeting. Jody Jeffers gave a brief overview.
Approved*

Motion: Tamara Dent

Second: Monika Moulin

Vote: 6 yes, 0 no

11. Public Hearing of the 2021/2022 LCAP for MHSC, GHS, and ECS.

Mindy Klang

Public Meeting opened at 2:24 PM

Mindy presented a brief overview. See attached handout.

Public meeting closed 2:34 PM

12. Present preliminary 2022/2023 budgets for MHSC, GHS, and ECS.

Jody Jeffers

Jody presented a clear overview for all three schools.

13. *Action: Salary Schedules for 2022/2023

Salary schedules were presented to the board at the previous meeting. These include a 5% increase. The Classified schedule has been newly formulated.

Approved

Motion: Tamara Dent

Second: Shantal Fossee

Vote: 6 yes, 0 no

14. Staff Changes for the 2022/2023 School Year

Michael Cox

Michael shared with the board the staff leaving, changing positions and that we are currently preparing to interview to fill the vacant positions.

Closed Session

Board went into closed session at 3:06 PM

15. *Action: Executive Director salary.

Open Session

Board returned to open session at 3:11 PM

16. Report from Closed Session.

The Board approved the Executive Director's Salary for 2022-2023.

Motion: Lindsay Haussler

Second: Tammara Dent

Vote: 6 yes, 0 no

17. *Action: Employee Contracts for MHSC, GHS, and ECS.

Approved

Motion: Tamara Dent

Second: Tiffany Schutz

Vote: 6 yes, 0 no

18. Discussion Regarding Future Board Meetings: In-Person or Teleconference

Recommendation to remain on Zoom for the June meeting and to continue the conversation then.

19. *Declaration of Need for Fully Qualified Educators for Mountain Home School Charter, Glacier High School Charter and Endeavor Charter School

Michael Cox presented

Approved

Motion: Tiffany Schutz

Second: Shantal Fossee

Vote: 6 yes, 0 no

20. Reports

a). Executive Directors Report – Michael Cox

FUSD made a visit to Endeavor Charter School in March. This was a very positive experience. Endeavor is in need of additional space. We are currently looking at different options. Construction on the new shed at the Oakhurst campus should start this summer. We are very much looking forward to the additional storage.

Endeavor will hold their 8th grade promotion and High School Graduation at Campus Bible Church in Fresno. Promotion is Tuesday, May 24 and Graduation is Thursday, May 26. Mountain Home and Glacier High will be holding 8th grade promotion and High School Graduation at Mountain Christian Center in Oakhurst. Promotion is Friday, May 27 at 10:00 AM and Graduation is Friday, May 27 at 4:00 PM.

b). CBO Report – Jody Jeffers

1). Jody gave a brief overview. See attached hand out.

c). Endeavor Principal's Report – Nancy Garcia/Eric Hagen

See attached Power Point print out

d). Mountain Home School/Glacier High Principal's Report – Mindy Klang

No Report

21. Next Scheduled Board Meeting Tuesday, June 14, 2022 @ 2:00 PM

Confirmed

22. *Adjournment @ 4:32 PM

CERTIFICATE OF SECRETARY

I certify that I am the duly elected Secretary of the Western Sierra Charter Schools, a California nonprofit public benefits corporation; that these minutes are of the special meeting of the Board of Directors held on May 17, 2022.

Diane Neulinger

Minutes prepared and submitted by: Diane Neulinger

Checks Dated 05/06/2022 through 06/07/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
0878044	05/11/2022	Blas, Phillip L	0100-5200	MILEAGE REIMB APRIL 2022	46.54	
			0109-5200	MILEAGE REIMB APRIL 2022	81.75	
			0169-5200	MILEAGE REIMB APRIL 2022	123.26	251.55
0878045	05/11/2022	Cox, Michael S	0100-5200	MILEAGE REIMB FOR MAR/APR 2022	80.30	
			0109-5200	MILEAGE REIMB FOR MAR/APR 2022	32.56	
			0169-5200	MILEAGE REIMB FOR MAR/APR 2022	104.18	217.04
0878046	05/11/2022	IMAGE 2000 INC.	0100-5900	CONTRACT C10084-FN-08 3/15/22-4/14/22	466.21	
			0109-5900	CONTRACT C10084-FN-08 3/15/22-4/14/22	190.43	
			0169-4300	WASTE TONER	169.42	
			0169-5900	CONTRACT C10084-FN-08 3/15/22-4/14/22	1,053.45	
				FREIGHT FEE CONTRACT C10084-FN-07	15.00	
				Unpaid Sales Tax	.47-	1,894.04
0878047	05/11/2022	Neulinger, Diane	0100-5200	MILEAGE REIMB FOR APRIL 2022	38.05	
			0109-5200	MILEAGE REIMB FOR APRIL 2022	16.45	
			0169-5200	MILEAGE REIMB FOR APRIL 2022	48.34	102.84
0878048	05/11/2022	Protzman Enterprises	0100-5800	21 ANNUAL REPORT/APRIL 2022 SERVICES	282.58	
			0109-5800	21 ANNUAL REPORT/APRIL 2022 SERVICES	115.42	398.00
0878049	05/11/2022	RALEYS INC IN STORE CHARGE	0100-4300	SNACKS FOR STATE TESTING		159.82
0878050	05/11/2022	RYAN M. BEAMS	0109-4300	REIMB FOR ACE HARWARE/TRACTOR SUPPLY-ROV		388.33
0878051	05/11/2022	SCHOOL MATE INC.	0100-4300	STUDENT PLANNERS	349.51	
			0109-4300	STUDENT PLANNERS	216.18	
				Unpaid Sales Tax	40.69-	525.00
0878052	05/11/2022	The Office City	0100-4300	RECEIPT BOOK	52.01	
				TOILET SEAT COVERS/TONER/TAPE	252.67	
				TOWEL/PAPER/FASTENER ROUND	90.11	
			0109-4300	RECEIPT BOOK	21.24	
				TOILET SEAT COVERS/TONER/TAPE	103.21	
				TOWEL/PAPER/FASTENER ROUND	35.41	554.65
0878053	05/11/2022	TRUE VALUE	0100-4300	BROWN BENDER BOARD/STAKES/STAR DECK	41.64	
			0100-5800	FINANCE CHARGE	.36	

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

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0878053	05/11/2022	TRUE VALUE	0109-4300	BROWN BENDER BOARD/STAKES/STAR DECK	17.01	
			0109-5800	FINANCE CHARGE	.14	59.15
0878054	05/11/2022	VocoVision LLC	0169-5800	JACQUELINE,DUFFY SCHOOL TELE SLP-4/24/22		1,338.75
0878572	05/17/2022	B&H PHOTO VIDEO	0100-4300	MACKIE CARRY BAG/SOUND MIXER/SPEAKER/MICROPHONE	873.89	
			0100-4400	MACKIE CARRY BAG/SOUND MIXER/SPEAKER/MICROPHONE	1,521.22	
			0109-4300	MACKIE CARRY BAG/SOUND MIXER/SPEAKER/MICROPHONE	354.27	
			0109-4400	MACKIE CARRY BAG/SOUND MIXER/SPEAKER/MICROPHONE	616.71	
			0169-4300	MACKIE CARRY BAG/SOUND MIXER/SPEAKER/MICROPHONE	1,133.69	
			0169-4400	MACKIE CARRY BAG/SOUND MIXER/SPEAKER/MICROPHONE	1,973.47	
				Unpaid Sales Tax	27.97-	6,445.28
0878573	05/17/2022	CDW GOVERNMENT	0169-4300	HEADSETS		808.97
0878574	05/17/2022	DPS MEDIA	0100-5800	PONDEROSA	84.34	
			0109-5800	PONDEROSA	34.45	118.79
0878575	05/17/2022	EMADCO DISPOSAL SERVICE INC.	0100-5800	DISPOSAL SERVICES	200.72	
			0109-5800	DISPOSAL SERVICES	81.99	282.71
0878576	05/17/2022	ENTERPRISE RENT-A-CAR	0100-5600	RENTAL FOR J. RUMOHR 4/22/22-4/25/22	476.16	
			0109-5600	RENTAL FOR K.KELLY 4/7/22-4/11/22	381.15	857.31
0878577	05/17/2022	FRESNO UNIFIED SCHOOL DISTRICT	0169-5600	THEATER RENTAL FOR 5/10/22 & 5/11/22		800.00
0878578	05/17/2022	GOODFELLOW OCCUPATIONAL THERAPY, INC.	0169-5800	OT SERVICES-4/5/22-4/8/22-4/22/22-4/26/22		440.00
0878579	05/17/2022	GUIDED DISCOVERIES, INC.	0109-5800	33 STUDENTS-8TH GRADE CATALINA FIELD TRIP	4,204.58	
			0169-5800	33 STUDENTS-8TH GRADE CATALINA FIELD TRIP	5,138.92	9,343.50
0878580	05/17/2022	Hagen, Eric A	0100-5200	REIMB FOR MILEAGE FOR APRIL 2022	74.46	
			0100-5800	REIMB FOR DOMAIN RENEWAL	28.64	
				REIMB FOR FACEBOOK AD FOR TEACHING POSITION FOR ENDEAVOR	198.00	
				REIMB FOR MILEAGE/MEALS FOR 4/22/22-4/24/22	65.03	
			0109-5200	REIMB FOR MILEAGE FOR APRIL 2022	30.19	

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0878580	05/17/2022	Hagen, Eric A	0109-5200	REIMB FOR MILEAGE/MEALS FOR 4/22/22-4/24/22	26.36	
			0109-5800	REIMB FOR DOMAIN RENEWAL	11.61	
			0169-5200	REIMB FOR MILEAGE FOR APRIL 2022	297.83	
				REIMB FOR MILEAGE/MEALS FOR 4/22/22-4/24/22	260.12	
			0169-5800	REIMB FOR DOMAIN RENEWAL	114.55	
				REIMB FOR FACEBOOK AD FOR TEACHING POSITION FOR ENDEAVOR	102.00	1,208.79
0878581	05/17/2022	Hill, Greg	0109-5200	REIMB FOR MILEAGE APRIL 2022	176.09	
			0169-5200	REIMB FOR MILEAGE APRIL 2022	176.08	352.17
0878582	05/17/2022	HOUGHTON MIFFLIN HARCOURT PUBL	0100-4100	GO MATH WORKTEXT GRADE 8	190.44	
				MATH STUDENT ED GRADE 1/2/3/4/5	2,088.24	
				MATH WORK TEXT GRADE 6 NOTEBOOKS GRADES 2/3/4/5	1,057.80	3,336.48
0878583	05/17/2022	IMAGE 2000 INC.	0100-5900	CONTRACT 6621-01	7.46	
				CONTRACT C10084-FN-08	54.89	
			0109-5900	CONTRACT 6621-01	3.04	
				CONTRACT C10084-FN-08	22.42	87.81
0878584	05/17/2022	Johnson, Tanya R	0169-5200	REIMB FOR MILEAGE APRIL 2022		37.44
0878585	05/17/2022	LOR'S JANITORIAL	0169-5800	APRIL 2022 SERVICES		2,895.00
0878586	05/17/2022	MATH-U-SEE, INC DEMME LEARNING	0100-4100	WS C PRIMARY BOOK SET		3,261.34
0878587	05/17/2022	PEARSON	0100-4300	ADMIN MANUAL	110.93	
			0109-4300	ADMIN MANUAL	45.31	156.24
0878588	05/17/2022	PRO SOFTNET CORPORATION	0100-5800	IDRIVE DATA OVERAGE 25 GB	4.63	
			0109-5800	IDRIVE DATA OVERAGE 25 GB	1.88	
			0169-5800	IDRIVE DATA OVERAGE 25 GB	5.99	12.50
0878589	05/17/2022	RAYMOND-KNOWLES ELEMENTARY SCHOOL	0109-5800	REFUND FROM 2020 8TH GRADE CATALINA FIELD TRIP	198.00	
			0169-5800	REFUND FROM 2020 8TH GRADE CATALINA FIELD TRIP	242.00	440.00
0878590	05/17/2022	SELF INSURED SCHOOLS OF CALIFO	0100-9514	May 22 SISC Billing	18,845.09	
			0109-9514	May 22 SISC Billing	8,085.76	
			0169-9514	May 22 SISC Billing	24,469.45	51,400.30
0878591	05/17/2022	SIERRA TELEPHONE, INC.	0100-5900	SERVICES FOR MAY 2022	430.26	
			0109-5900	SERVICES FOR MAY 2022	257.06	687.32
0878592	05/17/2022	The Office City	0100-4300	RBALL PEN	20.53	
			0109-4300	RBALL PEN	11.06	31.59

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0878593	05/17/2022	TRUE VALUE	0100-4300	BAR/SAW CHAIN/PLUG	99.07	
				HOSE/ADAPTER/GLOVE/ELBOW COMP		
				ULTRA MIX/NOZZLE	62.80	
			0100-5800	BAR/SAW CHAIN/PLUG	11.01	
				HOSE/ADAPTER/GLOVE/ELBOW COMP		
			0109-4300	BAR/SAW CHAIN/PLUG	40.46	
				HOSE/ADAPTER/GLOVE/ELBOW COMP		
				ULTRA MIX/NOZZLE	25.65	
			0109-5800	BAR/SAW CHAIN/PLUG	4.49	243.48
				HOSE/ADAPTER/GLOVE/ELBOW COMP		
0878594	05/17/2022	Vaccaro, Diane	0169-5200	REIMB FOR MEALS/MILEAGE FOR ROV		328.11
				COMP 4/22/22-4/24/22		
0878595	05/17/2022	VocoVision LLC	0169-5800	JACQUELINE, DUFFY SCHOOL TELE		1,338.75
				5/1/2022		
0878596	05/17/2022	VYVE	0100-5900	INTERNET SERVICE MAY 2022	528.95	
			0109-5900	INTERNET SERVICE MAY 2022	216.05	745.00
0878597	05/17/2022	YM&C	0100-5800	LEGAL SERVICES APRIL 2022	287.88	
			0109-5800	LEGAL SERVICES APRIL 2022	116.71	
			0169-5800	LEGAL SERVICES APRIL 2022	373.46	778.05
0878598	05/17/2022	ZOOM VIDEO COMMUNICATIONS, INC	0100-5800	CLOUD RECORDING 500 GB	37.00	
				5/3/22-6/2/22		
			0109-5800	CLOUD RECORDING 500 GB	15.00	
				5/3/22-6/2/22		
			0169-5800	CLOUD RECORDING 500 GB	48.00	100.00
				5/3/22-6/2/22		
0879129	05/25/2022	ACE TROPHY SHOP	0100-5800	GRADUATION TROPHIES	107.33	
			0109-5800	GRADUATION TROPHIES	43.84	151.17
0879130	05/25/2022	CDW GOVERNMENT	0100-4300	GAMING MONITOR /RECYCLING FEE	161.23	
			0109-4300	GAMING MONITOR /RECYCLING FEE	65.36	
			0169-4300	GAMING MONITOR /RECYCLING FEE	209.17	435.76
0879131	05/25/2022	CIF Central Section	0109-5800	CROSS COUNTRY/TRACK AND FIELD		150.00
				FOR BOYS AND GIRLS		
0879132	05/25/2022	HARRY R. SAWL C/O SIEGEL & CO.	0169-5600	JUNE 2022 RENT		11,350.00
0879133	05/25/2022	IMAGE 2000 INC.	0100-5900	CONTRACT C10084-FN-07 FREIGHT FEE	10.65	
			0109-5900	CONTRACT C10084-FN-07 FREIGHT FEE	4.35	15.00
0879134	05/25/2022	Johnson, Tanya R	0169-4300	REIMB FOR SUPPLIES FOR ROV CLASS	448.67	
			0169-5200	REIMB FOR MILEAGE/MEALS FOR ROV	328.11	776.78
				COMP 4/22/22-4/24/22		

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0879135	05/25/2022	Jones, Denise T	0100-4300	REIMB FOR PARCHMENT PAPER FOR GRADUATION		25.99
0879136	05/25/2022	MOUNTAIN CHRISTIAN CENTER	0100-5800	FACILITY USE/CUSTODIAN/DRUM REMOVAL/SOUND/MEDIA TECH	923.00	
			0109-5800	FACILITY USE/CUSTODIAN/DRUM REMOVAL/SOUND/MEDIA TECH	377.00	1,300.00
0879137	05/25/2022	SAN JOAQUIN CO OFFICE OF ED	0100-5800	ONE YEAR TERM AGREEMENT	444.00	
			0109-5800	ONE YEAR TERM AGREEMENT	180.00	
			0169-5800	ONE YEAR TERM AGREEMENT	576.00	1,200.00
0879138	05/25/2022	TRUE VALUE	0100-4300	BUBBLER/AIR	53.69	
				FRESHNR/SPRINKLER/SPONGE PAINTERS TAPE/DUCT TAPE/GORILLA TAPE	16.73	
			0109-4300	BUBBLER/AIR	21.93	
				FRESHNR/SPRINKLER/SPONGE PAINTERS TAPE/DUCT TAPE/GORILLA TAPE	6.78	
			0169-4300	PAINTERS TAPE/DUCT TAPE/GORILLA TAPE	21.70	120.83
0879139	05/25/2022	VocoVision LLC	0169-5800	JACQUELINE DUFFY-SCHOOL TELE SLP 5/8/2022		1,338.75
0879788	05/31/2022	Blas, Phillip L	0100-5900	CELL PHONE MAY 2022	13.87	
			0109-5900	CELL PHONE MAY 2022	24.38	
			0169-5900	CELL PHONE MAY 2022	36.75	75.00
0879789	05/31/2022	Carter, Katelyn P	0169-5800	REIMB FOR MILEAGE FOR MAY 2022		50.54
0879790	05/31/2022	CIF Central Section	0169-5800	CROSS COUNTRY TRACK/FIELD BOYS/GIRLS		150.00
0879791	05/31/2022	Cox, Michael S	0100-5200	RMB MEALS/RENTAL/PARKING-360 ACCELERATOR SUMMIT 5/11-5/13/22	42.55	
			0100-5600	RMB MEALS/RENTAL/PARKING-360 ACCELERATOR SUMMIT 5/11-5/13/22	124.80	
			0100-5800	RMB MEALS/RENTAL/PARKING-360 ACCELERATOR SUMMIT 5/11-5/13/22	15.54	
			0109-5200	RMB MEALS/RENTAL/PARKING-360 ACCELERATOR SUMMIT 5/11-5/13/22	17.25	
			0109-5600	RMB MEALS/RENTAL/PARKING-360 ACCELERATOR SUMMIT 5/11-5/13/22	50.60	
			0109-5800	RMB MEALS/RENTAL/PARKING-360 ACCELERATOR SUMMIT 5/11-5/13/22	6.30	

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Checks Dated 05/06/2022 through 06/07/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
0879791	05/31/2022	Cox, Michael S	0169-5200	RMB MEALS/RENTAL/PARKING-360	55.20	
			0169-5600	ACCELERATOR SUMMIT 5/11-5/13/22	161.90	
			0169-5800	RMB MEALS/RENTAL/PARKING-360	20.16	494.30
				ACCELERATOR SUMMIT 5/11-5/13/22		
0879792	05/31/2022	Cox, Michael S	0100-5900	CELL PHONE MAY 2022	27.75	
			0109-5900	CELL PHONE MAY 2022	11.25	
			0169-5900	CELL PHONE MAY 2022	36.00	75.00
0879793	05/31/2022	FRESNO CO SUPT. OF SCHOOLS	0169-5800	PSYCHOLOGIST SERVICES 132562		41,140.00
				7/1/21-6/3/22		
0879794	05/31/2022	Garcia, Nancy	0169-5900	CELL PHONE MAY 2022		75.00
0879795	05/31/2022	Hagen, Eric A	0100-5200	REIMB FOR MEALS FOR 360	21.28	
				ACCELERATOR SUMMIT 5/11/22-5/13/22		
			0109-5200	REIMB FOR MEALS FOR 360	8.63	
				ACCELERATOR SUMMIT 5/11/22-5/13/22		
			0169-5200	REIMB FOR MEALS FOR 360	85.09	115.00
				ACCELERATOR SUMMIT 5/11/22-5/13/22		
0879796	05/31/2022	Hagen, Eric A	0100-5900	CELL PHONE MAY 2022	13.87	
			0109-5900	CELL PHONE MAY 2022	5.63	
			0169-5900	CELL PHONE MAY 2022	55.50	75.00
0879797	05/31/2022	Hill, Greg	0109-5900	CELL PHONE MAY 2022	37.50	
			0169-5900	CELL PHONE MAY 2022	37.50	75.00
0879798	05/31/2022	HOUGHTON MIFFLIN HARCOURT PUBL	0100-4100	GO MATH STUDENT WORKTEXT GRADE 7		190.44
0879799	05/31/2022	IMAGE 2000 INC.	0100-5900	CONTRACT C10084-FN-08 FREIGHT	11.72	
			0109-5900	CONTRACT C10084-FN-08 FREIGHT	4.78	16.50
0879800	05/31/2022	Jeffers, Jody L	0100-5200	REIMB FOR MEALS FOR 360	42.55	
				ACCELERATOR SUMMIT 5/11/22-5/13/22		
			0109-5200	REIMB FOR MEALS FOR 360	17.25	
				ACCELERATOR SUMMIT 5/11/22-5/13/22		
			0169-5200	REIMB FOR MEALS FOR 360	55.20	115.00
				ACCELERATOR SUMMIT 5/11/22-5/13/22		
0879801	05/31/2022	Jeffers, Jody L	0100-5900	CELL PHONE MAY 2022	27.75	
			0109-5900	CELL PHONE MAY 2022	11.25	
			0169-5900	CELL PHONE MAY 2022	36.00	75.00
0879802	05/31/2022	Klang, Mindy C	0100-5900	CELL PHONE MAY 2022	53.25	
			0109-5900	CELL PHONE MAY 2022	21.75	75.00
0879803	05/31/2022	MARK WALLO PUMP SERVICE	0100-5800	SERVICES ON WATER PUMP	552.66	
			0109-5800	SERVICES ON WATER PUMP	225.73	778.39

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Checks Dated 05/06/2022 through 06/07/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
0879804	05/31/2022	NATIONAL PEN CO., LLC	0100-5800	ENGRAVED PENS	91.76	
			0109-5800	ENGRAVED PENS	37.48	129.24
0879805	05/31/2022	The Buy Local Media Group	0169-5800	ADVERTISING		210.00
0879806	05/31/2022	TRUE VALUE	0100-4300	TOILET BOWL CLEANER/SOAP	38.82	
			0109-4300	TOILET BOWL CLEANER/SOAP	15.86	54.68
0879807	05/31/2022	Turner, Nancy	0169-5200	REIMB FOR MILEAGE MAY 2022		100.62
0879808	05/31/2022	VocoVision LLC	0169-5800	JACQUELINE DUFFY SCHOOL TELE SLP-5/15/2022		1,338.75
0880143	06/07/2022	ANITA COCKRUM	0169-4300	REIMB FOR SPANISH TEXTBOOKS		122.98
0880144	06/07/2022	Boe, Lisa M	0109-5800	REIMB FOR TICKETS FOR VAN GOGH EVENT		439.89
0880145	06/07/2022	BORCHARDT CORONA FAETH & ZAKARIAN	0100-5800	FINAL BILING FOR FY ENDED JUNE 30 2021 AUDIT CLIENT # 5860M	1,399.50	
			0109-5800	FINAL BILING FOR FY ENDED JUNE 30 2021 AUDIT CLIENT # 5860G	1,209.50	
			0169-5800	FINAL BILING FOR FY ENDED JUNE 30 2021 AUDIT-CLIENT # 5860E	1,287.00	3,896.00
0880146	06/07/2022	C.A. REDING CO., INC.	0100-5800	CONTRACT 16651-01 5/18/22-6/17/22 SERVICES	66.86	
			0109-5800	CONTRACT 16651-01 5/18/22-6/17/22 SERVICES	27.10	
			0169-5800	CONTRACT 16651-01 5/18/22-6/17/22 SERVICES	86.73	180.69
0880147	06/07/2022	COLLEGE BOARD	0109-4300	USED AP EXAMINATIONS		87.00
0880148	06/07/2022	Cox, Michael S	0100-5200	REIMB FOR MILEAGE FOR MAY 2022	117.32	
			0109-5200	REIMB FOR MILEAGE FOR MAY 2022	47.56	
			0169-5200	REIMB FOR MILEAGE FOR MAY 2022	152.19	317.07
0880149	06/07/2022	EMADCO DISPOSAL SERVICE INC.	0100-5800	DISPOSAL SERVICES	200.72	
			0109-5800	DISPOSAL SERVICES	81.99	282.71
0880150	06/07/2022	Ganzenhuber, Stephanie J	0169-4300	REIMB TEXTBOOKS		291.98
0880151	06/07/2022	HOFFMAN ELETRONIC SYSTEMS	0100-5800	SECURITY SERVICES JUNE 2022	21.30	
			0109-5800	SECURITY SERVICES JUNE 2022	8.70	30.00
0880152	06/07/2022	HOUGHTON MIFFLIN HARCOURT PUBL	0100-4100	JOURNEY READER'S NOTEBOOK GRADE 1		224.32
0880153	06/07/2022	IMAGE 2000 INC.	0100-5900	CONTRACT 6621-01 5/5/22-6/4/22	3.70	
			0109-5900	CONTRACT 6621-01 5/5/22-6/4/22	1.50	
			0169-5900	CONTRACT 6621-01 5/5/22-6/4/22	4.80	10.00
0880154	06/07/2022	Klang, Mindy C	0100-5200	REIMB FOR MILEAGE MAY 2022	74.53	
			0109-5200	REIMB FOR MILEAGE MAY 2022	31.94	106.47

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Checks Dated 05/06/2022 through 06/07/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
0880155	06/07/2022	LINDSAY JOANNE HOSSLER	0169-4300	REIMB FOR TEXTBOOKS		203.17
0880156	06/07/2022	LOR'S JANITORIAL	0169-5800	MAY 2022 CLEANING SERVICES		4,064.00
0880157	06/07/2022	Mendoza, Ramon N	0100-4300	REIMB FOR GASOLINE FOR EQUIPMENT	17.86	
			0109-4300	REIMB FOR GASOLINE FOR EQUIPMENT	7.30	25.16
0880158	06/07/2022	Moons, Angela	0100-5200	REIMB FOR MILEAGE 8/21/21 9/28/21 MAY 2022	196.72	
			0109-5200	REIMB FOR MILEAGE 8/21/21 9/28/21 MAY 2022	80.35	277.07
0880159	06/07/2022	PACIFIC GAS & ELECTRIC	0100-5500	MONTHLY SERVICES ACCT 3898652031-0	7.00	
			0109-5500	MONTHLY SERVICES ACCT 3898652031-0	2.86	
			0169-5500	MONTHLY SERVICES ACCT 3898652031-0	1,484.47	1,494.33
0880160	06/07/2022	Protzman Enterprises	0100-5800	SAMPLE TRIP FEE MAY 2022/LAB FEE	147.68	
			0109-5800	SAMPLE TRIP FEE MAY 2022/LAB FEE	60.32	208.00
0880161	06/07/2022	PURCHASE POWER PITNEY BOWES	0100-5900	METER ACCT 8000-9090-0976-2126	78.89	
			0109-5900	METER ACCT 8000-9090-0976-2126	32.22	111.11
0880162	06/07/2022	RALEYS INC IN STORE CHARGE	0100-4300	MHS 8TH GRADE GRADUATION	99.98	
				MHS 8TH GRADE PROMOTION	20.07	
				SNACKS FOR STUDENTS-TESTING	67.73	
			0109-4300	GHS SR GRAD MEETING	169.96	
				GHS SR LUNCH	78.30	
				SNACKS FOR STUDENTS-TESTING	27.67	
			0109-5800	CAKE FOR GHS GRADUATION	115.98	579.69
0880163	06/07/2022	SAFEGUARD SOLUTIONS	0169-5800	ENGRAVED AWARDS	689.11	
				Unpaid Sales Tax	8.45-	680.66
0880164	06/07/2022	SAVE MART SUPERMARKETS	0169-4300	LEADERSHIP PRESENTATION		50.37
0880165	06/07/2022	SCHOOL MATE INC.	0100-4300	ADDITIONAL BILLING FOR RESHIPPING	97.98	
				MIDDLE SCHOOL PLANNERS		
				HIGH SCHOOL STUDENT PLANNERS	217.35	
			0109-4300	ADDITIONAL BILLING FOR RESHIPPING	40.02	
				MIDDLE SCHOOL PLANNERS		
				HIGH SCHOOL STUDENT PLANNERS	134.46	
				Unpaid Sales Tax	26.81-	463.00
0880166	06/07/2022	SIERRA TELEPHONE, INC.	0100-5900	MONTHLY SERVICES JUNE 2022	479.28	
			0109-5900	MONTHLY SERVICES JUNE 2022	195.76	675.04
0880167	06/07/2022	The Office City	0100-4300	CERTIFICATE HOLDER	154.55	

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Checks Dated 05/06/2022 through 06/07/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
0880167	06/07/2022	The Office City	0109-4300	CERTIFICATE HOLDER	63.13	217.68
0880168	06/07/2022	TRUE VALUE	0100-4300	PAINT/GLOVES/SPRAY PAINT/TARP	56.26	
			0109-4300	PAINT/GLOVES/SPRAY PAINT/TARP	22.98	79.24
0880169	06/07/2022	VocoVision LLC	0169-5800	JAUQUELINE DUFFY-SCHOOL TELE SLP 5/22/2022		1,338.75
0880170	06/07/2022	WESTERN SIERRA GARDEN & GIFTS	0100-4300	BIOADVANCED	84.67	
				GOPHER GASSER/BULB PLANTER/FLY TRAP	105.44	
			0109-4300	BIOADVANCED	34.58	
				GOPHER GASSER/BULB PLANTER/FLY TRAP	43.06	267.75
Total Number of Checks					98	171,422.97

Fund Summary

Fund	Description	Check Count	Expensed Amount
0100	GENERAL FUND	65	39,431.52
0109	INDEPEDENT CHARTER	67	20,567.45
0169	Endeavor Charter School	54	111,528.39
Total Number of Checks		98	171,527.36
Less Unpaid Sales Tax Liability			104.39
Net (Check Amount)			171,422.97

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

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Mountain Home School 2022-23 Projected Budget-Final				
Category		Actual		Comments
		Projected Budget		
Revenue				
State Aid Block Grant (LCFF)	8011	1,073,966		240 Enroll/234 ADA
Education Protection Account "EPA" (LCFF)	8012	46,800		Projected ADA same as 21-22
In Lieu Prop Tax (LCFF)	8096	1,200,430		LCFF Calc does not include new funding, so should increase
Lottery	8560	53,352		
Interest	8660	1,000		
Mandate Block Grant	8550	4,242		
One-time Funding LLMF	8550			
State STRS Contribution on Behalf - Paper Trans	7690-8590	53,597		
ELO	7510-8590	-		
Other Local Revenue	8699	-		
SPED Revenue (6500)	8792	84,248		
Total Revenue		2,517,635		
Category		Actual		Comments
Expense		Year-to-date		
Salaries (Certificated and Classified)		1,045,001		
Benefits (All Combined)		484,601		
Total Salary & Benefits		1,529,602		
	Object Code			
Instructional (Func.1000)				
Textbooks and Core Curricula	4100	2,400		
Books and Ref Mat	4200	11,550		
Instructional Supplies (>\$500)	4300	56,960		
Instructional Equipment (\$500-\$4900)	4400	26,153		
Travel & Conference	5200	4,150		
Contracted Services	5800	47,442		
Communications	5900	10,226		
Equipment	6400	-		
Building (Func. 8100)				
Supplies	4300	6,000		
Equipment	4400	3,255		
Utilities	5500	6,000		
Rentals, Leases & Repairs	5600	-		
Custodial/Site Expense	5800	15,647		
Equipment	6400	-		
Facilities Construct(Func. 8500)				
Site Improvement	6100	59,200		Construction Projects
Building Improvements	6200	74,000		Construction Projects
Administrative (Func. 2700)				
Admin. Supplies	4300	3,150		
Admin. Equipment	4400	420		
Travel & Conference	5200	11,550		
Service Memberships/ Fees	5300	11,400		
Insurance 7200	5400	13,189		
Contracted Services	5800	17,049		
Contracted Services-Business Svc Fees	5800	56,869		
Communications	5900	10,856		
Equipment	6400			
Health Services (Func. 3120 &3140)				
Contracted Services	5800	8,000		
Food (Func. 3700)				
Food Costs	4700	3,675		
Administrative (Func.7191)				
Contracted Services -auditors	5800	7,239		
General Administration (Func.7200/7300)				
YUSD Oversight 1%	5800	23,212		
Business Services (3.5% of Rev)	5800	24,373		
Fiscal Services (Func. 9200)				
Special Education		30,500		
Total Expense		2,074,066		
Revenue Less Expenses		443,569		
Carryover from Prior Year				
Carryover as a Percentage of Total Expenses				
Ending Balance/Future Carryover				
Carryover as a Percentage of Total Expenses				
Net Income				
Net Income as a percentage of Total Revenue				
Extraordinary Items				
One-time Expenditures				
One-time Funding Income				
Total				
Net Income Adjusted for Extraordinary Items				
Adjusted Net Income as a percentage of Total Revenue				

Glacier High School 2022-23 Projected Budget-Final		
Category	Actual	Comments
	Projected Budget	Revision Notes
<u>Revenue</u>		
State Aid Block Grant (LCFF) 8011	425,316	Enrollment 85/ADA 82.88
Education Protection Account "EPA" (LCFF) 8012	39,262	Projected ADA down 9
In Lieu Prop Tax (LCFF) 8096	473,351	LCFF Calc does not include new funding, so should increase
Lottery 8560	18,896	
Interest 8660	1,000	
Mandate Block Grant 8550	4,176	
Other 8550	-	
State STRS Contribution on Behalf - Paper Transaction 8590	29,903	
ELO 7510-8590	-	
Other Local Revenue 8699	-	
SPED Revenue (6500) 8792	33,221	
Total Revenue	1,025,125	
Category	Actual	Comments
<u>Expenses</u>	<u>Year-to-date</u>	
Salaries (Certificated and Classified)	540,169	
Benefits (All Combined)	246,592	
Total Salary & Benefits	786,761	
	<u>Object Code</u>	
Instructional (Func.1000)		
Textbooks and Core Curricula 4100	7,000	
Books and Ref Mat 4200	3,525	
Instructional Supplies (>\$500) 4300	18,527	
Instructional Equipment (\$500-\$4900) 4400	4,000	
Travel & Conference 5200	3,500	
Contracted Services 5800	31,865	
Communications 5900	3,500	
Equipment 6400	-	
Building (Func. 8100)		
Supplies 4300	3,570	
Equipment 4400	1,300	
Utilities 5500	1,600	
Rentals, Leases & Repairs 5600	-	
Custodial/Site Expense 5800	5,775	
Equipment 6400	-	
Facilities Construct (Func. 8500)		
Site Improvement 6100	20,800	Construction Projects
Building Improvements 6200/6250	26,000	Construction Projects
Administrative (Func. 2700)		
Admin. Supplies 4300	1,500	
Admin. Equipment 4400	200	
Travel & Conference 5200	5,000	
Service Memberships/ Fees 5300	4,500	
Insurance 5400	4,000	
Contracted Services 5800	4,515	
Contracted Services-Business Svcs 5800	19,697	
Communications 5900	4,500	
Equipment 6400	-	
Health Services (Func. 3120/3140)		
Contracted Services 5800	4,000	
Food (Funct. 3700)		
Food Costs 4700	1,000	
Administrative (Func.7191)		
Contracted Services -auditors 5800	5,250	
General Administration (Func.7200/7300)		
YUSD Oversight 1% 5800	9,379	
Business Services (3.5% of Rev) 5800	8,441	
Fiscal Services (Func. 9200)		
SPED-Costs	12,120	
Total Expense	1,001,825	
Revenue Less Expenses	23,300	
Carryover from Prior Year		
Carryover as a Percentage of Total Expenses		
Ending Balance/Future Carryover		
Carryover as a Percentage of Total Expenses		
Net Income		
Net Income as a percentage of Total Revenue		
<u>Extraordinary Items</u>		
One-time Expenditures		
One-time Funding Income		
Total		
Net Rev. Adjusted for Extraordinary Items		
Adjusted Net Income as a percentage of Total Revenue		

Endeavor Charter School 2022-23 Projected Budget-Final		
Category	Actual	Comments
	Projected Budget	Revision Notes
Revenue		
State Aid Block Grant (LCFF)	8011 3,053,705	350 Enroll/341.25 ADA
Education Protection Account "EPA" (LCFF)	8012 68,250	Projected ADA up 36
In Lieu Prop Tax (LCFF)	8096 297,308	LCFF Calc does not include new funding, so should increase
Lottery	8560 77,805	
Interest	8660 500	
Mandate Block Grant	8550 9,259	
One-time	8550 -	
State STRS Contribution on Behalf - Paper Trans	7690-8590 78,637	
Other	7510-8590 -	
Other Local Revenue	8699 -	
SPED Revenue (6500)	8792 286,900	
Total Revenue	3,872,364	
Category	Actual	Comments
Expense	Year-to-date	
Salaries (Certificated and Classified)	1,750,467	
Benefits (All Combined)	790,861	
Total Salary & Benefits	2,541,328	
	Object Code	
Instructional (Func.1000)		
Textbooks and Core Curricula	4100 5,773	
Books and Ref Mat	4200 9,145	
Instructional Supplies (>\$500)	4300 138,508	
Instructional Equipment (\$500-\$4900)	4400 15,169	
Travel & Conference	5200 8,636	
Contracted Services	5800 86,194	
Communications	5900 5,995	
Equipment	6400 -	
Building (Func. 8100)		
Supplies	4300 12,942	
Equipment	4400 5,000	
Utilities	5500 19,921	
Rentals, Leases & Repairs	5600 160,200	
Custodial/Site Expense	5800 40,471	
Equipment	6400 -	
Facilities Construct(Func. 8500)		
Site Improvement	6100 -	
Building Improvements	6200 -	
Administrative (Func. 2700)		
Admin. Supplies	4300 5,279	
Admin. Equipment	4400 20,727	
Travel & Conference	5200 18,967	
Service Memberships/ Fees	5300 14,077	
Insurance 7200	5400 19,052	
Contracted Services	5800 22,084	
Contracted Services-Business Svc Fees	5800 83,772	
Communications	5900 11,000	
Equipment	6400 -	
Health Services (Func. 3120 &3140)		
Contracted Services	5800 -	
Food (Func. 3700)		
Food Costs	4700 1,000	
Administrative (Func.7191)		
Contracted Services -auditors	5800 7,296	
General Administration (Func.7200/7300)		
District Oversight Fee (1% of LCFF Rev)	5800 34,193	
Business Services (3.5% of Rev)	5800 35,902	
Fiscal Services (Func. 9200)		
Special Education	114,677	
Total Expense	3,437,308	
Revenue Less Expenses	435,056	
Carryover from Prior Year		
Carryover as a Percentage of Total Expenses		
Ending Balance/Future Carryover		
Carryover as a Percentage of Total Expenses		
Net Income		
Net Income as a percentage of Total Revenue		
Extraordinary Items		
One-time Expenditures		
One-time Funding Income		
Total		
Net Income Adjusted for Extraordinary Items		
Adjusted Net Income as a percentage of Total Revenue		

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Endeavor Charter School	Michael Cox Director	mcox@wscsfamily.org (559)642-1422

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Below are the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Expelled Students-County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Foster Youth-COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to stakeholders and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to stakeholders and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	
Total Teacher Misassignments	0	
Vacant Teacher Positions	0	

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA)-Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics-Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5

Academic Standards	1	2	3	4	5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

Recently Adopted Academic Standards and/or Curriculum Frameworks

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education					5
Health Education Content Standards					5
Physical Education Model Content Standards					5
Visual and Performing Arts					5
World Language					5

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parent and Family Engagement (LCFF Priority 3)

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

- 1. Building Relationships between School Staff and Families
- 2. Building Partnerships for Student Outcomes
- 3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below -

- 1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
- 2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
 - 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

Building Relationships

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.					5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					5

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Endeavor Charter School uses a Personal Learning Plan ("PLP") formed in a collaboration between the student, his/her parent/guardian, his/her Advising Teacher, as well as a special education specialist or Section 504 Coordinator when applicable. The PLP offers our school the unique opportunity to engage and collaborate with diverse stakeholders to ensure that ALL families, parents, staff, and students are represented and have input in decision-making.

We make every effort to seek parent involvement and input in school decision-making. Data is collected in a number of ways. 1) Through regular/monthly scheduled PLP meetings; 2) by our parents who make up the majority of our Western Sierra Charter Schools Board; 3) through our LCAP planning Focus Group meetings; 4) by Parent Workshops held throughout the year; 5) by communicating with families on a regular basis through monthly newsletters and Parent Square messages; and 5) through our local Parent Survey.

The following information contains the results of our Parent Survey taken in March of this 2021-22 school year. The feedback from this survey contributed to our 2022-23 LCAP goals and actions. 113 parents responded to our local

school survey on a variety of topics. The results were then broken into parent responses for TK-8 (74 responded) and 9-12 (39 responded):

Parent Survey Responses for Students in TK-8

How would you rate your overall schooling experience with us? 61% rated Excellent; 31% rated Above Average

How well does the school support your needs as the parent/guardian teacher? 65% rated Excellent; 23% rated Above Average

My school provides textbooks and other learning materials to meet my child's educational needs. 65% rated Excellent; 20% rated Above Average

How likely are you to ask for help from a teacher or other school staff when you run into a school/education-related difficulty? 49% rated Almost all the time; 34% rated Often

Did your child participate in any of our teacher-led class offerings? 92% responded YES

How well did the school support your child's education-related technology needs? 58% rated Excellent; 15% rated Above Average

I feel my Advising Teacher (and other classroom teachers) take the time to discuss my student's grades, academic progress and success, or areas for improvement with me. 70% rated Excellent; 19% rated Above Average

I feel safe when on campus with the COVID safety measures that have been implemented. 99% responded YES

Do the buildings and classrooms support a positive and focused environment appropriate for learning? 54% rated Excellent; 28% rated Above Average

I feel welcomed, valued, and connected to others in our school community. 55% rated Excellent; 22% rated Above Average

Rate how well the school communicates to you about school events & procedures. 65% rated Excellent; 27% rated Above Average

Does our school provide you the knowledge & support you need for future (college/career) academic goals & planning for your student? 20% rated Excellent; 16% rated Above Average; 59% responded "Does not apply at this time for my child"

Would you recommend our school to your friends and family? 96% responded YES

Parent Survey Responses for Students in 9-12

How would you rate your overall schooling experience with us? 46% rated Excellent; 26% rated Above Average

How well does the school support your needs as the parent teacher? 49% rated Excellent; 23% rated Above Average

My school provides textbooks and other learning materials to meet my child's educational needs. 56% rated Excellent; 26% rated Above Average

How likely are you to ask for help from a teacher or other school staff when you run into a school/education-related difficulty? 41% rated Almost all the time; 36% rated Often

Did your child participate in any of our teacher-led class offerings? 95% responded YES

How well did the school support your child's education-related technology needs? 33% rated Excellent; 33% rated Above Average

I feel my Advising Teacher (and other classroom teachers) take the time to discuss my student's grades, academic progress and success, or areas for improvement with me. 56% rated Excellent; 28% rated Above Average

I feel safe when on campus with the COVID safety measures that have been implemented. 97% responded YES

Do the buildings and classrooms support a positive and focused environment appropriate for learning? 46% rated Excellent; 28% rated Above Average

I feel welcomed, valued, and connected to others in our school community. 41% rated Excellent; 23% rated Above Average

Rate how well the school communicates to you about school events & procedures. 62% rated Excellent; 23% rated Above Average

Does our school provide you the knowledge & support you need for future (college/career) academic goals & planning for your student? 31% rated Excellent; 33% rated Above Average; 21% responded "Does not apply at this time for my child"

It is Endeavor's purpose that all students graduate completing the full A-G (college prep) course requirements. Is your student on track to complete the full A-G course requirements for graduation? 72% responded YES; 5% responded NO; 23% responded, "I don't know"

Would you recommend our school to your friends and family? 87% responded YES

One of our focus areas for improvement is providing opportunities for our Educational Partners to participate in all aspects of the educational environment to support and enhance student success (LCAP Goal 3). We are committed to furthering family engagement and participation in more purposeful ways by encouraging participation in school events, in advisory groups, and in parent workshops, all in an effort for parents to feel a stronger connection to our school and improve student success.

Building Partnerships for Student Outcomes

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
1. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.					5
2. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.					5
3. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					5
4. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.					5

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Endeavor Charter School uses a Personal Learning Plan ("PLP") formed in a collaboration between the student, his/her parent/guardian, his/her Advising Teacher, as well as a special education specialist or Section 504 Coordinator when applicable. The PLP offers our school the unique opportunity to engage and collaborate with diverse stakeholders to ensure that ALL families, parents, staff, and students are represented and have input in decision-making.

We make every effort to seek parent involvement and input in school decision-making. Data is collected in a number of ways. 1) Through regular/monthly scheduled PLP meetings; 2) by our parents who make up the majority of our Western Sierra Charter Schools Board; 3) through our LCAP planning Focus Group meetings; 4) by Parent Workshops held throughout the year; 5) by communicating with families on a regular basis through monthly newsletters and Parent Square messages; and 5) through our local Parent Survey.

Feedback from the results of our Parent Survey taken in March of this 2021-22 school year are sited under the heading, "Building Relationships."

One of our focus areas for improvement is providing opportunities for our Educational Partners to participate in all aspects of the educational environment to support and enhance student success (LCAP Goal 3). We are committed to furthering family engagement and participation in more purposeful ways by encouraging participation in school events, in advisory groups, and in parent workshops, all in an effort for parents to feel a stronger connection to our school and improve student success.

Seeking Input for Decision Making

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
1. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
3. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
4. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				4	

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Endeavor Charter School uses a Personal Learning Plan ("PLP") formed in a collaboration between the student, his/her parent/guardian, his/her Advising Teacher, as well as a special education specialist or Section 504 Coordinator when applicable. The PLP offers our school the unique opportunity to engage and collaborate with diverse stakeholders to ensure that ALL families, parents, staff, and students are represented and have input in decision-making.

We make every effort to seek parent involvement and input in school decision-making. Data is collected in a number of ways. 1) Through regular/monthly scheduled PLP meetings; 2) by our parents who make up the majority of our Western Sierra Charter Schools Board; 3) through our LCAP planning Focus Group meetings; 4) by Parent Workshops held throughout the year; 5) by communicating with families on a regular basis through monthly newsletters and Parent Square messages; and 5) through our local Parent Survey.

Feedback from the results of our Parent Survey taken in March of this 2021-22 school year are sited under the heading, "Building Relationships."

One of our focus areas for improvement is providing opportunities for our Educational Partners to participate in all aspects of the educational environment to support and enhance student success (LCAP Goal 3). We are committed to furthering family engagement and participation in more purposeful ways by encouraging participation in school events, in advisory groups, and in parent workshops, all in an effort for parents to feel a stronger connection to our school and improve student success.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Endeavor Charter School's 2022-23 LCAP speaks to our ongoing commitment ensuring that we are meeting the diverse needs of our student population. The 3 Goals of the 2022-23 LCAP address improving student guidance and instruction and improving student engagement within a positive school climate.

The following information contains the results of our Student Survey from March 2022 of this school year. The feedback from this survey contributed to our LCAP goals and actions for the 2022-23 school year. 54 students responded to our local school survey on a variety of topics. The results were then broken into student responses for TK-8 (with 58) and 9-12 (with 33):

Student Responses for TK-8:

I receive encouragement from teachers and other school staff. 64% rated Excellent; 31% rated Above Average
The school works with my parent/guardian to help me do my best in school. 50% rated Excellent; 38% rated Above Average
My school is clean and in good condition. 67% rated Excellent; 24% rated Above Average
I feel safe when on campus with the COVID safety measures that have been implemented. 98% responded YES
How emotionally safe do you feel with staff and students at our school? 64% rated Excellent; 21% rated Above Average
My school provides textbooks and other learning materials to meet my educational needs. 70% rated Excellent; 19% rated Above Average
I feel my Advising Teacher (and other classroom teachers) take the time to discuss my grades, academic progress and success, or areas for improvement with me and my parents. 48% rated Excellent; 38% rated Above Average
I feel welcomed, valued, and connected to others in my school community. 65% rated Excellent; 23% rated Above Average
How likely are you to ask for help from a teacher or other school staff when you run into a school/education-related difficulty? 13% rated Almost all the time; 45% rated Often; 39% rated Sometimes; 4% rated Never
Did you participate in any of our teacher-led class offerings? 94% responded YES
How well did the school support your education-related technology needs? 45% rated Excellent; 34% rated Above Average
Overall how would you rate your mental health? 34% rated Always good; 53% rated Usually good; 13% rated Sometimes poor; 0% rated Usually poor
Have you had any problems this school year with your schoolwork or daily life due to any emotional difficulties, such as feeling depressed, stressed, or anxious? 12% responded YES; 88% responded NO

Student Responses for 9-12:

I receive encouragement from teachers and other school staff. 30% rated Excellent; 30% rated Above Average
The school works with my parent/guardian to help me do my best in school. 34% rated Excellent; 31% rated Above Average

My school is clean and in good condition. 52% rated Excellent; 36% rated Above Average
 I feel safe when on campus with the COVID safety measures that have been implemented. 100% responded YES
 How emotionally safe do you feel with staff and students at our school? 33% rated Excellent; 24% rated Above Average
 My school provides textbooks and other learning materials to meet my educational needs. 42% rated Excellent; 36% rated Above Average
 I feel my Advising Teacher (and other classroom teachers) take the time to discuss my grades, academic progress and success, or areas for improvement with me and my parents. 42% rated Excellent; 33% rated Above Average
 I feel welcomed, valued, and connected to others in my school community. 45% rated Excellent; 18% rated Above Average
 How likely are you to ask for help from a teacher or other school staff when you run into a school/education-related difficulty? 27% rated Almost all the time; 33% rated Often; 30% rated Sometimes; 9% rated Never
 Did you participate in any of our teacher-led class offerings? 95% responded YES
 How well did the school support your education-related technology needs? 33% rated Excellent; 33% rated Above Average
 It is Endeavor's purpose that all students graduate completing the full A-G (college prep) course requirements. Are you on track to complete the full A-G course requirements for graduation? 82% responded YES; 0% responded NO; 18% responded, "I don't know"
 Does our school provide you the knowledge & support you need for future (college/career) academic goals & planning? 27% rated Excellent; 30% rated Above Average
 Overall how would you rate your mental health? 16% rated Always good; 63% rated Usually good; 16% rated Sometimes poor; 6% rated Usually poor
 Have you had any problems this school year with your schoolwork or daily life due to any emotional difficulties, such as feeling depressed, stressed, or anxious? 34% responded YES; 66% responded NO
 What support/s have you used to help you this school year with your schoolwork or daily life due to any emotional difficulties, such as feeling depressed, stressed, sad, or anxious? (mark all that apply): 45% marked that they Reached out to a friend; 45% Reached out to a parent; 45% Didn't ask for help; 18% stated Other; 0% Attended counseling; and 27% Reached out to their Advising Teacher or other staff member

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

1) Endeavor Charter School (ECS) offers highly personalized educational plans for each student. Each TK-12th grade student's academic program is personalized to meet the needs of that individual student. We provide independent study students and their families with four types of resources:

- a. Guidance and oversight of a student's educational plan is provided from a professional, credentialed and experienced Advising Teacher. Each student and his/her parent/guardian meet regularly with the Advising Teacher to review progress and assessments and plan upcoming curriculum and pacing. When applicable, a Special Education Teacher and/or Section 504 Coordinator will also be part of this education plan.
- b. A wide variety of standards-aligned curriculum and learning materials: Rather than a proscribed "one size fits all" curriculum, our credentialed faculty work with each student and his/her parent/guardian to design a standards-aligned educational program that meets the student's individual needs, including A-G approved courses. ECS purchases the appropriate curriculum and collaborates closely with each student/parent to develop curriculum pacing plans and expectations for student work.
- c. Site-based classes, enrichment activities and field trips taught and led by qualified staff and designed around our students' needs and interests.
- d. A forum and meeting place for independent study families to collaborate and exchange "best practices" with the guidance of credentialed, professional teachers and staff.

Endeavor Charter seeks to honor and recognize the unique gifts, skills, passions, and attributes of each student. Our personalized learning model is dedicated to developing individualized learning programs for each student with the intent to engage each student in the learning process in the most productive and meaningful way, and to optimize each student's learning potential and success. Our efforts are focused to help all students make substantial progress in meeting the appropriate standards-aligned academic skills in every area of necessary study.

2) Each student at ECS has a Personal Learning Plan ("PLP") formed in a collaboration between the student, his/her parent/guardian, his/her Advising Teacher(s), as well as a special education specialist when applicable. An Advising Teacher will serve as the primary point of contact for each student, with additional subject-matter teachers providing guidance and consultation on their specific subject area. A PLP addresses specific goals for each semester of school across all subjects. It specifies curriculum to be used, curriculum pacing, and assessments that will be given to demonstrate mastery of the standards-aligned content for each subject area/course. The PLP guides each student's academic progress through independent study and site-based instruction and supports to ensure that all students have access to, and are enrolled in, a broad course of study.

3) Endeavor Charter School strives to provide all students a broad course of study. Our personalized learning model allows us to serve all students which include English learners, students with disabilities, socioeconomically disadvantaged, and regardless of students with differing backgrounds, personal characteristics, or varying academic achievements. All students have the opportunity to flourish in our personalized learning model. As we are an independent study school, every student is allowed the opportunity to participate in onsite courses, activities, and field trips. As detailed in our 2022-23 LCAP, ECS is working towards providing greater guidance, support, and opportunities for students, providing high quality and effective educational services and products to support student learning, and engagement and school connectedness under the daily guidance of their parent.

4) Our revisions, decisions, and new goals and actions will ensure that all students have access to a broad course of study. See our LCAP document for 2022-23.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Glacier High School Charter	Michael Cox Director	mcox@wscsfamily.org (559) 642-1422

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Below are the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Expelled Students-County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Foster Youth-COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to stakeholders and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to stakeholders and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	
Total Teacher Misassignments	0	
Vacant Teacher Positions	0	

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA)-Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics-Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5

Academic Standards	1	2	3	4	5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

Recently Adopted Academic Standards and/or Curriculum Frameworks

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education					5
Health Education Content Standards					5
Physical Education Model Content Standards					5
Visual and Performing Arts					5
World Language					5

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parent and Family Engagement (LCFF Priority 3)

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

- 1. Building Relationships between School Staff and Families
- 2. Building Partnerships for Student Outcomes
- 3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below -

- 1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
- 2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
 - 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

Building Relationships

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.					5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					5

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Since 2002, Glacier High School Charter has used a Personal Learning Plan ("PLP") formed in a collaboration between the student, his/her parent/guardian, his/her Advising Teacher, as well as a special education specialist or Section 504 Coordinator when applicable. The PLP offers our school the unique opportunity to engage and collaborate with diverse stakeholders to ensure that ALL families, parents, staff, and students are represented and have input in decision-making.

We make every effort to seek parent involvement and input in school decision-making. Data is collected in a number of ways. 1) Through regular/monthly scheduled PLP meetings; 2) by our parents who make up the majority of our Western Sierra Charter Schools Board; 3) through our LCAP planning Focus Group meetings; 4) by Parent Workshops held throughout the year; 5) by communicating with families on a regular basis through monthly newsletters and Parent Square messages; and 5) through our local Parent Survey.

The following information contains the results of our Parent Survey taken in March of this 2021-22 school year. The feedback from this survey contributed to our 2022-23 LCAP goals and actions. 41 parents responded to our local school survey on a variety of topics. The results were as follows:

How would you rate your overall schooling experience with us? 76% rated Excellent; 17% rated Above Average

How well does the school support your needs as the parent teacher? 76% rated Excellent; 15% rated Above Average

My school provides textbooks and other learning materials to meet my child's educational needs. 75% rated Excellent; 22% rated Above Average

How likely are you to ask for help from a teacher or other school staff when you run into a school/education-related difficulty? 50% rated Almost all the time; 36% rated Often

Did your child participate in any of our teacher-led class options? 78% responded YES

How well did the school support your child's education-related technology needs? 67% rated Excellent; 33% rated Above Average

I feel my Advising Teacher (and other classroom teachers) take the time to discuss my student's grades, academic progress and success, or areas for improvement with me. 78% rated Excellent; 19% rated Above Average;

I feel safe when on campus with the COVID safety measures that have been implemented. 89% responded YES

Do the buildings and classrooms support a positive and focused environment appropriate for learning? 72% rated Excellent; 25% rated Above Average

I feel welcomed, valued, and connected to others in our school community. 64% rated Excellent; 22% rated Above Average

Rate how well the school communicates to you about school events & procedures. 72% rated Excellent; 28% rated Above Average

Does our school provide you the knowledge & support you need for future (college/career) academic goals & planning for your student? 58% rated Excellent; 28% rated Above Average; 3% rated Satisfactory; 0% rated Poor; 11% responded "Does not apply at this time for my child"

It is Glacier's purpose that all students graduate completing the full A-G (college prep) course requirements. Is your student on track to complete the full A-G course requirements for graduation? 79% responded YES; 0% responded NO; 21% responded, "I don't know"

Would you recommend our school to your friends and family? 100% responded YES

One of our focus areas for improvement is providing opportunities for our Educational Partners to participate in all aspects of the educational environment to support and enhance student success (LCAP Goal 3). We are committed to furthering family engagement and participation in more purposeful ways by encouraging participation in school events, in advisory groups, and in parent workshops, all in an effort for parents to feel a stronger connection to our school and improve student success.

Building Partnerships for Student Outcomes

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
1. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.					5
2. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.					5

Building Partnerships	1	2	3	4	5
3. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					5
4. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.					5

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Since 2002, Glacier High School Charter has used a Personal Learning Plan ("PLP") formed in a collaboration between the student, his/her parent/guardian, his/her Advising Teacher, as well as a special education specialist or Section 504 Coordinator when applicable. The PLP offers our school the unique opportunity to engage and collaborate with diverse stakeholders to ensure that ALL families, parents, staff, and students are represented and have input in decision-making.

We make every effort to seek parent involvement and input in school decision-making. Data is collected in a number of ways. 1) Through regular/monthly scheduled PLP meetings; 2) by our parents who make up the majority of our Western Sierra Charter Schools Board; 3) through our LCAP planning Focus Group meetings; 4) by Parent Workshops held throughout the year; 5) by communicating with families on a regular basis through monthly newsletters and Parent Square messages; and 5) through our local Parent Survey.

Feedback from the results of our Parent Survey taken in March 2022 are cited under the heading, "Building Relationships."

One of our focus areas for improvement is providing opportunities for our Educational Partners to participate in all aspects of the educational environment to support and enhance student success (LCAP Goal 3). We are committed to furthering family engagement and participation in more purposeful ways by encouraging participation in school events, in advisory groups, and in parent workshops, all in an effort for parents to feel a stronger connection to our school and improve student success.

Seeking Input for Decision Making

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
1. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.					5
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.					5

Seeking Input	1	2	3	4	5
3. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.					5
4. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.					5

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Since 2002, Glacier High School Charter has used a Personal Learning Plan ("PLP") formed in a collaboration between the student, his/her parent/guardian, his/her Advising Teacher, as well as a special education specialist or Section 504 Coordinator when applicable. The PLP offers our school the unique opportunity to engage and collaborate with diverse stakeholders to ensure that ALL families, parents, staff, and students are represented and have input in decision-making.

We make every effort to seek parent involvement and input in school decision-making. Data is collected in a number of ways. 1) Through regular/monthly scheduled PLP meetings; 2) by our parents who make up the majority of our Western Sierra Charter Schools Board; 3) through our LCAP planning Focus Group meetings; 4) by Parent Workshops held throughout the year; 5) by communicating with families on a regular basis through monthly newsletters and Parent Square messages; and 5) through our local Parent Survey.

Feedback from the results of our Parent Survey taken in March 2022 are cited under the heading, "Building Relationships."

One of our focus areas for improvement is providing opportunities for our Educational Partners to participate in all aspects of the educational environment to support and enhance student success (LCAP Goal 3). We are committed to furthering family engagement and participation in more purposeful ways by encouraging participation in school events, in advisory groups, and in parent workshops, all in an effort for parents to feel a stronger connection to our school and improve student success.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Glacier High School's 2022-23 LCAP speaks to our ongoing commitment ensuring that we are meeting the diverse needs of our student population. The 3 Goals of the 2022-23 LCAP address improving student guidance and instruction and improving student engagement within a positive school climate.

The following information contains the results of our Student Survey from March 2022 of this school year. The feedback from this survey contributed to our LCAP goals and actions for the 2022-23 school year. 56 Glacier High School Charter students from the grade spans 9-12 responded to our local school survey on a variety of topics. The results were as follows:

I receive encouragement from teachers and other school staff. 46% rated Excellent; 30% rated Above Average
The school works with my parent/guardian to help me do my best in school. 43% rated Excellent; 34% rated Above Average

My school is clean and in good condition. 54% rated Excellent; 34% rated Above Average

I feel safe when on campus with the COVID safety measures that have been implemented. 96% responded YES

How emotionally safe do you feel with staff and students at our school? 39% rated Excellent; 32% rated Above Average

My school provides textbooks and other learning materials to meet my educational needs. 55% rated Excellent; 21% rated Above Average

I feel my Advising Teacher (and other classroom teachers) take the time to discuss my grades, academic progress and success, or areas for improvement with me and my parents. 42% rated Excellent; 44% rated Above Average

I feel welcomed, valued, and connected to others in my school community. 36% rated Excellent; 41% rated Above Average

How likely are you to ask for help from a teacher or other school staff when you run into a school/education-related difficulty? 21% rated Almost all the time; 36% rated Often; 41% rated Sometimes; 2% rated Never

Did you participate in any of our teacher-led class offerings? 93% responded YES

How well did the school support your education-related technology needs? 36% rated Excellent; 42% rated Above Average

It is Glacier's purpose that all students graduate completing the full A-G (college prep) course requirements. Are you on track to complete the full A-G course requirements for graduation? 71% responded YES; 0% responded NO; 29% responded, "I don't know"

Does our school provide you the knowledge & support you need for future (college/career) academic goals & planning? 29% rated Excellent; 42% rated Above Average

Overall how would you rate your mental health? 23% rated Always good; 43% rated Usually good; 25% rated Sometimes poor; 9% rated Usually poor

Have you had any problems this school year with your schoolwork or daily life due to any emotional difficulties, such as feeling depressed, stressed, or anxious? 42% responded YES

What support/s have you used to help you this school year with your schoolwork or daily life due to any emotional difficulties, such as feeling depressed, stressed, sad, or anxious? (mark all that apply): 48% marked that they Reached out to a friend; 48% Reached out to a parent; 33% Didn't ask for help; 14% stated Other; 14% Attended counseling; and 10% Reached out to their Advising Teacher or other staff member

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

1) Glacier High Charter offers highly personalized educational plans for each student. Each 9th-12th grade student's academic program is personalized to meet the needs of that individual student. We provide independent study students and their families with four types of resources:

- a. Guidance and oversight of a student's educational plan is provided from a professional, credentialed and experienced Advising Teacher. Each student and his/her parent/guardian meet regularly with the Advising Teacher to review progress and assessments and plan upcoming curriculum and pacing. When applicable, a Special Education Teacher and/or Section 504 Coordinator will also be part of this education plan.
- b. A wide variety of standards-aligned curriculum and learning materials: Rather than a proscribed "one size fits all" curriculum, our credentialed faculty work with each student and his/her parent/guardian to design a standards-aligned educational program that meets the student's individual needs, including A-G approved courses. Glacier High purchases the appropriate curriculum and collaborates closely with each student/parent to develop curriculum pacing plans and expectations for student work.
- c. Site-based classes, enrichment activities and field trips taught and led by qualified staff and designed around our students' needs and interests.
- d. A forum and meeting place for independent study families to collaborate and exchange "best practices" with the guidance of credentialed, professional teachers and staff.

Glacier High seeks to honor and recognize the unique gifts, skills, passions, and attributes of each student. Our personalized learning model is dedicated to developing individualized learning programs for each student with the intent to engage each student in the learning process in the most productive and meaningful way, and to optimize each student's learning potential and success. Our efforts are focused to help all students make substantial progress in meeting the appropriate standards-aligned academic skills in every area of necessary study.

2) Each student at Glacier High has a Personal Learning Plan ("PLP") formed in a collaboration between the student, his/her parent/guardian, his/her Advising Teacher(s), as well as a special education specialist when applicable. An Advising Teacher will serve as the primary point of contact for each student, with additional subject-matter teachers providing guidance and consultation on their specific subject area. A PLP addresses specific goals for each semester of school across all subjects. It specifies curriculum to be used, curriculum pacing, and assessments that will be given to demonstrate mastery of the standards-aligned content for each subject area/course. The PLP guides each student's academic progress through independent study and site-based instruction and supports to ensure that all students have access to, and are enrolled in, a broad course of study.

3) Glacier High School Charter strives to provide all students a broad course of study. Our personalized learning model allows us to serve all students which include English learners, students with disabilities, socioeconomically disadvantaged, and regardless of students with differing backgrounds, personal characteristics, or varying academic achievements. All students have the opportunity to flourish in our personalized learning model. As we are an independent study school, every student is allowed the opportunity to participate in onsite courses, activities, and field trips. As detailed in our 2022-23 LCAP, Glacier High is working towards providing greater guidance, support, and opportunities for students, providing high quality and effective educational services and products to support student learning, and engagement and school connectedness under the daily guidance of their parent.

4) Our revisions, decisions, and new goals and actions will ensure that all students have access to a broad course of study. See our LCAP document for 2022-23.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					

Coordinating Services	1	2	3	4	5
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Mountain Home School Charter	Michael Cox Director	Director 559--642--1422

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Below are the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Expelled Students-County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Foster Youth-COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to stakeholders and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to stakeholders and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	
Total Teacher Misassignments	0	
Vacant Teacher Positions	0	

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA)-Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics-Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5

Academic Standards	1	2	3	4	5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

Recently Adopted Academic Standards and/or Curriculum Frameworks

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education			3		
Health Education Content Standards				4	
Physical Education Model Content Standards					5
Visual and Performing Arts					5
World Language					5

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parent and Family Engagement (LCFF Priority 3)

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

- 1. Building Relationships between School Staff and Families
- 2. Building Partnerships for Student Outcomes
- 3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below -

- 1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
- 2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
 - 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

Building Relationships

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.					5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					5

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Since 1994, Mountain Home School Charter has used a Personal Learning Plan ("PLP") formed in a collaboration between the student, his/her parent/guardian, his/her Advising Teacher, as well as a special education specialist or Section 504 Coordinator when applicable. The PLP offers our school the unique opportunity to engage and collaborate with diverse stakeholders to ensure that ALL families, parents, staff, and students are represented and have input in decision-making.

We make every effort to seek parent involvement and input in school decision-making. Data is collected in a number of ways. 1) Through regular/monthly scheduled PLP meetings; 2) by our parents who make up the majority of our Western Sierra Charter Schools Board; 3) through our LCAP planning Focus Group meetings; 4) by Parent Workshops held throughout the year; 5) by communicating with families on a regular basis through monthly newsletters and Parent Square messages; and 5) through our local Parent Survey.

The following information contains the results of our Parent Survey taken in March of this 2021-22 school year. The feedback from this survey contributed to our 2022-23 LCAP goals and actions. 76 parents responded to our local school survey on a variety of topics. The results were as follows:

How would you rate your overall schooling experience with us? 70% rated Excellent; 21% rated Above Average
How well does the school support your needs as the parent teacher? 64% rated Excellent; 24% rated Above Average

My school provides textbooks and other learning materials to meet my child's educational needs. 66% rated Excellent; 23% rated Above Average

How likely are you to ask for help from a teacher or other school staff when you run into a school/education-related difficulty? 39% rated Almost all the time; 46% rated Often

Did your child participate in any of our teacher-led class offerings? 94% responded YES

How well did the school support your child's education-related technology needs? 51% rated Excellent; 34% rated Above Average

I feel my Advising Teacher (and other classroom teachers) take the time to discuss my student's grades, academic progress and success, or areas for improvement with me. 73% rated Excellent; 24% rated Above Average

I feel safe when on campus with the COVID safety measures that have been implemented. 90% responded YES

Do the buildings and classrooms support a positive and focused environment appropriate for learning? 69% rated Excellent; 23% rated Above Average

I feel welcomed, valued, and connected to others in our school community. 65% rated Excellent; 27% rated Above Average

Rate how well the school communicates to you about school events & procedures. 69% rated Excellent; 23% rated Above Average

Does our school provide you the knowledge & support you need for future (college/career) academic goals & planning for your student? 30% rated Excellent; 15% rated Above Average; 4% rated Satisfactory; 0% rated Poor; 51% responded "Does not apply at this time for my child"

Would you recommend our school to your friends and family? 100% responded YES

One of our focus areas for improvement is providing opportunities for our Educational Partners to participate in all aspects of the educational environment to support and enhance student success (LCAP Goal 3). We are committed to furthering family engagement and participation in more purposeful ways by encouraging participation in school events, in advisory groups, and in parent workshops, all in an effort for parents to feel a stronger connection to our school and improve student success.

Building Partnerships for Student Outcomes

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
1. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.					5
2. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.					5
3. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					5

Building Partnerships	1	2	3	4	5
4. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.					5

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Since 1994, Mountain Home School Charter has used a Personal Learning Plan ("PLP") formed in a collaboration between the student, his/her parent/guardian, his/her Advising Teacher, as well as a special education specialist or Section 504 Coordinator when applicable. The PLP offers our school the unique opportunity to engage and collaborate with diverse stakeholders to ensure that ALL families, parents, staff, and students are represented and have input in decision-making.

We make every effort to seek parent involvement and input in school decision-making. Data is collected in a number of ways. 1) Through regular/monthly scheduled PLP meetings; 2) by our parents who make up the majority of our Western Sierra Charter Schools Board; 3) through our LCAP planning Focus Group meetings; 4) by Parent Workshops held throughout the year; 5) by communicating with families on a regular basis through monthly newsletters and Parent Square messages; and 5) through our local Parent Survey.

Feedback from the results of our Parent Survey taken in March 2022 are cited under the heading, "Building Relationships."

One of our focus areas for improvement is providing opportunities for our Educational Partners to participate in all aspects of the educational environment to support and enhance student success (LCAP Goal 3). We are committed to furthering family engagement and participation in more purposeful ways by encouraging participation in school events, in advisory groups, and in parent workshops, all in an effort for parents to feel a stronger connection to our school and improve student success.

Seeking Input for Decision Making

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
1. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
3. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	

Seeking Input	1	2	3	4	5
4. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				4	

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Since 1994, Mountain Home School Charter has used a Personal Learning Plan ("PLP") formed in a collaboration between the student, his/her parent/guardian, his/her Advising Teacher, as well as a special education specialist or Section 504 Coordinator when applicable. The PLP offers our school the unique opportunity to engage and collaborate with diverse stakeholders to ensure that ALL families, parents, staff, and students are represented and have input in decision-making.

We make every effort to seek parent involvement and input in school decision-making. Data is collected in a number of ways. 1) Through regular/monthly scheduled PLP meetings; 2) by our parents who make up the majority of our Western Sierra Charter Schools Board; 3) through our LCAP planning Focus Group meetings; 4) by Parent Workshops held throughout the year; 5) by communicating with families on a regular basis through monthly newsletters and Parent Square messages; and 5) through our local Parent Survey.

Feedback from the results of our Parent Survey taken in March 2022 are sited under the heading, "Building Relationships."

One of our focus areas for improvement is providing opportunities for our Educational Partners to participate in all aspects of the educational environment to support and enhance student success (LCAP Goal 3). We are committed to furthering family engagement and participation in more purposeful ways by encouraging participation in school events, in advisory groups, and in parent workshops, all in an effort for parents to feel a stronger connection to our school and improve student success.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Mountain Home School's 2022-23 LCAP speaks to our ongoing commitment ensuring that we are meeting the diverse needs of our student population. The 3 Goals of the 2022-23 LCAP address improving student guidance and instruction and improving student engagement within a positive school climate.

The following information contains the results of our Student Survey from March 2022 of this school year. The feedback from this survey contributed to our LCAP goals and actions for the 2022-23 school year. 22 Mountain Home School Charter students from the grade spans K-5 and 6-8 responded to our local school survey on a variety of topics. The results were as follows:

I receive encouragement from teachers and other school staff. 59% rated Excellent; 22% rated Above Average
The school works with my parent/guardian to help me do my best in school. 73% rated Excellent; 9% rated Above Average

My school is clean and in good condition. 64% rated Excellent; 23% rated Above Average

I feel safe when on campus with the COVID safety measures that have been implemented. 84% responded YES

How emotionally safe do you feel with staff and students at our school? 50% rated Excellent; 27% rated Above Average

My school provides textbooks and other learning materials to meet my educational needs. 86% rated Excellent; 10% rated Above Average

I feel my Advising Teacher (and other classroom teachers) take the time to discuss my grades, academic progress and success, or areas for improvement with me and my parents. 68% rated Excellent; 23% rated Above Average

I feel welcomed, valued, and connected to others in my school community. 64% rated Excellent; 9% rated Above Average

How likely are you to ask for help from a teacher or other school staff when you run into a school/education-related difficulty? 23% rated Almost all the time; 27% rated Often; 36% rated Sometimes; 14% rated Never

Did you participate in any of our teacher-led class offerings? 95% responded YES

How well did the school support your education-related technology needs? 68% rated Excellent; 18% rated Above Average

Overall how would you rate your mental health? 43% rated Always good; 43% rated Usually good; 14% rated Sometimes poor; 0% rated Usually poor

Have you had any problems this school year with your schoolwork or daily life due to any emotional difficulties, such as feeling depressed, stressed, or anxious? 14% responded YES; 86% responded NO

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

1) Mountain Home School Charter offers highly personalized educational plans for each student. Each TK-8th grade student's academic program is personalized to meet the needs of that individual student. We provide independent study students and their families with four types of resources:
a. Guidance and oversight of a student's educational plan is provided from a professional, credentialed and experienced Advising Teacher. Each student and his/her parent/guardian meet regularly with the Advising Teacher

- to review progress and assessments and plan upcoming curriculum and pacing. When applicable, a Special Education Teacher and/or Section 504 Coordinator will also be part of this educational plan.
- b. A wide variety of standards-aligned curriculum and learning materials: Rather than a proscribed “one size fits all” curriculum, our credentialed faculty works with each student and his/her parent/guardian to design a standards-aligned educational program that meets the student’s individual needs. Mountain Home purchases the appropriate curriculum and collaborates closely with each student/parent to develop curriculum pacing plans and expectations for student work.
 - c. Site-based classes, enrichment activities and field trips taught and led by qualified staff and designed around our students’ needs and interests.
 - d. A forum and meeting place for independent study families to collaborate and exchange “best practices” with the guidance of credentialed, professional teachers and staff.

Mountain Home seeks to honor and recognize the unique gifts, skills, passions, and attributes of each student. Our personalized learning model is dedicated to developing individualized learning programs for each student with the intent to engage each student in the learning process in the most productive and meaningful way, and to optimize each student’s learning potential and success. Our efforts are focused to help all students make substantial progress in meeting the appropriate standards-aligned academic skills in every area of necessary study.

2) Each student enrolled in Mountain Home School Charter has a Personal Learning Plan (“PLP”) formed in a collaboration between the student, his/her parent/guardian, his/her Advising Teacher(s), as well as a special education specialist when applicable. An Advising Teacher serves as the primary point of contact for each student, with additional subject-matter teachers providing guidance and consultation on their specific subject area. A PLP includes specific goals for each semester of school across all subjects. It specifies curriculum to be used, curriculum pacing, and assessments that will be given to demonstrate mastery of the standards-aligned content for each subject area/course. The PLP guides each student’s academic progress through independent study and site-based instruction and supports to ensure that all students have access to, and are enrolled in, a broad course of study.

3) Mountain Home School Charter strives to provide all students a broad course of study. Our personalized learning model allows us to serve all students which include English learners, students with disabilities, socioeconomically disadvantaged, and regardless of students with differing backgrounds, personal characteristics, or varying academic achievements. All students have the opportunity to flourish in our personalized learning model. As we are an independent study school, every student is allowed the opportunity to participate in onsite courses, activities, and field trips. As detailed in our 2022-23 LCAP, Mountain Home is working towards providing greater guidance, support, and opportunities for students, providing high quality and effective educational services and products to support student learning, and engagement and school connectedness under the daily guidance of their parent.

4) Our revisions, decisions, and new goals and actions will ensure that all students have access to a broad course of study. See our LCAP document for 2022-23.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan	[No response]	[No response]	[No response]	[No response]	[No response]

Coordinating Instruction	1	2	3	4	5
for providing educational services to all expelled students in the county, including:	required]	required]	required]	required]	required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Mountain Home School Charter

CDS Code: 20-76414-6110076

School Year: 2022-23

LEA contact information:

Michael Cox

Director

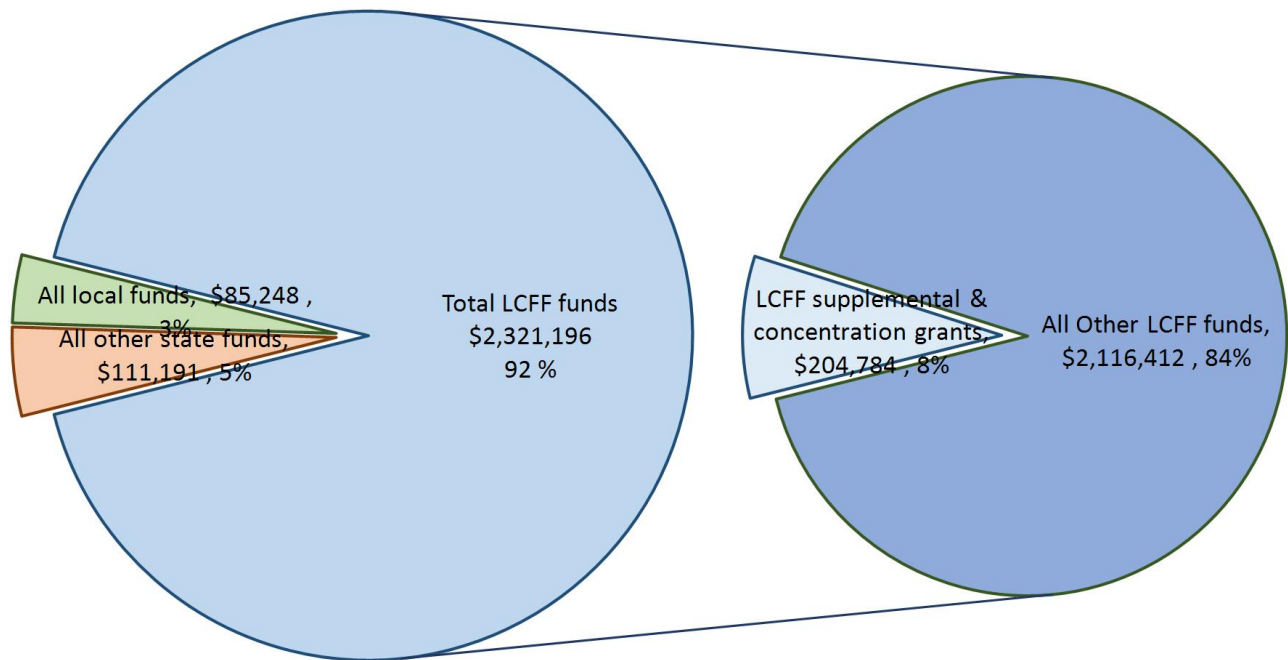
mcox@wscsfamily.org

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source



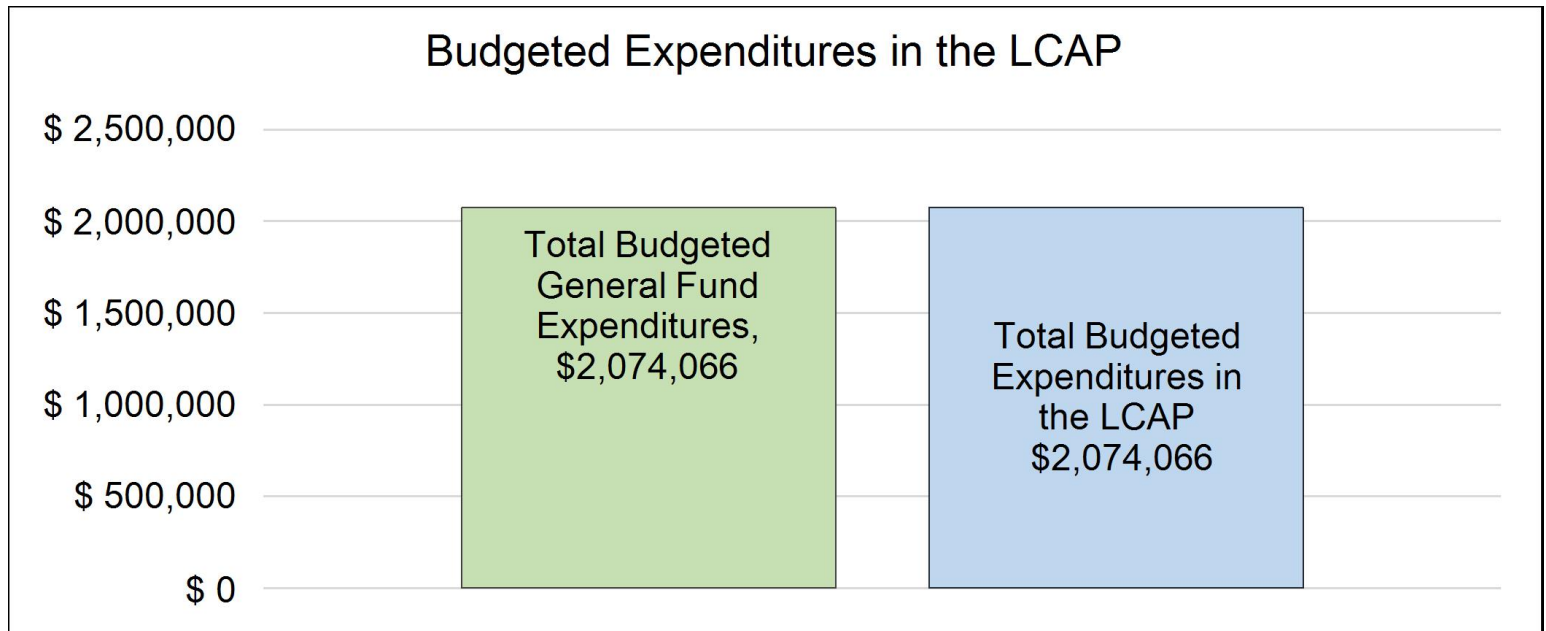
This chart shows the total general purpose revenue Mountain Home School Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Mountain Home School Charter is \$2517635, of which \$2321196 is Local Control Funding Formula (LCFF), \$111191 is other state funds,

\$85248 is local funds, and \$0 is federal funds. Of the \$2321196 in LCFF Funds, \$204784 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Mountain Home School Charter plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

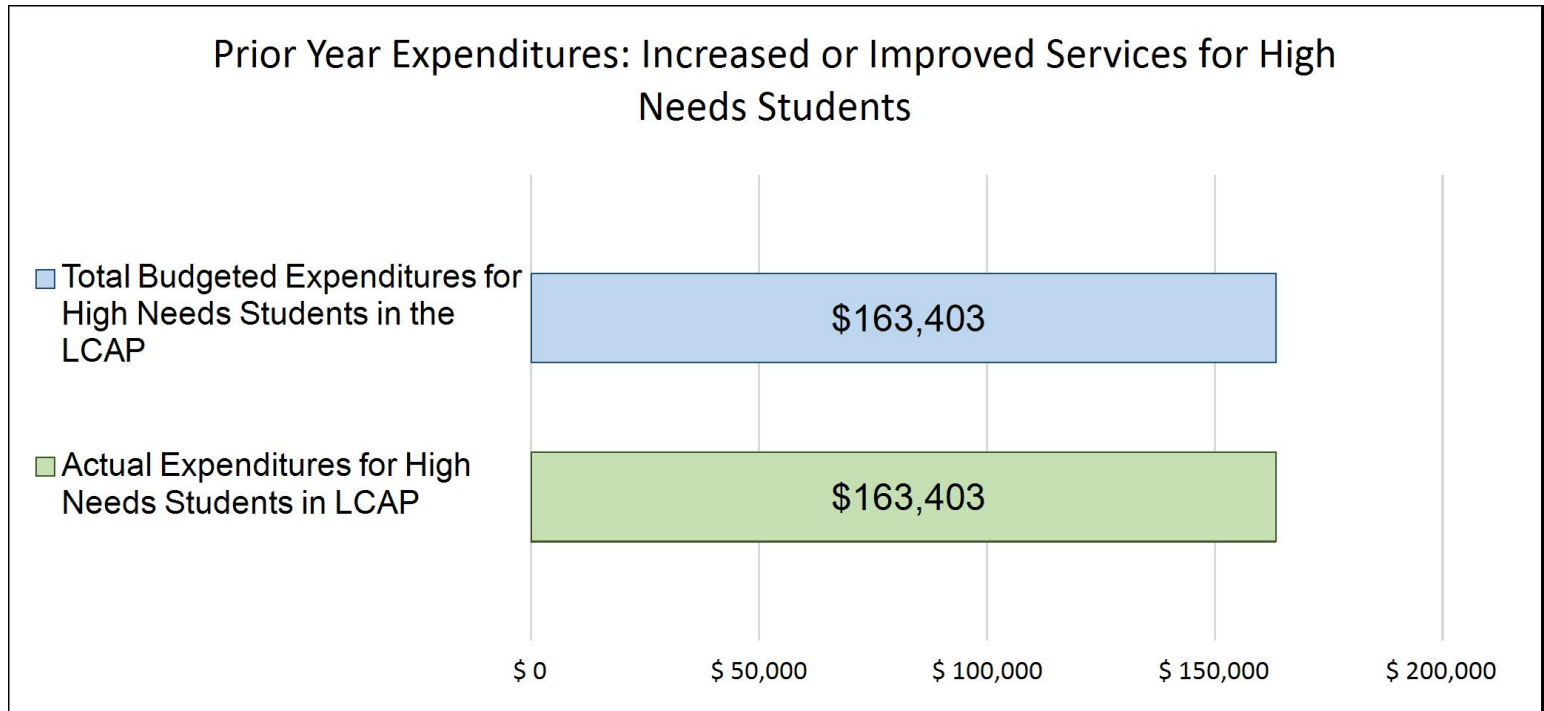
The text description of the above chart is as follows: Mountain Home School Charter plans to spend \$2074066 for the 2022-23 school year. Of that amount, \$2074066 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Mountain Home School Charter is projecting it will receive \$204784 based on the enrollment of foster youth, English learner, and low-income students. Mountain Home School Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Mountain Home School Charter plans to spend \$204784 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Mountain Home School Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Mountain Home School Charter estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Mountain Home School Charter's LCAP budgeted \$163403 for planned actions to increase or improve services for high needs students. Mountain Home School Charter actually spent \$163403 for actions to increase or improve services for high needs students in 2021-22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Mountain Home School Charter	Michael Cox Director	mcox@wscsfamily.org 559-642-1422

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

The only additional funding we received not already included in the 21-22 LCAP is the Educator Effectiveness Grant. A link to the Plan is [\(here\)](#)

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

MHS did not receive concentration funding.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

MHS did not receive any additional federal funding not already included in prior LCAP's.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

MHS did not receive ESSER III funding.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

MHS did not receive ESSER III funding or concentration grant funding. The Educator Effectiveness grant funding that was received will be utilized in future years according to the requirements of the plan. These funds will not be expended in the 21-22 fiscal year.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code*

Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: *“A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”*

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Mountain Home School Charter	Michael Cox Director	Director 559--642--1422

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Mountain Home School Charter operates a program that has come to be known as “personalized learning.” Personalized Learning has been acknowledged and commended with a State Senate resolution (SR-36). Personalized learning is a unique, blended classroom and non-classroom based public educational model that is tailored to the needs and interests of each individual student. Voluntary enrollment provides our program with a natural venue for parent and student prerogative. As a school, we do not dictate to students and their parents how to engage the learning material. Rather, we set before them the educational goals and work cooperatively with them in creating customized learning plans that best reach those goals. We believe that their desires, strengths and needs are crucial to how the Charter School works with them as individuals. This methodology, both curricular and instructional, is built around each student’s needs, abilities and interests. All students meet with their teacher and parents together to create their own personalized learning plan (PLP) at least monthly and to evaluate effectiveness and needed supplementation or change. The PLP brings the student, parent and teacher together in a formalized relationship for the sole purpose of planning, implementing, assessing and adjusting the student’s educational program. The PLP process includes frequent, regularly scheduled meetings of the parent, student and teacher, assessment of the student’s academic strengths and weaknesses, development of a curricular and instructional plan tailored to the student, ongoing monitoring and collection of student work and adjustment to meet the student’s needs. The PLP process is a thorough, formal, but personal system that meets each student’s academic needs in a very precise, individualized and responsive way.

Enrollment Data from 2021-22:

Our average student enrollment this year was 239 students, slightly higher than previous years. Our students reside in the mountain area of Madera County representing Oakhurst, Coarsegold, Bass Lake, Ahwahnee, Raymond, Mariposa, and North Fork. The ethnic make-up mirrors the town from which it draws its students: 3.3% Black or African American, 2.5% American Indian or Alaska Native, 1.7% Asian, 1.3% Chinese, .4% Filipino, 1.3% Salvadoran, 5.9% Hispanic or Latino, 1.7% Mexican American, 2.1% Unspecified, 1.7% Declined to State, and 78.2% White. Of this population, 51.5% of total enrollment is Socioeconomically Disadvantaged, 0.4% English Learners, 2% are Homeless/Foster Youth and 10% are Students with Disabilities.

Reflections: Successes

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

Mountain Home School Charter is proud of what we have accomplished as a TK-8 charter school in Madera County.

Successes include, but are not limited to:

In response to the Covid-19 emergency and the health and safety mitigation protocols in place during the 2020-21 SY, Mountain Home School Charter was essentially able to continue its normal school operation, that of personalized learning through independent study. The core of our program, providing high-quality educational options to students, stayed intact even though a few of our practices changed, including how we offered classes. Distance Learning, open to all TK-8 students, replaced our in-person math and enrichment classes. At the start of the 2021-22 school year, we were able to fully bring students back to campus, with safety protocols in place, for onsite instruction, the first Action of Goal 1. Recent parent/student survey indicated that an average of 87% of students and parents felt safe when on campus with the COVID safety measures that had been implemented.

Mountain Home continued providing effective support to all students. Teachers continued to meet the needs of students, together with their parents/guardians, creating effective and successful educational plans for every student. In addition, all students in grades TK-8 participated in Benchmark NWEA MAP Testing at the beginning of the school year, during midyear when warranted, and again at the end of the school year to assess areas of growth and continued areas of need to support students where they are in achievement. With end-of-year NWEA testing still underway, we did report NWEA results comparing the same cohort of students in Fall 2020 with Fall 2021 to assess learning loss. The results showed a slight dip in Reading and a slight improvement in Math.

While our CA Dashboard Data has not changed since 2019, all 3rd-8th grade students participated in SBAC testing and all 5th and 8th grade students took the CAST in May 2022.

We are proud of our Advising teachers and Support Staff who provide All students, including those with diverse learning needs, and their parent/guardian, excellent support and assistance on a frequent and regular basis. All students were provided with appropriate curriculum, a variety of additional learning materials, and Chromebooks. Mountain Home kept students engaged in extra-curricular pursuits whenever possible, such as a variety of academic competitions, field trips, community service, and activities.

Overwhelmingly, responses from our school climate surveys given to students and parents were positive. Most parents and students felt the school supported their needs, including educational-related technology needs and access to educational materials. Most parents also rated our school "above average" and "excellent" in how well we communicated to them about school events and procedures.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

IDENTIFIED NEEDS:
Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. The last state data is 2019. Therefore, the following is based on local data.
1. The importance of continuing to provide ALL students with in-person instruction, activities, and field trip opportunities.
2. The need to increase support in educational technology.
3. The need to increase Educational Partner engagement in more purposeful means.
4. We continue to see the need to help students improve in math.
5. The need to increase College/Career student preparedness in grades 7th and 8th as they begin transitioning to high school.
6. We serve a student population with high needs (unduplicated): 51.5% of total enrollment is Socioeconomically Disadvantaged, 2% are Homeless or Foster Youth, .4% are English Learners, and 10% of our student population have identified disabilities.

LCAP Highlights

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

Highlights include, but are not limited to:

- Celebrating our 28th year in education as a CA Public Charter School.
- Our enrollment has stayed strong with Teacher-Student ratio at capacity.
- 5th-8th grade Math Courses were taught onsite, rather than only as an Independent Study model to provide further student support.
- All students in K-8 have access to the Next Generation Science Standards curriculum.
- Resources are in place for any EL and Special Education students
- Improving student academic achievement, College/Career preparedness, and Student and Educational Partner Engagement are at the forefront of the LCAP.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The following groups participated in surveys and/or feedback sessions, of meaningful Educational Partner input for the understanding of needs and solutions to make informed decisions:

School Administrators

Teachers

Classified Staff

Western Sierra Charter Schools Board made up of parents, community members, and non-voting teachers

Parents/Guardians and students who are in close communication with teachers, classified support staff, and administrative personnel

LCAP Planning Focus Group which included Parents, Students, Teachers, and Administrative personnel

Educational Partner engagement occurs routinely and purposefully throughout the school year and was considered prior to finalizing the LCAP. Students, along with their parent/guardian, have frequent interactions with teachers and classified support staff. Regularly scheduled staff meetings are held each month, sometimes more, and administrative personnel meet on a regular basis. WSCS Board meetings occur throughout the school year. The members of our LCAP Focus Group shared their observations and ideas for student and school-wide improvement.

A summary of the feedback provided by specific educational partners.

Student and Parent Feedback: Feedback occurred during the course of frequent interactions with teachers and represented on our local parent and student survey responses.

Teachers, Classified Staff, and Administrator Feedback: Feedback occurred throughout the school year and discussed at regularly-scheduled meetings and professional development opportunities:

Outreach to students and parents/guardians was extensive and frequent, even though much of the 2021-22 school year. Formal and informal progress monitoring meetings were usually conducted in-person, but sometimes held virtually on Zoom and included communications via Parent Square, phone calls, and email.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Key takeaways from our stakeholders influenced Mountain Home's Local Control and Accountability Plan's Goals and Actions. These included:

1. Improving our delivery of supports to students and their parent/guardian for future College/Career academic goals and planning and transitioning 7th and 8th grade students to high school.

2. Improving student engagement, with particular attention to students feeling a positive connection within our school and in the greater community.
3. Providing more opportunities for Educational Partner engagement in our school community to benefit all students.

Goals and Actions

Goal

Goal #	Description
1	All students will be provided high quality guidance and instruction within a broad and rigorous curriculum, necessary educational technology supports, and professional staff that will prepare them for success in college and the workplace.

An explanation of why the LEA has developed this goal.

This goal supports our program's Personalized Learning, non-classroom-based educational model. Students are academically guided by credentialed teachers and provided customized instructional materials that prepare them for success after high school with College/Career readiness. Local and State Indicator Metrics will be used to support the 8 Actions that we plan to accomplish during 2022-23 SY.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator (Priority 1-Basic Services) SARC	A. Teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching for 2020-21. B. Students have sufficient access to the standards-aligned instructional materials for 2020-21. C. School facilities are maintained in good repair for 2020-21.	A. Teachers were appropriately assigned and fully credentialed in the subject area and for the students they taught and advised in 2021-22. B. Students had sufficient access to the standards-aligned instructional materials for 2021-22. C. School facilities were maintained in good repair for 2021-22.			A. Teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. B. Students have sufficient access to the standards-aligned instructional materials. C. School facilities are maintained in good repair.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator (Priority 2-Implementation of State Academic Standards) Local Indicator: Benchmark NWEA Test Results	A. The implementation of state adopted academic content and performance standards for all students. B. Student improvement in math and reading on NWEA Benchmark testing from Fall 2018 to Spring 2019. Students in grades 6-8 made above average growth in math compared to the same grades across the U.S. on NWEA. In reading, 6th and 8th grade students made above average growth in reading while 7th grade students showed below average growth.	A. The implementation of state adopted academic content and performance standards for all students. B. Student improvement in math and reading on NWEA Benchmark testing from Fall 2020 to Fall 2021 using data from the same cohort of students. READING RESULTS 2020-21 2021-22 High 42% 32% High Avg 27% 26% Avg 16% 20% Low Avg 11% 15% Low 4% 7% MATH RESULTS 2020-21 2021-22 High 28% 24% High Avg 21% 21% Avg 18% 20% Low Avg 19% 25% Low 13% 10%			A. The implementation of state adopted academic content and performance standards for all students B. Demonstrated student improvement in math and reading on NWEA.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Indicator (Priority 4-Pupil Achievement) CA Dashboard Fall 2019 CAASPP Results	Smarter Balanced Summative Assessments for math and ELA in 2019: All Students: 1.7 points below Standard in ELA, an increase of 11.7 points from 2018. All Students: 59.3 points below Standard in Math	A. Students participated in SBAC Testing in May 2022, the first time since 2019.			We will see an improvement in the percent of students meeting or exceeding standards on the Smarter Balanced Summative Assessments for math and ELA.
Local Indicator (Priority 6-School Climate)	CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results, based on March 2021: 82% of students responded that their Advising teacher took the time to discuss their grades, academic progress and success, including areas of improvement with them and their parent. 84% of students responded that the school provided them with textbooks and learning materials to meet their educational needs.	CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results, based on March 2022: 91% of students responded that their Advising teacher took the time to discuss their grades, academic progress and success, including areas of improvement with them and their parent. 96% of students responded that the school provided them with textbooks and learning materials to meet their educational needs.			We will see a 5-10% improvement of student responses to these 3 survey questions of academic advising, textbook and learning material needs, and technology support.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	87% of students responded that the school supported their educational-related technology needs.	86% of students responded that the school supported their educational-related technology needs.			
Local Indicator (Priority 7-Course Access)	CA Dashboard Priority 7 Self-Reflection Tool: Students will have access to a Broad Course of Study	CA Dashboard Priority 7 Self-Reflection Tool: Students have access to a Broad Course of Study			All students will have access to a broad course of study in all required subject areas that prepare them for college and careers.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Monitoring Personalized Learning Plans	Every student will be assigned to a teacher. Every teacher will meet with each student and their parent at least every 20 school days to develop and monitor each student's Personalized Learning Plan.	\$179,561.34	Yes
1.2	Customized Personalized Learning Plans	Every student will be provided with a custom personalized learning plan, including all necessary educational materials, curriculum, technology, etc. This plan will be built around the student's ongoing needs and and academic performance data.	\$448,903.37	Yes
1.3	Providing Class Offerings	The school will provide necessary high quality, direct instruction in core and enrichment academic areas. These classes may include on-site, hybrid, and/or virtual settings.	\$448,903.37	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Teacher Professional Development	Provide training for teachers to increase their technical and instructional effectiveness with educational technology and virtual learning settings in order to facilitate pupil success.	\$179,561.34	Yes
1.5	Administer Academic Assessments	The school will deliver academic assessments to all students, both the CAASPP and the school's internal assessment and evaluations.	\$143,649.08	Yes
1.6	Ongoing Staff Development	Provide ongoing staff development & articulation to support Math, English Language Arts and Science state standards implementation and monitoring.	\$89,780.67	Yes
1.7	Administration to Assess Student Needs	Administrative meetings and other administrative training devoted to assessing & refining our staff professional development planning and process and to identify critical areas of student needs.	\$125,692.95	Yes
1.8	College/Career Readiness Guidance	Provide 7th-12th grade students with grade-appropriate College and Career Readiness guidance to increase student preparedness for college and post high school success. *College and Career Readiness means as measured and reported on the CA Dashboard percentage of graduating students.	\$179,561.34	Yes
1.9				No
1.10			\$0.00	No
1.11				No

Action #	Title	Description	Total Funds	Contributing
1.12				No

Goal Analysis [2021-22]

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

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

All intended Actions for the implementation of this goal completed, with the exception of Actions 11 and 12 of LCAP 2021-22. These two Actions refer to high school students and were mistakenly included in our elementary program and thus, have been removed.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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

The identified needs for which this goal was created have been effectively met.

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

This goal will remain as is for the 2022-23 LCAP year. The following changes made to Actions from 2021-22 LCAP: Action 1 completed and removed. Action 7 removed due to redundancy with Action 2. Action 10 remains, but with rewording to focus on 7th-12th grade levels rather than stating All Grade Levels with College and Career Readiness Guidance. Actions 11 and 12 have been removed because they refer to high school students and were mistakenly included in our elementary program.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	All students will be provided a safe, clean, secure and healthy school with opportunities for student engagement within a positive school climate.

An explanation of why the LEA has developed this goal.

We believe that ensuring a safe, clean, secure, and healthy school enhances student engagement and leads to a positive school climate. State and Local Indicator Metrics will be used to support the 5 Actions associated with this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator (Priority 1-Basic Services)	School facilities are maintained in good repair.	School facilities are maintained in good repair.			School facilities are maintained in good repair.
State Indicator (Priority 5-Student Engagement)	CA Dashboard Priority 5 for Pupil Attendance rates, Chronic Absenteeism rates, and Middle School dropout rates	CA Dashboard Priority 5 for Pupil Attendance rates, Chronic Absenteeism rates, and Middle School dropout rates			Maintain Blue Performance level on Dashboard for Chronic Absenteeism and Suspension Rate
Local Indicator (Priority 6-School Climate)	CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results ---based on March 2021 survey results: 93% of students rated school is clean and in good condition; rated sense of safety at 81% and	CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results ---based on March 2022 survey results: 87% of students rated school is clean and in good condition; rated sense of safety at 77% and			We will see a 10% improvement of student surveys for sense of safety and school connectedness.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	School Connectedness at 81%	School Connectedness at 73%			

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Janitorial Service	Provide regular, ongoing janitorial service for the buildings.	\$60,876.45	Yes
2.2	Building Grounds Maintenance	Provide regular, ongoing landscape maintenance as needed.	\$28,902.00	Yes
2.3	Addressing Safety Issues	Address all critical safety issues in a timely manner.	\$1,000.00	Yes
2.4	Building Modifications	Plan and perform building modifications to better serve our school's mission as needed.	\$133,200.00	Yes
2.5	Community-Based Family Resources	Maintain and publish a list of community-based mental health services and support as a resource for students and families.	\$1,000.00	Yes

Goal Analysis [2021-22]

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

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

All intended Actions for the implementation of this goal completed.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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

The identified needs for which this goal was created have been effectively met.

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

This goal will remain as is for the 2022-23 LCAP year. The only change we made was to Action 5 which is to now Maintain (keep it up-to-date) our published list of community-based mental health supports for our families.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	School will provide opportunities for our Educational Partners (parents, students, staff, community members, and organizations) to participate in all aspects of the educational environment to support and enhance student success.

An explanation of why the LEA has developed this goal.

This goal supports our program's Personalized Learning, non-classroom-based educational model. All students work cooperatively with credentialed teachers and their parent/guardian to create customized instructional learning plans to enhance student success. In addition, parents, staff, and community members hold positions on our WSCS Board. Hence, the purpose of this goal is to increase the level and engagement of all our Educational Partners. Local Indicator Metric of Priority 3-Parent Involvement will be used to support the 6 Actions that we plan to accomplish during 2022-23 SY.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator (Priority 3-Parent Involvement) on CA Dashboard self-reflection tool - Parent Survey March 2021	<p>A. Engaging parents in decision-making: March 2021 Parent Survey Results: 93% of parents rated that our school supports their needs as parent/guardian teacher</p> <p>B. Promoting parent participation in programs that meet the needs of students: March 2021 Parent Survey Results: 86% of parents rated feeling welcomed,</p>	<p>A. Engaging parents in decision-making: March 2022 Parent Survey Results: 88% of parents rated that our school supports their needs as parent/guardian teacher.</p> <p>B. Promoting parent participation in programs that meet the needs of students: March 2022 Parent Survey Results: 92% of parents rated</p>			Continue to work towards improved parent involvement measures of participation in decision-making for the education of their student; working collaboratively with staff; participation on our governing board; and participation in advisory meetings

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	valued, and connected in our school community. C. School Communication March 2021 Parent Survey Results: 90% of parents responded that the school communicates well about school events and procedures.	feeling welcomed, valued, and connected in our school community. C. School Communication: March 2022 Parent Survey Results: 92% of parents responded that the school communicates well about school events and procedures.			

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Workshops	Provide parent training and workshops to support student achievement and their roll as an important leader in the life of their student. (This may include both specific workshops but also during the PLP meeting)	\$13,368.52	Yes
3.2	Educational Partner Opportunities	Provide opportunities for our Educational Partners that facilitate involvement and shared purpose.	\$13,368.52	Yes
3.3	Communication	Provide methods of communication between home and school via Parent Square, social media, school websites, newsletters.	\$13,368.52	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Educational Partner Feedback	Provide opportunities for input and feedback from all Educational Partners on aspects of our school program, safety, and culture to enhance student success.	\$2,673.71	Yes
3.5	Educational Partner Engagement	Develop, as needed, Advisory Groups and opportunities for Educational Partner engagement. Existing and future Advisory Groups could focus on issues such as: Technology development Professional development for staff School Safety Curriculum LCAP goals Community impact and increased diversity	\$5,347.41	Yes
3.6	Community Engagement Opportunities for Students	Provide opportunities for our students to explore and engage with the greater community around them through educational and service-related field experiences. (For example: Reagan Library, Catalina CIMI science trip, science & art exploration trips, visits and interviews with businesses, university tours and community service)	\$5,347.41	Yes
3.7				No

Goal Analysis [2021-22]

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

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

All intended Actions for the implementation of this goal completed with the exception of Action 6 of the 2021-22 LCAP which stated, Provide "Get to Know Us" Open House opportunities for community businesses, leaders, and organizations for the purpose of developing partnerships with these groups.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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

The identified needs for which this goal was created have been effectively met with the exception of Action 6 of the 2021-22 LCAP which stated, Provide "Get to Know Us" Open House opportunities for community businesses, leaders, and organizations for the purpose of developing partnerships with these groups.

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

This goal will remain as is for the 2022-23 LCAP year. All actions associated with this goal will remain with the exception of the 2021-22 LCAP Action, Provide "Get to Know Us" Open House opportunities for community businesses, leaders, and organizations for the purpose of developing partnerships with these groups. We feel that this Action is redundant because Action 2 already covers our intent to facilitate Educational Partner engagement. Action 2 remains, but with slight rewording for better clarification and Action 5 remains, but we added Curriculum as another possible Advisory Group.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
204784	

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.68%	0.00%	\$0.00	9.68%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

Mountain Home School uses all LCFF funding in a "school wide" manner. All students in Mountain Home School receive equal access to all necessary educational resources and programs. As a Personalized Learning Program, every student receives a unique, customized learning plan that is designed around student performance data and includes student, parent and teacher input. Accordingly, unduplicated students are provided all educational resources supplemental or otherwise relative to what their unique academic needs. This is the most effective use of funds because every student is engaged as an individual and receives targeted resources relative to their unique and specific needs.

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

The detrimental impact of the Covid-19 shut down this last year has been born uniquely by Mountain Home School's "Unduplicated" students. Therefore, we have prioritized providing high quality, student centered, in-person instruction and tutoring for our students who need it the most. For our "Unduplicated" students we will evaluate & implement targeted instructional resources and technology for differentiated instruction based on test performance data. Please see Goal 1, Action 7.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	
Staff-to-student ratio of certificated staff providing direct services to students	24.41	

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,877,627.00	\$111,191.00	\$85,248.00		\$2,074,066.00	\$1,529,602.00	\$544,464.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Monitoring Personalized Learning Plans	English Learners Foster Youth Low Income	\$159,917.44	\$11,119.10	\$8,524.80		\$179,561.34
1	1.2	Customized Personalized Learning Plans	English Learners Foster Youth Low Income	\$399,793.62	\$27,797.75	\$21,312.00		\$448,903.37
1	1.3	Providing Class Offerings	English Learners Foster Youth Low Income	\$399,793.62	\$27,797.75	\$21,312.00		\$448,903.37
1	1.4	Teacher Professional Development	English Learners Foster Youth Low Income	\$159,917.44	\$11,119.10	\$8,524.80		\$179,561.34
1	1.5	Administer Academic Assessments	English Learners Foster Youth Low Income	\$127,933.96	\$8,895.28	\$6,819.84		\$143,649.08
1	1.6	Ongoing Staff Development	English Learners Foster Youth Low Income	\$79,958.72	\$5,559.55	\$4,262.40		\$89,780.67
1	1.7	Administration to Assess Student Needs	English Learners Foster Youth Low Income	\$111,942.22	\$7,783.37	\$5,967.36		\$125,692.95
1	1.8	College/Career Readiness Guidance	English Learners Foster Youth Low Income	\$159,917.44	\$11,119.10	\$8,524.80		\$179,561.34

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.9		All					
1	1.10		All					\$0.00
1	1.11		All					
1	1.12		All					
2	2.1	Janitorial Service	English Learners Foster Youth Low Income	\$60,876.45				\$60,876.45
2	2.2	Building Grounds Maintenance	English Learners Foster Youth Low Income	\$28,902.00				\$28,902.00
2	2.3	Addressing Safety Issues	English Learners Foster Youth Low Income	\$1,000.00				\$1,000.00
2	2.4	Building Modifications	English Learners Foster Youth Low Income	\$133,200.00				\$133,200.00
2	2.5	Community-Based Family Resources	English Learners Foster Youth Low Income	\$1,000.00				\$1,000.00
3	3.1	Parent Workshops	English Learners Foster Youth Low Income	\$13,368.52				\$13,368.52
3	3.2	Educational Partner Opportunities	English Learners Foster Youth Low Income	\$13,368.52				\$13,368.52
3	3.3	Communication	English Learners Foster Youth Low Income	\$13,368.52				\$13,368.52
3	3.4	Educational Partner Feedback	English Learners Foster Youth Low Income	\$2,673.71				\$2,673.71
3	3.5	Educational Partner Engagement	English Learners Foster Youth Low Income	\$5,347.41				\$5,347.41
3	3.6	Community Engagement	English Learners Foster Youth	\$5,347.41				\$5,347.41

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Opportunities for Students	Low Income					
3	3.7		All					

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2116412	204784	9.68%	0.00%	9.68%	\$1,877,627.00	0.00%	88.72 %	Total:	\$1,877,627.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$1,877,627.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Monitoring Personalized Learning Plans	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mountain Home	\$159,917.44	
1	1.2	Customized Personalized Learning Plans	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mountain Home	\$399,793.62	
1	1.3	Providing Class Offerings	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mountain Home	\$399,793.62	
1	1.4	Teacher Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mountain Home	\$159,917.44	
1	1.5	Administer Academic Assessments	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mountain Home	\$127,933.96	
1	1.6	Ongoing Staff Development	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mountain Home	\$79,958.72	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Administration to Assess Student Needs	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mountain Home	\$111,942.22	
1	1.8	College/Career Readiness Guidance	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mountain Home	\$159,917.44	
2	2.1	Janitorial Service	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mountain Home	\$60,876.45	
2	2.2	Building Grounds Maintenance	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mountain Home	\$28,902.00	
2	2.3	Addressing Safety Issues	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mountain Home	\$1,000.00	
2	2.4	Building Modifications	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mountain Home	\$133,200.00	
2	2.5	Community-Based Family Resources	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mountain Home	\$1,000.00	
3	3.1	Parent Workshops	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mountain Home	\$13,368.52	
3	3.2	Educational Partner Opportunities	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mountain Home	\$13,368.52	
3	3.3	Communication	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mountain Home	\$13,368.52	
3	3.4	Educational Partner Feedback	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mountain Home	\$2,673.71	
3	3.5	Educational Partner Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mountain Home	\$5,347.41	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.6	Community Engagement Opportunities for Students	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mountain Home	\$5,347.41	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,014,758.02	\$2,014,758.02

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Resuming On-Site Instruction	No	\$190,053.33	190053.33
1	1.2	Monitoring Personalized Learning Plans	No	\$190,053.33	190053.33
1	1.3	Customized Personalized Learning Plans	No	\$475,133.33	475133.33
1	1.4	Providing Class Offerings	No	\$475,133.33	475133.33
1	1.5	Teacher Professional Development	No	\$38,010.66	38010.66
1	1.6	Administer Academic Assessments	No	\$95,026.67	95026.67
1	1.7	Differentiating Instruction	Yes	\$190,053.33	190053.33
1	1.8	Ongoing Staff Development	No	\$95,026.67	95026.67
1	1.9	Administration to Assess Student Needs	No	\$95,026.67	95026.67
1	1.10	College/Career Readiness Guidance	No	\$19,005.34	19005.34

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	CTE Course Guidance	No	\$19,005.34	19005.34
1	1.12	Developing Additional CTE Pathway	No	\$19,005.34	19005.34
2	2.1	Janitorial Service	No	\$44,570.78	44570.78
2	2.2	Building Grounds Maintenance	No	\$26,410.42	26410.42
2	2.3	Addressing Safety Issues	No	\$2,228.54	2228.54
2	2.4	Building Modifications	No		
2	2.5	Community-Based Family Resources	No	\$2,228.54	2228.54
3	3.1	Parent Workshops	No	\$9,696.60	9696.60
3	3.2	Stakeholder Event Opportunities	No	\$9,696.60	9696.60
3	3.3	Communication	No	\$9,696.60	9696.60
3	3.4	Stakeholder Feedback	No	\$1,939.32	1939.32
3	3.5	Stakeholder Engagement	No	\$3,878.64	3878.64
3	3.6	Developing Community Partners	No	\$1,939.32	1939.32

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.7	Community Engagement Opportunities for Students	No	\$1,939.32	1939.32

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
163403	\$159,433.73	\$159,433.73	\$0.00	6.00%	5.90%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.7	Differentiating Instruction	Yes	\$159,433.73	159433.73	6.0	5.9

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1962105	163403	0	8.33%	\$159,433.73	5.90%	14.03%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

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

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Glacier High School Charter

CDS Code: 20 76414 2030237

School Year: 2022-23

LEA contact information:

Michael Cox

Director

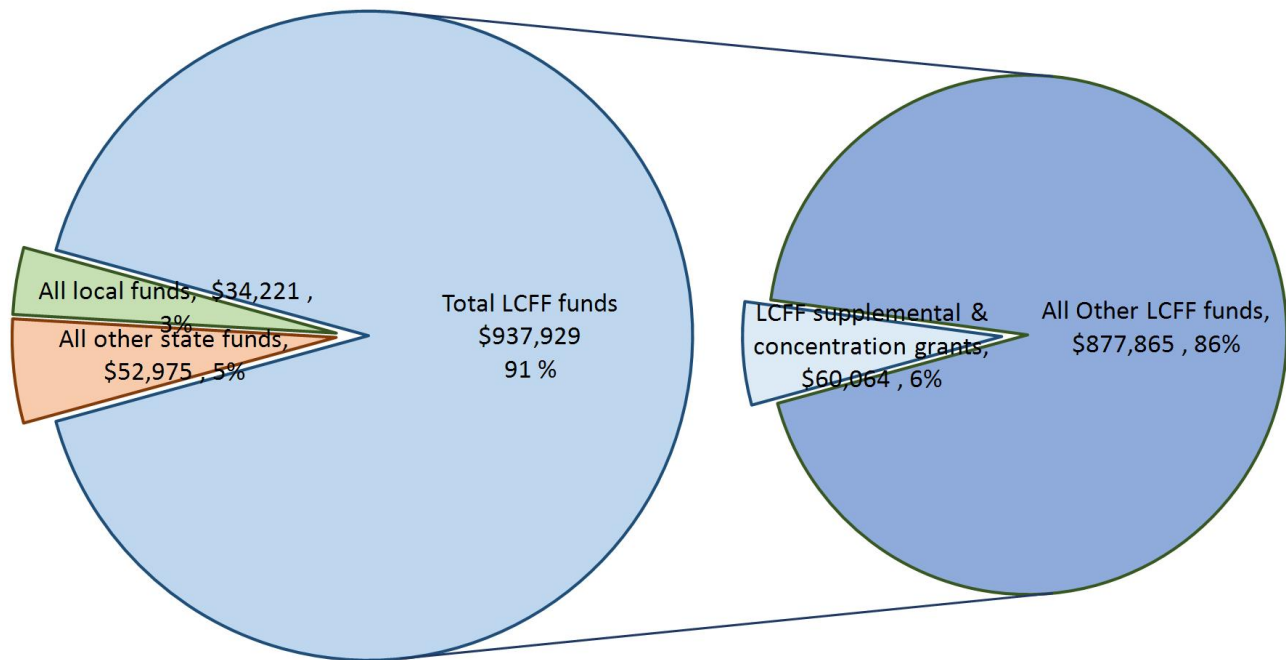
mcox@wscsfamily.org

(559) 642-1422

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source



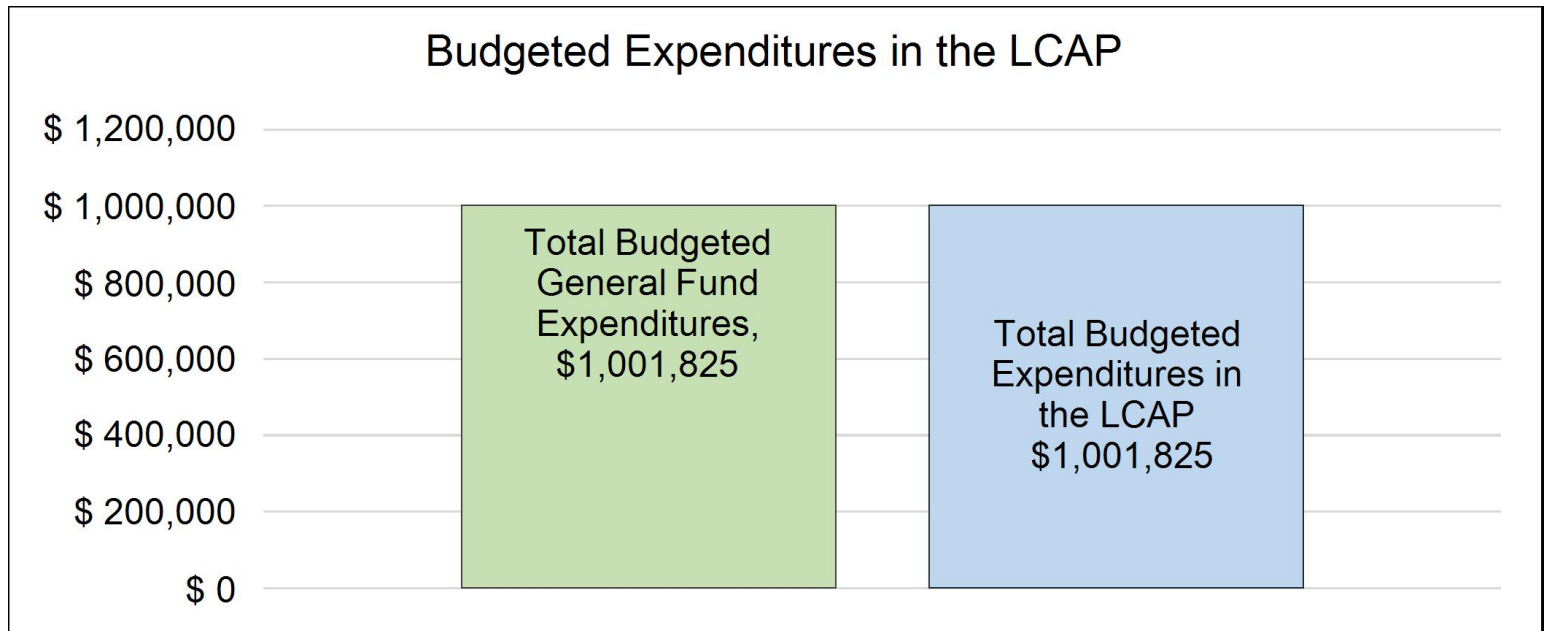
This chart shows the total general purpose revenue Glacier High School Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Glacier High School Charter is \$1025124, of which \$937929 is Local Control Funding Formula (LCFF), \$52975 is other state funds, \$34221 is

local funds, and \$0 is federal funds. Of the \$937929 in LCFF Funds, \$60064 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Glacier High School Charter plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

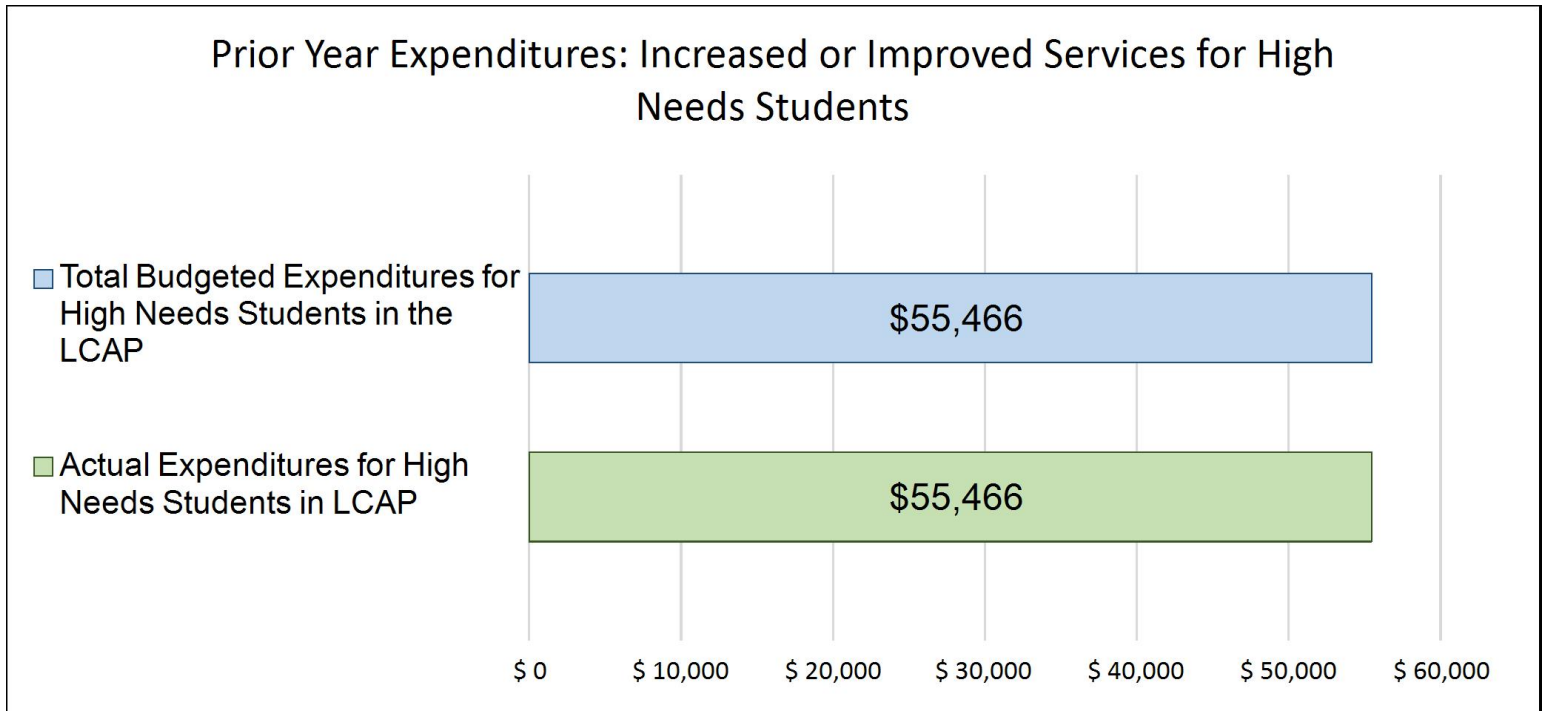
The text description of the above chart is as follows: Glacier High School Charter plans to spend \$1001825 for the 2022-23 school year. Of that amount, \$1001825 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Glacier High School Charter is projecting it will receive \$60064 based on the enrollment of foster youth, English learner, and low-income students. Glacier High School Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Glacier High School Charter plans to spend \$60064 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Glacier High School Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Glacier High School Charter estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Glacier High School Charter's LCAP budgeted \$55466 for planned actions to increase or improve services for high needs students. Glacier High School Charter actually spent \$55466 for actions to increase or improve services for high needs students in 2021-22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Glacier High School Charter	Michael Cox Director	mcox@wscsfamily.org 559-642-1422

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

The only additional funding we received not already included in the 21-22 LCAP is the Educator Effectiveness Grant. A link to the Plan is [\(Here\)](#).

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

GHS did not receive concentration funding.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

GHS did not receive any additional federal funding not already included in prior LCAP's.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

GHS did not receive ESSER III funding.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

GHS did not receive ESSER III funding or concentration grant funding. The Educator Effectiveness grant funding that was received will be utilized in future years according to the requirements of the plan. These funds will not be expended in the 21-22 fiscal year.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code*

Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: *“A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”*

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Glacier High School Charter	Michael Cox Director	mcox@wscsfamily.org (559) 642-1422

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Glacier High School operates a program that has come to be known as “personalized learning”. Personalized Learning has been acknowledged and commended with a State Senate resolution (SR-36). Personalized learning is a unique, blended classroom and non-classroom based public educational model that is tailored to the needs and interests of each individual student. As a school we do not dictate to students and their parents how to engage the learning material. Rather, we set before them the educational goals and work cooperatively with them in creating customized learning plans that best reach those goals. We believe that their desires, strengths and needs are crucial to how the school works with them as individuals. This methodology, both curricular and instructional, is built around each student’s needs, abilities and interests. All students meet with their teacher and parents together to create their own personalized learning plan (PLP) at least monthly and to evaluate effectiveness and needed supplementation or change. The PLP brings student, parent and teacher together in a formalized relationship for the sole purpose of planning, implementing, assessing and adjusting the student’s educational program. The PLP process includes frequent, regularly scheduled meetings of the parent, student and teacher, assessment of the student’s academic strengths and weaknesses, development of a curricular and instructional plan tailored to the student, ongoing monitoring and collection of student work and adjustment to meet the student’s needs. The PLP process is a thorough, formal but personal system that meets each student's academic needs in a very precise, individual, and responsive way.

Enrollment Data from 2021-22:

Our student enrollment was 95 students, a slight increase from the previous year of 88 students. Our students reside in the mountain area of Madera County representing Oakhurst, Coarsegold, Bass Lake, Ahwahnee, Raymond, Mariposa, and North Fork. The ethnic make-up mirrors the town from which it draws its students: 1.1% Black or African American, 6.3% American Indian or Alaska Native, 2.1% Asian, 4.2% Other Asian, 1.1% Salvadoran, 1.1% Filipino, 1.1% Argentinean, 1.1% Vietnamese, 4.2% Hispanic or Latino, 3.2% Mexican American, 1.1% Declined to State, and 73.7% White. 33.7% of this population is identified as Unduplicated, all being economically disadvantaged as we did not have any students identified Homeless/Foster Youth or English Learners in 2021-22. 23% are Students with Disabilities.

Reflections: Successes

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

Glacier High School Charter is proud of what we have accomplished as a 9-12 charter school in Madera County.

Successes include, but are not limited to:

In response to the Covid-19 emergency and the health and safety mitigation protocols in place during the 2020-21 SY, Glacier High School Charter was essentially able to continue its normal school operation, that of personalized learning through independent study. The core of our program, providing high-quality educational options to students, stayed intact even though a few of our practices changed, including how we offered classes. Distance Learning, open to all 9-12 students, replaced our in-person classes. At the start of the 2021-22 school year, we were able to fully bring students back to campus, with safety protocols in place, for onsite course instruction, the first Action of Goal 1. Recent parent/student survey indicated that an average of 93% of students and parents felt safe when on campus with the COVID safety measures that had been implemented.

Glacier High continued providing effective support to all students. Teachers continued to meet the needs of students, together with their parents/guardians, creating effective and successful educational plans for every student. In addition, all students in grades 9-11 participated in Benchmark NWEA MAP Testing at the beginning of the school year, during midyear when warranted, and again at the end of the school year to assess areas of growth and continued areas of need to support students where they are in achievement. With end-of-year NWEA testing still underway, we did report NWEA results comparing the same cohort of students in Fall 2020 with Fall 2021 to assess learning loss. The results showed no learning loss in both Math and Reading.

While our CA Dashboard Data has not changed since 2019, all 11th grade students participated in SBAC testing and some 10-12th grade students took the CAST in May 2022.

We are proud of our Advising teachers and Support Staff who provide All students, including those with diverse learning needs, and their parent/guardian, excellent support and assistance on a frequent and regular basis. All students were provided with appropriate curriculum, a variety of additional learning materials, and Chromebooks. Glacier High kept students engaged in extra-curricular pursuits whenever possible, such as a variety of academic competitions, field trips, community service, and "socials."

Overwhelmingly, responses from our school climate surveys given to students and parents were positive. Most parents and students felt the school supported their needs, including educational-related technology needs and access to educational materials. Most parents also rated our school "above average" and "excellent" in how well we communicated to them about school events and procedures.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

IDENTIFIED NEEDS:

Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. The last state data is 2019. Therefore, the following is based on local data.

1. The importance of continuing to provide ALL students with in-person instruction, activities, and field trip opportunities.
2. The need to increase support in educational technology.
3. The need to increase Educational Partner engagement in more purposeful means.
4. We continue to see the need to help students improve in math.
5. The need to increase College/Career student preparedness.
6. The need to develop and implement a new CTE pathway for students.
7. 33% of our student population are high need (unduplicated): 33% of total enrollment is Socioeconomically Disadvantaged, 0% are Homeless or Foster Youth, and 0% are English Learners. 23% of our student population have identified disabilities.

LCAP Highlights

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

Highlights include, but are not limited to:

- Celebrating our 20th year in education as a CA Public Charter School.
- Our enrollment is strong with Teacher-Student ratio at capacity.
- A wider selection of A-G Courses are taught onsite, rather than only as an Independent Study model to provide further student support.
- All students have access to the Next Generation Science Standards curriculum and onsite classes in Earth, Biology, and Chemistry.
- Resources are in place for any EL and Special Education students.
- Improving student academic achievement, College/Career preparedness, and Student and Educational Partner engagement are at the forefront of the LCAP.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The following groups participated in surveys and/or feedback sessions, of meaningful Educational Partner input for the understanding of needs and solutions to make informed decisions:

School Administrators

Teachers

Classified Staff

Western Sierra Charter Schools Board made up of parents and community members, and non-voting teachers.

Parents/Guardians and students who are in close communication with teachers, classified support staff, and administrative personnel

LCAP Planning Focus Group which included Parents, Students, Teachers, and Administrative personnel

Educational Partner engagement occurs routinely and purposefully throughout the school year and was considered prior to finalizing the LCAP. Students, along with their parent/guardian, have frequent interactions with teachers and classified support staff. Regularly scheduled staff meetings are held each month, sometimes more, and administrative personnel meet on a regular basis. WSCS Board meetings occur throughout the school year. The members of our LCAP Focus Group shared their observations and ideas for student and school-wide improvement.

A summary of the feedback provided by specific educational partners.

Student and Parent Feedback: Feedback occurred during the course of frequent interactions with teachers and represented on our local parent and student survey responses.

Teachers, Classified Staff, and Administrator Feedback: Feedback occurred throughout the school year and discussed at regularly-scheduled meetings and professional development opportunities.

Outreach to students and parents/guardians was extensive and frequent throughout the 2021-22 school year. Formal and informal progress monitoring meetings were usually conducted in-person but sometimes held virtually on Zoom and included communications via Parent Square, phone calls, and email.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Key takeaways from our Educational Partners influenced Glacier's Local Control and Accountability Plan's Goals and Actions. These included:

1. Improving our delivery of supports to students and their parent/guardian for future College/Career academic goals and planning.
2. Increasing the percentage of students who are "prepared" for College/Career.

3. Improving student engagement, with particular attention to students feeling a positive connection within our school and in the greater community.
4. Providing more opportunities for Educational Partner engagement in our school community to benefit all students.

Goals and Actions

Goal

Goal #	Description
1	All students will be provided high quality guidance and instruction within a broad and rigorous curriculum, necessary educational technology supports, and professional staff that will prepare them for success in college and the workplace.

An explanation of why the LEA has developed this goal.

This goal supports our program's Personalized Learning, non-classroom-based educational model. Students are academically guided by credentialed teachers and provided customized instructional materials that prepare them for success after high school with College/Career readiness. Local and State Indicator Metrics will be used to support the 9 Actions that we plan to accomplish during 2022-23 SY.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator (Priority 1-Basic Services) SARC	A. Teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. B. Students have sufficient access to the standards-aligned instructional materials. C. School facilities are maintained in good repair.	A. Teachers were appropriately assigned and fully credentialed in the subject area and for the students they teach and advise. B. Students had sufficient access to the standards-aligned instructional materials. C. School facilities were maintained in good repair.			A. Teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. B. Students have sufficient access to the standards-aligned instructional materials. C. School facilities are maintained in good repair.
Local Indicator (Priority 2-Implementation of	A. The implementation of state adopted academic content and performance	A. The implementation of state adopted academic content and performance			A. The implementation of state adopted academic content and performance

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Academic Standards) Local Indicator: Benchmark NWEA Test Results	standards for all students B. Student improvement in math and reading on NWEA Benchmark testing from Fall 2018 to Spring 2019. All students in grades 9-11 made above average growth in math compared to the same grades across the U.S. on NWEA In reading, 9th and 10th grade students made above average growth in reading while 11th grade students showed below average growth.	standards for all students B. Student improvement in math and reading on NWEA Benchmark testing from Fall 2020 to Fall 2021 using the same cohort of students. READING RESULTS 2020-21 2021-22 High 42% 24% High Avg 34% 54% Avg 20% 8% Low Avg 3% 14% Low 1% 0% MATH RESULTS 2020-21 2021-22 High 5% 16% High Avg 26% 21% Avg 32% 26% Low Avg 26% 32% Low 11% 5%			standards for all students B. Demonstrated student improvement in math and reading on NWEA.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Indicator (Priority 4-Pupil Achievement) CA Dashboard Fall 2019 CAASPP Results CA Dashboard Fall 2019 College/Career Results Local Indicator (Priority 6-School Climate)	<p>Smarter Balanced Summative Assessments for math and ELA in 2019: All Students: 58.8 points above Standard in ELA All Students: 67.5 points below Standard in Math</p> <p>For CA Dashboard 2019 College/Career Indicator: 43.3% of our students met "prepared," an increase of 6.2% from 2018.</p> <p>CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results, based on March 2021: 74% of students responded that the school provided them with the knowledge and support needed for future (college/career) academic goals and planning.</p>	<p>A. Students participated in SBAC Testing in May 2022, the first time since 2019.</p> <p>B. For CA Dashboard 2019 College/Career Indicator: 43.3% of our students met "prepared," an increase of 6.2% from 2018.</p> <p>CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results, based on March 2022: 71% of students responded that the school provided them with the knowledge and support needed for future (college/career) academic goals and planning.</p>			<p>1. We will see an improvement in the percent of students meeting or exceeding standards on the Smarter Balanced Summative Assessments for math and ELA</p> <p>2. Improvement in the percentage of students meeting "Prepared" for C/C on the CA Dashboard.</p> <p>3. We will see a 10% improvement of the student survey question asking if our school provided them with the knowledge and support for future College/Career academic goals and planning.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator (Priority 6-School Climate)	CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results, based on March 2021: 79% of students responded that their Advising teacher took the time to discuss their grades, academic progress and success, including areas of improvement with them and their parent. 88% of students responded that the school provided them with textbooks and learning materials to meet their educational needs. 85% of students responded that the school supported their educational-related technology needs.	CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results, based on March 2022: 86% of students responded that their Advising teacher took the time to discuss their grades, academic progress and success, including areas of improvement with them and their parent. 76% of students responded that the school provided them with textbooks and learning materials to meet their educational needs with 78% of students responded that the school supported their educational-related technology needs.			We will see a 5-10% improvement of student responses to these 3 survey questions of academic advising, textbook and learning material needs, and technology support.
Local Indicator (Priority 7-Course Access)	CA Dashboard Priority 7 Self-Reflection Tool: Students will have access to a broad course of study.	CA Dashboard Priority 7 Self-Reflection Tool: Students have access to a broad course of study.			All students will have access to a broad course of study in all required subject areas that prepare them for college and careers.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Monitoring Personalized Learning Plans	Every student will be assigned to a teacher. Every teacher will meet with each student and their parent at least every 20 school days to develop and monitor each student's Personalized Learning Plan.	\$83,781.74	Yes
1.2	Customized Personalized Learning Plans	Every student will be provided with a custom personalized learning plan, including all necessary educational materials, instructional resources, curriculum, and technology. This plan will be built around the student's ongoing needs and academic performance data.	\$209,454.35	Yes
1.3	Providing Class Offerings	The school will provide necessary high quality, direct instruction in core and enrichment academic areas. These classes may include on-site, hybrid, and/or virtual settings.	\$209,454.35	Yes
1.4	Teacher Professional Development	Provide training for teachers to increase their technical and instructional effectiveness with educational technology and virtual learning settings in order to facilitate pupil success.	\$83,781.74	Yes
1.5	Administer Academic Assessments	The school will deliver academic assessments to all students, both the CAASPP and the school's internal assessment and evaluations.	\$67,025.39	Yes
1.6	Ongoing Staff Development	Provide ongoing staff development & articulation to support Math, English Language Arts and Science state standards implementation and monitoring.	\$41,890.87	Yes
1.7	Administration to Assess Student Needs	Administrative meetings and other administrative training devoted to assessing & refining our staff professional development planning and process and to identify critical areas of student needs.	\$58,647.22	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	College/Career Readiness Guidance	Provide 7th-12 grade students with grade appropriate College and Career Readiness guidance to increase student preparedness for college and post high school success. *College and Career Readiness means as measured and reported on the CA Dashboard percentage of graduating students.	\$41,890.87	Yes
1.9	Developing Additional CTE Pathway	Research and develop a new CTE pathway.	\$41,890.87	Yes
1.10				No
1.11				No
1.12				No

Goal Analysis [2021-22]

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

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

All intended Actions for the implementation of this goal completed.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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

The identified needs for which this goal was created have been effectively met.

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

This goal will remain as is for the 2022-23 LCAP year. The following Actions from 2021-22 LCAP: Action 1 completed and removed. Action 7 removed due to redundancy with Action 2. Action 10 remains, but with rewording to focus on 7th-12th grade levels rather than stating All Grade Levels with College and Career Readiness Guidance. Action 11 is ongoing, but has been removed which stated, Guide, monitor, and encourage student enrollment in and completion of CTE courses. Finally, Action 12 has been reworded and become Action 9 for the 2022-23 LCAP which states we will Research and develop a new CTE Pathway.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	All students will be provided a safe, clean, secure and healthy school with opportunities for student engagement within a positive school climate.

An explanation of why the LEA has developed this goal.

We believe that ensuring a safe, clean, secure, and healthy school enhances student engagement and leads to a positive school climate. State and Local Indicator Metrics will be used to support the 5 Actions associated with this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator (Priority 1-Basic Services)	School facilities are maintained in good repair.	School facilities are maintained in good repair.			School facilities are maintained in good repair.
State Indicator (Priority 5-Student Engagement)	CA Dashboard Priority 5 for Pupil Attendance and Chronic Absenteeism rates.	CA Dashboard Priority 5 for Pupil Attendance and Chronic Absenteeism rates.			Maintain Blue Performance level on Dashboard for Chronic Absenteeism and Suspension Rate
Local Indicator (Priority 6-School Climate)	CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results ---based on March 2021 survey results: 98% of students rated school is clean and in good condition; rated sense of safety at 71% and School	CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results ---based on March 2022 survey results: 84% of students rated school is clean and in good condition. Students rated sense of safety at 71%. Students			We will see a 15% improvement of student surveys for sense of safety and school connectedness.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Connectedness at 66%	rated School Connectedness at 77%.			

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Janitorial Service	Provide regular, ongoing janitorial service for the buildings.	\$22,515.95	Yes
2.2	Building Grounds Maintenance	Provide regular, ongoing landscape maintenance as needed.	\$10,245.00	Yes
2.3	Addressing Safety Measures	Address all critical safety issues in a timely manner.	\$1,000.00	Yes
2.4	Building Modifications	Plan & perform building modifications to better serve our school's mission as needed.	\$46,800.00	Yes
2.5	Community-Based Family Resources	Maintain and publish a list of community-based mental health services and support as a resource for students and families.	\$1,000.00	Yes

Goal Analysis [2021-22]

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

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

All intended Actions for the implementation of this goal completed.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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

The identified needs for which this goal was created have been effectively met.

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

This goal will remain as is for the 2022-23 LCAP. The only change we made was to Action 5 which is to now Maintain (keep it up-to-date) our published list of community-based mental health supports for our families.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	School will provide opportunities for our Educational Partners (parents, students, staff, community members, and organizations) to participate in all aspects of the educational environment to support and enhance student success.

An explanation of why the LEA has developed this goal.

This goal supports our program's Personalized Learning, non-classroom-based educational model. All students work cooperatively with credentialed teachers and their parent/guardian to create customized instructional learning plans to enhance student success. In addition, parents, staff, and community members hold positions on our WSCS Board. Hence, the purpose of this goal is to increase the level and engagement of all our Educational Partners. Local Indicator Metric of Priority 3-Parent Involvement will be used to support the 6 Actions that we plan to accomplish during 2022-23 SY.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator (Priority 3-Parent Involvement) on CA Dashboard self-reflection tool - Parent Survey March 2021	A. Engaging parents in decision-making March 2021 Parent Survey Results: 89% of parents rated that our school supports their needs as parent/guardian teacher B. Promoting parent participation in programs that meet the needs of students March 2021 Parent Survey Results: 76% of parents rated feeling welcomed,	A. Engaging parents in decision-making. Our March 2022 Parent Survey Results: 91% of parents rated that our school supports their needs as parent/guardian teacher. B. Promoting parent participation in programs that meet the needs of students. Our March 2022 Parent Survey Results: 86% of			Continue to work towards improved parent involvement measures of participation in decision-making for the education of their student; working collaboratively with staff; participation on our governing board; and participation in advisory meetings

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	valued, and connected in our school community.	parents rated feeling welcomed, valued, and connected in our school community.			

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Workshops	Provide parent training and workshops to support student achievement and their roll as an important leader in the life of their student. (This may include both specific workshops but also during the PLP meeting)	\$20,611.67	Yes
3.2	Educational Partner Opportunities	Provide opportunities for our Educational Partners that facilitate involvement and shared purpose.	\$20,611.67	Yes
3.3	Communication	Provide methods of communication between home and school via Parent Square, social media, school websites, newsletters.	\$20,611.67	Yes
3.4	Educational Partner Feedback	Provide opportunities for input and feedback from all Educational Partners on aspects of our school program, safety, and culture to enhance student success.	\$4,122.33	Yes
3.5	Educational Partner Engagement	Develop, as needed, Advisory Groups and opportunities for Educational Partner engagement. Existing and future advisory groups could focus on issues such as: Technology development Professional development for staff School Safety	\$8,244.67	Yes

Action #	Title	Description	Total Funds	Contributing
		Curriculum LCAP goals Community impact and increased diversity		
3.6	Community Engagement Opportunities for Students	Provide opportunities for our students to explore and engage with the greater community around them through educational and service-related field experiences. (For example: Reagan Library, Catalina CIMI science trip, science & art exploration trips, visits and interviews with businesses, university tours and community service)	\$8,244.67	Yes
3.7				No

Goal Analysis [2021-22]

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

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

All intended Actions for the implementation of this goal completed with the exception of Action 6 of the 2021-22 LCAP which stated, Provide "Get to Know Us" Open House opportunities for community businesses, leaders, and organizations for the purpose of developing partnerships with these groups.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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

The identified needs for which this goal was created have been effectively met with the exception of Action 6 of the 2021-22 LCAP which stated, Provide "Get to Know Us" Open House opportunities for community businesses, leaders, and organizations for the purpose of developing partnerships with these groups.

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

This goal will remain as is for the 2022-23 LCAP year. All actions associated with this goal will remain with the exception of the 2021-22 LCAP Action, Provide "Get to Know Us" Open House opportunities for community businesses, leaders, and organizations for the purpose of developing partnerships with these groups. We feel that this Action is redundant because Action 2 already covers our intent to facilitate Educational Partner engagement. Action 2 remains, but with slight rewording for better clarification and Action 5 remains, but we added Curriculum as another possible Advisory Group.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
60064	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.84%	0.00%	\$0.00	6.84%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

Glacier High School uses all LCFF funding in a "school wide" manner. All students in Glacier High School receive equal access to all necessary educational resources and programs. As a Personalized Learning Program, every student receives a unique, customized learning plan that is designed around student performance data and includes student, parent and teacher input. Accordingly, unduplicated students are provided all educational resources supplemental or otherwise relative to what their unique academic needs. This is the most effective use of funds because every student is engaged as an individual and receives targeted resources relative to their unique and specific needs.

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

The detrimental impact of the Covid-19 shut down this last year has been born uniquely by Glacier's "Unduplicated" students. Therefore, we have prioritized providing high quality, student centered, in-person instruction and tutoring for our students who need it the most. For our "Unduplicated" students we will evaluate & implement targeted instructional resources and technology for differentiated instruction based on test performance data. Please see Goal 1, Action 7.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	207	
Staff-to-student ratio of certificated staff providing direct services to students	18.12	

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$914,629.03	\$52,975.00	\$34,221.00		\$1,001,825.03	\$786,761.00	\$215,064.03

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Monitoring Personalized Learning Plans	English Learners Foster Youth Low Income	\$75,062.14	\$5,297.50	\$3,422.10		\$83,781.74
1	1.2	Customized Personalized Learning Plans	English Learners Foster Youth Low Income	\$187,655.35	\$13,243.75	\$8,555.25		\$209,454.35
1	1.3	Providing Class Offerings	English Learners Foster Youth Low Income	\$187,655.35	\$13,243.75	\$8,555.25		\$209,454.35
1	1.4	Teacher Professional Development	English Learners Foster Youth Low Income	\$75,062.14	\$5,297.50	\$3,422.10		\$83,781.74
1	1.5	Administer Academic Assessments	English Learners Foster Youth Low Income	\$60,049.71	\$4,238.00	\$2,737.68		\$67,025.39
1	1.6	Ongoing Staff Development	English Learners Foster Youth Low Income	\$37,531.07	\$2,648.75	\$1,711.05		\$41,890.87
1	1.7	Administration to Assess Student Needs	English Learners Foster Youth Low Income	\$52,543.50	\$3,708.25	\$2,395.47		\$58,647.22
1	1.8	College/Career Readiness Guidance	English Learners Foster Youth Low Income	\$37,531.07	\$2,648.75	\$1,711.05		\$41,890.87

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.9	Developing Additional CTE Pathway	English Learners Foster Youth Low Income	\$37,531.07	\$2,648.75	\$1,711.05		\$41,890.87
1	1.10		All					
1	1.11		All					
1	1.12		All					
2	2.1	Janitorial Service	English Learners Foster Youth Low Income	\$22,515.95				\$22,515.95
2	2.2	Building Grounds Maintenance	English Learners Foster Youth Low Income	\$10,245.00				\$10,245.00
2	2.3	Addressing Safety Measures	English Learners Foster Youth Low Income	\$1,000.00				\$1,000.00
2	2.4	Building Modifications	English Learners Foster Youth Low Income	\$46,800.00				\$46,800.00
2	2.5	Community-Based Family Resources	English Learners Foster Youth Low Income	\$1,000.00				\$1,000.00
3	3.1	Parent Workshops	English Learners Foster Youth Low Income	\$20,611.67				\$20,611.67
3	3.2	Educational Partner Opportunities	English Learners Foster Youth Low Income	\$20,611.67				\$20,611.67
3	3.3	Communication	English Learners Foster Youth Low Income	\$20,611.67				\$20,611.67
3	3.4	Educational Partner Feedback	English Learners Foster Youth Low Income	\$4,122.33				\$4,122.33
3	3.5	Educational Partner Engagement	English Learners Foster Youth Low Income	\$8,244.67				\$8,244.67

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.6	Community Engagement Opportunities for Students	English Learners Foster Youth Low Income	\$8,244.67				\$8,244.67
3	3.7		All					

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
877865	60064	6.84%	0.00%	6.84%	\$914,629.03	0.00%	104.19 %	Total:	\$914,629.03
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$914,629.03

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Monitoring Personalized Learning Plans	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Glacier High	\$75,062.14	
1	1.2	Customized Personalized Learning Plans	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Glacier High	\$187,655.35	
1	1.3	Providing Class Offerings	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Glacier High	\$187,655.35	
1	1.4	Teacher Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Glacier High	\$75,062.14	
1	1.5	Administer Academic Assessments	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Glacier High	\$60,049.71	
1	1.6	Ongoing Staff Development	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Glacier High	\$37,531.07	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Administration to Assess Student Needs	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Glacier High	\$52,543.50	
1	1.8	College/Career Readiness Guidance	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Glacier High	\$37,531.07	
1	1.9	Developing Additional CTE Pathway	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Glacier High	\$37,531.07	
2	2.1	Janitorial Service	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Glacier High	\$22,515.95	
2	2.2	Building Grounds Maintenance	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Glacier High	\$10,245.00	
2	2.3	Addressing Safety Measures	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Glacier High	\$1,000.00	
2	2.4	Building Modifications	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Glacier High	\$46,800.00	
2	2.5	Community-Based Family Resources	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Glacier High	\$1,000.00	
3	3.1	Parent Workshops	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Glacier High	\$20,611.67	
3	3.2	Educational Partner Opportunities	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Glacier High	\$20,611.67	
3	3.3	Communication	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Glacier High	\$20,611.67	
3	3.4	Educational Partner Feedback	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Glacier High	\$4,122.33	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.5	Educational Partner Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Glacier High	\$8,244.67	
3	3.6	Community Engagement Opportunities for Students	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Glacier High	\$8,244.67	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,035,523.00	\$1,035,523.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Resuming On-Site Instruction	No	\$98,047.07	98047.07
1	1.2	Monitoring Personalized Learning Plans	No	\$98,047.07	98047.07
1	1.3	Customized Personalized Learning Plans	No	\$245,117.68	245117.68
1	1.4	Providing Class Offerings	No	\$245,117.68	245117.68
1	1.5	Teacher Professional Development	No	\$19,609.42	19609.42
1	1.6	Administer Academic Assessments	No	\$49,023.54	49023.54
1	1.7	Differentiating Instruction	Yes	\$98,047.07	98047.07
1	1.8	Ongoing Staff Development	No	\$49,023.54	49023.54
1	1.9	Administration to Assess Student Needs	No	\$49,023.54	49023.54
1	1.10	College/Career Readiness Guidance	No	\$9,804.71	9804.71

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	CTE Course Guidance	No	\$9,804.71	9804.71
1	1.12	Developing Additional CTE Pathway	No	\$9,804.71	9804.71
2	2.1	Janitorial Service	No	\$19,549.18	19549.18
2	2.2	Building Grounds Maintenance	No	\$13,325.28	13325.28
2	2.3	Addressing Safety Measures	No	\$1,941.33	1941.33
2	2.4	Building Modifications	No		
2	2.5	Community-Based Family Resources	No	\$1,941.33	1941.33
3	3.1	Parent Workshops	No	\$4,573.79	4573.79
3	3.2	Stakeholder Event Opportunities	No	\$4,573.79	4573.79
3	3.3	Communication	No	\$4,573.79	4573.79
3	3.4	Stakeholder Feedback	No	\$914.75	914.75
3	3.5	Stakeholder Engagement	No	\$1,829.52	1829.52
3	3.6	Developing Community Partners	No	\$914.75	914.75

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.7	Community Engagement Opportunities for Students	No	\$914.75	914.75

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
55466	\$84,989.07	\$84,989.07	\$0.00	6.00%	9.40%	3.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.7	Differentiating Instruction	Yes	\$84,989.07	84989.07	6.0	9.4

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
	55466		0.00%	\$84,989.07	9.40%	9.40%	\$0.00	0.00%

Instructions

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

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

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

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Endeavor Charter School

CDS Code: 10-62166-0140038

School Year: 2022-23

LEA contact information:

Michael Cox

Director

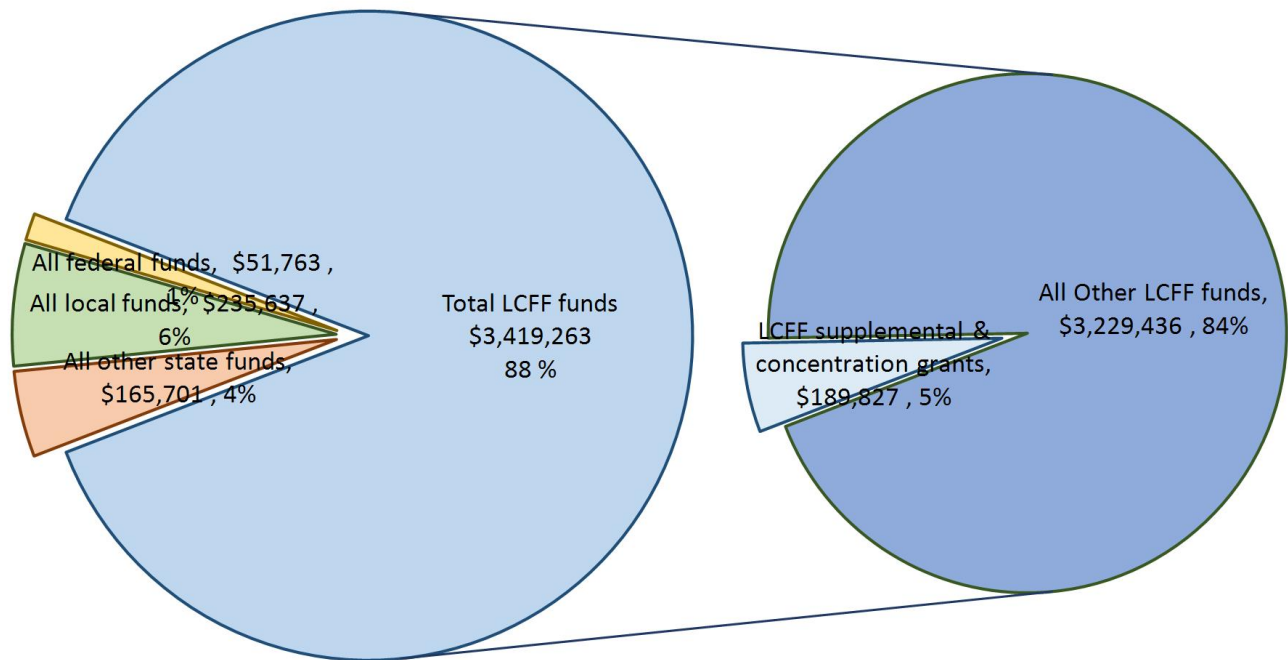
mcox@wscsfamily.org

(559)642-1422

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source



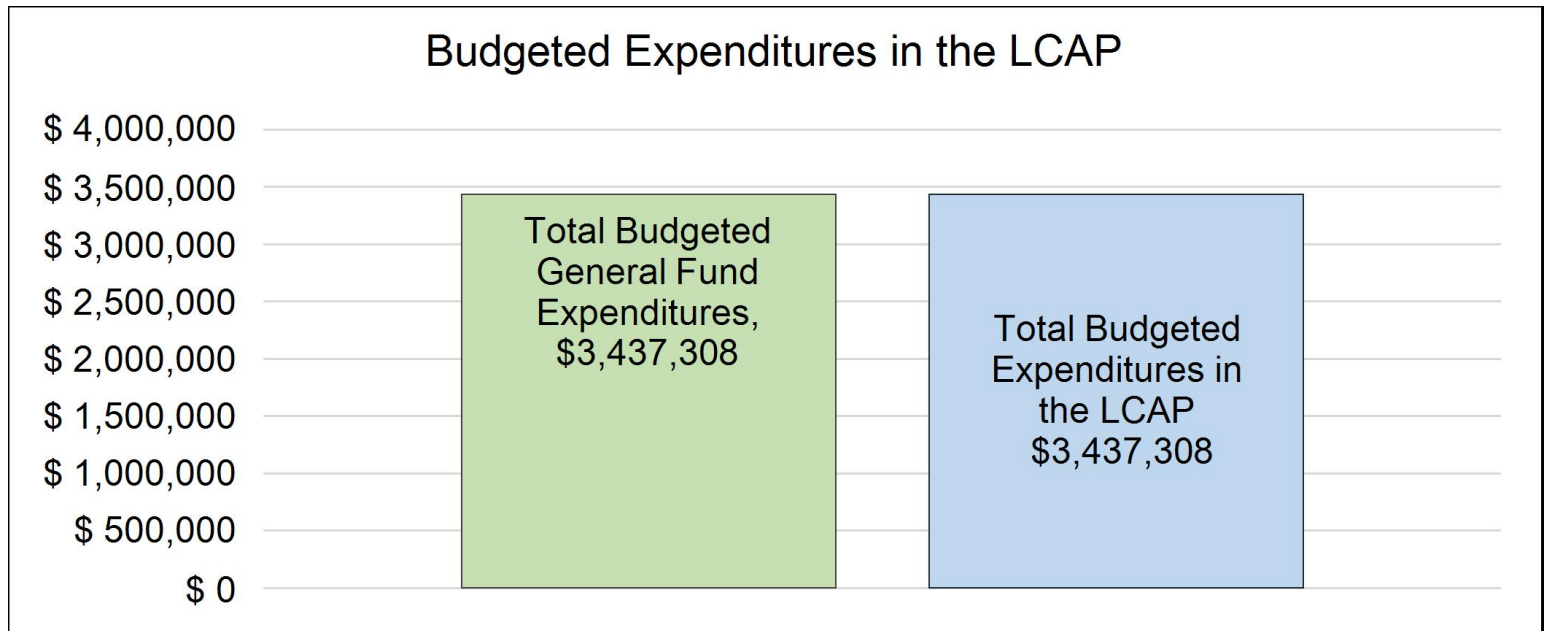
This chart shows the total general purpose revenue Endeavor Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Endeavor Charter School is \$3,872,364, of which \$3419263 is Local Control Funding Formula (LCFF), \$165701 is other state funds, \$235637

is local funds, and \$51763 is federal funds. Of the \$3419263 in LCFF Funds, \$189827 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Endeavor Charter School plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

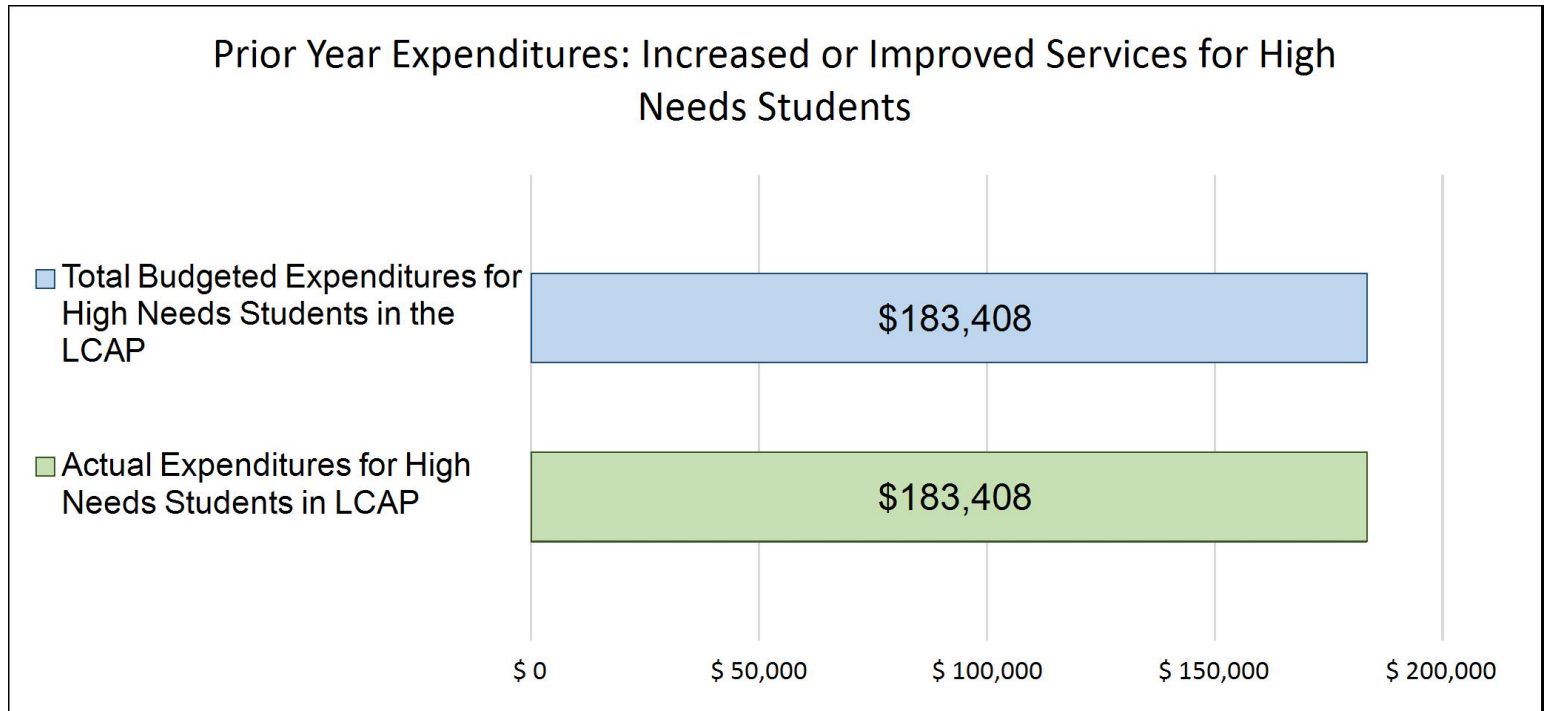
The text description of the above chart is as follows: Endeavor Charter School plans to spend \$3437308 for the 2022-23 school year. Of that amount, \$3437308 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Endeavor Charter School is projecting it will receive \$189827 based on the enrollment of foster youth, English learner, and low-income students. Endeavor Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Endeavor Charter School plans to spend \$189827 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Endeavor Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Endeavor Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Endeavor Charter School's LCAP budgeted \$183408 for planned actions to increase or improve services for high needs students. Endeavor Charter School actually spent \$183408 for actions to increase or improve services for high needs students in 2021-22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Endeavor Charter School	Michael Cox Director	mcox@wscsfamily.org 559-642-1422

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

The only additional funding we received not already included in the 21-22 LCAP is the Educator Effectiveness Grant. A link to the Plan is [\(here\)](#)

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

ECS did not receive concentration funding.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

ECS did not receive any additional federal funding not already included in prior LCAP's.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

ECS did not receive any ESSER III funding.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

ECS did not receive ESSER III funding or concentration grant funding. The Educator Effectiveness grant funding that was received will be utilized in future years according to the requirements of the plan. These funds will not be expended in the 21-22 fiscal year.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code*

Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: *“A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”*

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Endeavor Charter School	Michael Cox Director	mcox@wscsfamily.org (559)642-1422

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Endeavor Charter School opened in July 2020 and operates a TK-12 program that has come to be known as “personalized learning”. Personalized Learning has been acknowledged and commended with a State Senate resolution (SR-36). Personalized learning is a unique, blended classroom and non-classroom based public educational model that is tailored to the needs and interests of each individual student. As a school we do not dictate to students and their parents how to engage the learning material. Rather, we set before them the educational goals and work cooperatively with them in creating customized learning plans that best reach those goals. We believe that their desires, strengths and needs are crucial to how the school works with them as individuals. This methodology, both curricular and instructional, is built around each student’s needs, abilities and interests. All students meet with their teacher and parents together to create their own personalized learning plan (PLP) at least monthly and to evaluate effectiveness and needed supplementation or change. The PLP brings student, parent and teacher together in a formalized relationship for the sole purpose of planning, implementing, assessing and adjusting the student’s educational program. The PLP process includes frequent, regularly scheduled meetings of the parent, student and teacher, assessment of the student’s academic strengths and weaknesses, development of a curricular and instructional plan tailored to the student, ongoing monitoring and collection of student work and adjustment to meet the student’s needs. The PLP process is a thorough, formal but personal system that meets each student's academic needs in a very precise, individual, and responsive way.

Enrollment Data for 2021-22:

Our student enrollment this year is 318 students (91 in 9-12 and 227 in TK-8) with a waiting list for the 2022-23 SY. Our students reside in the Central Valley of Fresno County.

The ethnic make-up of our students: 6% Black or African American, 6% American Indian or Alaska Native, 3% Asian, 1% Chinese, .6% Colombian, 3% Filipino, 42% Hispanic or Latino, 1% Hmong, .6% Hawaiian, 15% Mexican American, .3% Other Pacific Islander, 4% Declined to State, and 55% White.

Of this population, 28% of total enrollment is Socioeconomically Disadvantaged, 9.7% are Students with Disabilities, 0.9% are Homeless or Foster Youth, and 1.6% are English Learners.

Reflections: Successes

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

Successes:

As a second year CA Public Charter School, Endeavor Charter is proud of what we have accomplished as a TK-12 charter school in Fresno County.

Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. We do have local data.

Successes include, but are not limited to:

In response to the Covid-19 emergency and the health and safety mitigation protocols in place during the 2020-21 SY, Endeavor Charter was essentially able to continue its normal school operation, that of personalized learning through independent study. The core of our program, providing high-quality educational options to students, stayed intact even though a few of our practices changed. Recent parent/student survey indicated that an average of 98% of students and parents felt safe when on campus with the COVID safety measures that had been implemented by Endeavor Charter.

Endeavor Charter School continued providing effective support to all students. Teachers continued to meet the needs of students, together with their parents/guardians, creating effective and successful educational plans for every student. In addition, all students participated in Benchmark NWEA MAP Testing at the beginning of the school year, during midyear when warranted, and again at the end of the school year to assess areas of growth and continued areas of need so that we can support the student where they are in achievement. The results of the 2020-21 NWEA testing showed no learning loss in both Math and ELA from Fall to Spring. 2021-22 Benchmark testing is currently in progress.

We are proud of our Advising teachers and Support Staff who provide All students, including those with diverse learning needs, and their parent/guardian, excellent support and assistance on a frequent and regular basis. All students were provided with appropriate curriculum, a variety of additional learning materials, and Chromebooks. Endeavor kept students engaged in extra-curricular pursuits whenever possible, such as a variety of academic competitions, field trips, community service, and activities.

Overwhelmingly, responses from our school climate surveys given to students and parents were positive. Most parents and students felt the school supported their needs, including educational-related technology needs and access to educational materials. The majority of parents (90%) also rated our school "above average" and "excellent" in how well we communicated to them about school events and procedures.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. With our school being newer there is very little data on the dashboard.

Based on Local Data:

IDENTIFIED NEEDS:

1. The need to increase support in math.
2. The need to increase support in educational technology.
3. The need to increase Educational Partner engagement in more purposeful means.
4. The need to increase College/Career student preparedness.
5. The need to develop and implement an additional CTE pathway for students.
6. 30.8% of our student population are high need (unduplicated): 28% of total enrollment is Socioeconomically Disadvantaged, 1.2% are Homeless or Foster Youth, and 1.6% are English Learners.

LCAP Highlights

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

Highlights include, but are not limited to:

- Celebrating our 2nd year in education as a CA Public Charter School
- Our enrollment has stayed strong with Teacher-Student ratio at capacity
- Students have access to a wider selection of A-G Courses.
- All students in K-8 have access to the Next Generation Science Standards curriculum
- All 9th-12th grade students have access to the Next Generation Science Standards curriculum in Biology and Chemistry.
- Resources are in place for any EL and Special Education students
- Improving student academic achievement, College/Career preparedness, and Student and Educational Partner engagement are at the forefront of the LCAP
- All students in K-8 have access to the Next Generation Science Standards curriculum

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The following groups participated in surveys and/or feedback sessions, of meaningful Educational Partner input for the understanding of needs and solutions to make informed decisions:

School Administrators

Teachers

Classified Staff

Western Sierra Charter Schools Board made up of parents, community members, and non-voting teachers

Parents/Guardians and students who are in close communication with teachers, classified support staff, and administrative personnel

LCAP Planning Focus Group which included Parents, Students, Teachers, and Administrative personnel

Educational Partner engagement occurs routinely and purposefully throughout the school year and was considered prior to finalizing the LCAP. Students, along with their parent/guardian, have frequent interactions with teachers and classified support staff. Regularly scheduled staff meetings are held each month, sometimes more, and administrative personnel meet on a regular basis and WSCS Board meetings occur throughout the school year. The members of our LCAP Focus Group shared their observations and ideas for student and school-wide improvement.

A summary of the feedback provided by specific educational partners.

Student and Parent Feedback: Feedback occurred during the course of frequent interactions with teachers and represented on our local parent and student survey responses.

Teachers, Classified Staff, and Administrator Feedback: Feedback occurred throughout the school year and discussed at regularly-scheduled meetings and professional development opportunities.

Outreach to students and parents/guardians was extensive and frequent throughout the 2021-22 school year. Formal and informal progress monitoring meetings were usually conducted in-person but sometimes held virtually on Zoom and included communications via Parent Square, phone calls, and email.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Key takeaways from our Educational Partners influenced Endeavor's Local Control and Accountability Plan's Goals and Actions. These included:

1. Improving our delivery of supports to students and their parent/guardian for future College/Career academic goals and planning.
2. Increasing the percentage of students who are "prepared" for College/Career.

3. Improving student engagement, with particular attention to students feeling a positive connection within our school and in the greater community.
4. Providing more opportunities for Educational Partner engagement in our school community to benefit all students.

Goals and Actions

Goal

Goal #	Description
1	All students will be provided high quality guidance and instruction within a broad and rigorous curriculum, necessary educational technology supports, and professional staff that will prepare them for success in college and the workplace.

An explanation of why the LEA has developed this goal.

This goal supports our program's Personalized Learning, non-classroom-based educational model. Students are academically guided by credentialed teachers and provided customized instructional materials that prepare them for success after high school with College/Career readiness. Local and State Indicator Metrics will be used to support the 9 Actions that we plan to accomplish during 2022-23 SY.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator (Priority 1-Basic Services) SARC	A. Teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. B. Students have sufficient access to the standards-aligned instructional materials. C. School facilities are maintained in good repair.	A. Teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. B. Students have sufficient access to the standards-aligned instructional materials. C. School facilities are maintained in good repair.			A. Teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. B. Students have sufficient access to the standards-aligned instructional materials. C. School facilities are maintained in good repair.
Local Indicator (Priority 2-Implementation of	A. The implementation of state adopted academic content and performance	A. The implementation of state adopted academic content and performance			A. The implementation of state adopted academic content and performance

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Academic Standards) Local Indicator: Benchmark NWEA Test Results	standards for all students B. Local Indicator: N/A due to the establishment of a new charter in July 2020.	standards for all students B. Student improvement in math and reading on NWEA Benchmark testing from Fall 2020 to Fall 2021 using the same cohort of students. READING RESULTS 2020-21 2021-22 High 40%. 30% High Avg 26%. 25% Avg 17%. 20% Low Avg 11%. 15% Low 6% 9% MATH RESULTS 2020-21 2021-22 High 29% 21% High Avg 19% 17% Avg 18% 19% Low Avg 17% 21% Low 12% 22%			standards for all students B. Demonstrated student improvement in math and reading on NWEA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Indicator (Priority 4-Pupil Achievement) CA Dashboard College/Career Results Local Indicator (Priority 6-School Climate)	State Indicators: N/A due to the establishment of a new charter in July 2020. Local Indicator for CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results, based on March 2021: 64% of high school students responded that the school provided them with the knowledge and support needed for future (college/career)	A. Students participated in SBAC Testing in May 2022 for the first time since Endeavor became a Charter school. B. Due to establishing charter in 2020, we do not currently have CA Dashboard data for College & Career Indicators. CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results, based on March 2022: 57% of students responded that the school provided them with the knowledge and support needed for future (college/career) academic goals and planning.			1. Improvement in the percent of students meeting or exceeding standard on the Smarter Balanced Summative Assessments and NWEA for math and ELA 2. Improvement in the percentage of students meeting "Prepared" for C/C on the CA Dashboard. 3. We will see a 10% improvement of the student survey question asking if our school provided them with the knowledge and support for future College/Career academic goals and planning.
Local Indicator (Priority 6-School Climate)	CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results, based on March 2021:	CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results, based on March 2022:			We will see a 10% improvement of high school student responses to these 3 survey questions of academic advising,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>92% of elementary students and 75% of high school students responded that their Advising teacher took the time to discuss their grades, academic progress and success, including areas of improvement with them and their parent.</p> <p>92% of elementary students and 64% of high school students responded that the school provided them with textbooks and learning materials to meet their educational needs.</p> <p>96% of elementary students and 64% of high school students responded that the school supported their educational-related technology needs.</p>	<p>86% of elementary students and 76% of high school students responded that their Advising teacher took the time to discuss their grades, academic progress and success, including areas of improvement with them and their parent.</p> <p>89% of elementary students and 78% of high school students responded that the school provided them with textbooks and learning materials to meet their educational needs.</p> <p>79% of elementary students and 66% of high school students responded that the school supported their educational-related technology needs.</p>			textbook and learning material needs, and technology support.
Local Indicator (Priority 7-Course Access)	CA Dashboard Priority 7 Self-Reflection Tool: Students will have access to a broad course of study.	CA Dashboard Priority 7 Self-Reflection Tool: Students will have access to a broad course of study.			All students will have access to a broad course of study in all required subject areas.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Monitoring Personalized Learning Plans	Every student will be assigned to a teacher. Every teacher will meet with each student and their parent at least every 20 school days to develop and monitor each student's Personalized Learning Plan.	\$313,479.75	Yes
1.2	Customized Personalized Learning Plans	Every student will be provided with a custom personalized learning plan, including all necessary educational materials, instructional resources, curriculum, and technology. This plan will be built around the student's ongoing needs and academic performance data.	\$783,699.39	Yes
1.3	Providing Class Offerings	The school will provide necessary high quality, direct instruction in core and enrichment academic areas. These classes may include on-site, hybrid, and/or virtual settings.	\$783,699.39	Yes
1.4	Teacher Professional Development	Provide training for teachers to increase their technical and instructional effectiveness with educational technology and virtual learning settings in order to facilitate pupil success.	\$313,479.75	Yes
1.5	Administer Academic Assessments	The school will deliver academic assessments to all students, both the CAASPP and the school's internal assessment and evaluations.	\$250,783.81	Yes
1.6	Ongoing Staff Development	Provide ongoing staff development & articulation to support Math, English Language Arts and Science state standards implementation and monitoring.	\$156,739.88	Yes
1.7	Administration to Assess Student Needs	Administrative meetings and other administrative training devoted to assessing & refining our staff professional development planning and process and to identify critical areas of student needs.	\$219,435.83	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	College/Career Readiness Guidance	Provide 7-12th grade students with grade-appropriate College and Career Readiness guidance to increase student preparedness for college and post high school success. *College and Career Readiness means as measured and reported on the CA Dashboard percentage of graduating students.	\$156,739.88	Yes
1.9	Developing Additional CTE Pathway	Research and develop a new CTE pathway.	\$156,739.88	Yes
1.10				No
1.11				No
1.12				No

Goal Analysis [2021-22]

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

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

All intended Actions for the implementation of this goal completed.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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

The identified needs for which this goal was created have been effectively met.

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

This goal will remain as is for the 2022-23 LCAP year. The following Actions from 2021-22 LCAP: Action 1 completed and removed. Action 7 removed due to redundancy with Action 2. Action 10 remains, but with rewording to focus on 7th-12th grade levels rather than stating All Grade Levels with College and Career Readiness Guidance. Action 11 is ongoing, but has been removed which stated, Guide, monitor, and encourage student enrollment in and completion of CTE courses. Finally, Action 12 has been reworded and become Action 9 for the 2022-23 LCAP which states we will Research and develop a new CTE Pathway.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	All students will be provided a safe, clean, secure and healthy school with opportunities for student engagement within a positive school climate.

An explanation of why the LEA has developed this goal.

We believe that ensuring a safe, clean, secure, and healthy school enhances student engagement and leads to a positive school climate. State and Local Indicator Metrics will be used to support the 5 Actions associated with this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator (Priority 1-Basic Services)	School facilities are maintained in good repair.	School facilities are maintained in good repair.			School facilities are maintained in good repair.
State Indicator (Priority 5-Student Engagement)	State Indicator: N/A due to the establishment of a new charter in July 2020.	State Indicator: N/A due to the establishment of a new charter in July 2020.			Blue Performance level on Dashboard for Chronic Absenteeism and Suspension Rate
Local Indicator (Priority 6-School Climate)	CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results ---based on March 2021 survey results: 100% of elementary students and 71% of high school students rated school is clean and in good condition; 85%	CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results ---based on March 2021 survey results: 91% of elementary students and 88% of high school students rated school is clean and in good condition; 85%			We will see a 10% improvement of high school students responding to the survey question for feeling a sense of safety and school connectedness.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	of elementary students and 71% of high school students felt a sense of safety while 92% of elementary and 64% of high schoolers felt welcomed and connected in our school community.	of elementary students and 57% of high school students felt a sense of safety while 88% of elementary and 63% of high schoolers felt welcomed and connected in our school community.			

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Janitorial Service	Provide regular, ongoing janitorial service for the buildings.	\$50,414.00	Yes
2.2	Building Grounds Maintenance	Provide regular, ongoing landscape maintenance as needed.	\$185,121.00	Yes
2.3	Addressing Safety Issues	Address all critical safety issues in a timely manner.	\$1,000.00	Yes
2.4	Building Modifications	Plan & perform building modifications to better serve our school's mission as needed.	\$1,000.00	Yes
2.5	Community-Based Family Resources	Maintain and publish a list of community-based mental health services and support as a resource for students and families.	\$1,000.00	Yes

Goal Analysis [2021-22]

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

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

All intended Actions for the implementation of this goal completed.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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

The identified needs for which this goal was created have been effectively met.

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

This goal will remain as is for the 2022-23 LCAP. The only change we made was to Action 5 which is to now Maintain (keep it up-to-date) our published list of community-based mental health supports for our families.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	School will provide opportunities for our Educational Partners (parents, students, staff, community members, and organizations) to participate in all aspects of the educational environment to support and enhance student success.

An explanation of why the LEA has developed this goal.

This goal supports our program's Personalized Learning, non-classroom-based educational model. All students work cooperatively with credentialed teachers and their parent/guardian to create customized instructional learning plans to enhance student success. In addition, parents, staff, and community members hold positions on our WSCS Board. Hence, the purpose of this goal is to increase the level and engagement of all our stakeholders. Local Indicator Metric of Priority 3-Parent Involvement will be used to support the 6 Actions that we plan to accomplish during 2022-23 SY.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator (Priority 3-Parent Involvement) on CA Dashboard self-reflection tool - Parent Survey March 2021.	<p>A. Engaging parents in decision-making March 2021 Parent Survey Results: 89% of parents in our elementary program and 81% of parents in our high school program rated that our school supports their needs as parent/guardian teacher</p> <p>B. Promoting parent participation in programs that meet the needs of students</p>	<p>A. Engaging parents in decision-making March 2022 Parent Survey Results: 88% of parents in our elementary program and 72% of parents in our high school program rated that our school supports their needs as parent/guardian teacher</p> <p>B. Promoting parent participation in programs that meet the needs of students</p>			Continue to work towards improved parent involvement measures of participation in decision-making for the education of their student; working collaboratively with staff; participation on our governing board; and participation in advisory meetings

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	March 2021 Parent Survey Results: 83% of parents in our elementary program and 72% of parents in our high school program rated feeling welcomed, valued, and connected in our school community.	March 2022 Parent Survey Results: 77% of parents in our elementary program and 64% of parents in our high school program rated feeling welcomed, valued, and connected in our school community.			

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Workshops	Provide parent training and workshops to support student achievement and their roll as an important leader in the life of their student. (This may include both specific workshops but also during the PLP meeting)	\$15,993.87	Yes
3.2	Educational Partner Opportunities	Provide opportunities for our Educational Partners that facilitate involvement and shared purpose.	\$15,993.87	Yes
3.3	Communication	Provide methods of communication between home and school via Parent Square, social media, school websites, newsletters.	\$15,993.87	Yes
3.4	Educational Partner Feedback	Provide opportunities for input and feedback from all Educational Partners on aspects of our school program, safety, and culture to enhance student success.	\$3,198.78	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Educational Partner Engagement	Develop, as needed, Advisory Groups and opportunities for Educational Partner engagement. Existing and future Advisory Groups could focus on issues such as: Technology development Professional development for staff School Safety Curriculum LCAP goals Community impact and increased diversity	\$6,397.55	Yes
3.6	Community Engagement Opportunities for Students	Provide opportunities for our students to explore and engage with the greater community around them through educational and service-related field experiences. (For example: Reagan Library, Catalina CIMI science trip, science & art exploration trips, visits and interviews with businesses, university tours and community service)	\$6,397.55	Yes
3.7				No

Goal Analysis [2021-22]

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

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

All intended Actions for the implementation of this goal completed with the exception of Action 6 of the 2021-22 LCAP which stated, Provide "Get to Know Us" Open House opportunities for community businesses, leaders, and organizations for the purpose of developing partnerships with these groups.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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

The identified needs for which this goal was created have been effectively met with the exception of Action 6 of the 2021-22 LCAP which stated, Provide "Get to Know Us" Open House opportunities for community businesses, leaders, and organizations for the purpose of developing partnerships with these groups.

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

This goal will remain as is for the 2022-23 LCAP year. All actions associated with this goal will remain with the exception of the 2021-22 LCAP Action, Provide "Get to Know Us" Open House opportunities for community businesses, leaders, and organizations for the purpose of developing partnerships with these groups. We feel that this Action is redundant because Action 2 already covers our intent to facilitate Educational Partner engagement. Action 2 remains, but with slight rewording for better clarification and Action 5 remains, but we added Curriculum as another possible Advisory Group.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
189827	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.88%	0.00%	\$0.00	5.88%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

Endeavor Charter School generally uses LCFF funding in a "school wide" manner. All students in Endeavor Charter School receive equal access to all necessary educational resources and programs. As a Personalized Learning Program, every student receives a unique, customized learning plan that is designed around student performance data and includes student, parent and teacher input. Accordingly, unduplicated students are provided all educational resources supplemental or otherwise relative to what their unique academic needs. This is the most effective use of funds because every student is engaged as an individual and receives targeted resources relative to their unique and specific needs.

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

The detrimental impact of the Covid-19 shut down this last year has been born uniquely by Endeavor's "Unduplicated" students. Therefore, we have prioritized providing high quality, student centered, in-person instruction and tutoring for our students who need it the most. For our "Unduplicated" students we will evaluate & implement targeted instructional resources and technology for differentiated instruction based on test performance data. Please see Goal 1, Action 7.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	179	
Staff-to-student ratio of certificated staff providing direct services to students	23.45	

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,984,207.05	\$165,701.00	\$235,637.00	\$51,763.00	\$3,437,308.05	\$2,541,328.00	\$895,980.05

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Monitoring Personalized Learning Plans	English Learners Foster Youth Low Income	\$268,169.65	\$16,570.10	\$23,563.70	\$5,176.30	\$313,479.75
1	1.2	Customized Personalized Learning Plans	English Learners Foster Youth Low Income	\$670,424.14	\$41,425.25	\$58,909.25	\$12,940.75	\$783,699.39
1	1.3	Providing Class Offerings	English Learners Foster Youth Low Income	\$670,424.14	\$41,425.25	\$58,909.25	\$12,940.75	\$783,699.39
1	1.4	Teacher Professional Development	English Learners Foster Youth Low Income	\$268,169.65	\$16,570.10	\$23,563.70	\$5,176.30	\$313,479.75
1	1.5	Administer Academic Assessments	English Learners Foster Youth Low Income	\$214,535.73	\$13,256.08	\$18,850.96	\$4,141.04	\$250,783.81
1	1.6	Ongoing Staff Development	English Learners Foster Youth Low Income	\$134,084.83	\$8,285.05	\$11,781.85	\$2,588.15	\$156,739.88
1	1.7	Administration to Assess Student Needs	English Learners Foster Youth Low Income	\$187,718.76	\$11,599.07	\$16,494.59	\$3,623.41	\$219,435.83
1	1.8	College/Career Readiness Guidance	English Learners Foster Youth Low Income	\$134,084.83	\$8,285.05	\$11,781.85	\$2,588.15	\$156,739.88

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.9	Developing Additional CTE Pathway	English Learners Foster Youth Low Income	\$134,084.83	\$8,285.05	\$11,781.85	\$2,588.15	\$156,739.88
1	1.10		All					
1	1.11		All					
1	1.12		All					
2	2.1	Janitorial Service	English Learners Foster Youth Low Income	\$50,414.00				\$50,414.00
2	2.2	Building Grounds Maintenance	English Learners Foster Youth Low Income	\$185,121.00				\$185,121.00
2	2.3	Addressing Safety Issues	English Learners Foster Youth Low Income	\$1,000.00				\$1,000.00
2	2.4	Building Modifications	English Learners Foster Youth Low Income	\$1,000.00				\$1,000.00
2	2.5	Community-Based Family Resources	English Learners Foster Youth Low Income	\$1,000.00				\$1,000.00
3	3.1	Parent Workshops	English Learners Foster Youth Low Income	\$15,993.87				\$15,993.87
3	3.2	Educational Partner Opportunities	English Learners Foster Youth Low Income	\$15,993.87				\$15,993.87
3	3.3	Communication	English Learners Foster Youth Low Income	\$15,993.87				\$15,993.87
3	3.4	Educational Partner Feedback	English Learners Foster Youth Low Income	\$3,198.78				\$3,198.78
3	3.5	Educational Partner Engagement	English Learners Foster Youth Low Income	\$6,397.55				\$6,397.55

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.6	Community Engagement Opportunities for Students	English Learners Foster Youth Low Income	\$6,397.55				\$6,397.55
3	3.7		All					

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
3229436	189827	5.88%	0.00%	5.88%	\$2,984,207.05	0.00%	92.41 %	Total:	\$2,984,207.05
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$2,984,207.05

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Monitoring Personalized Learning Plans	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Endeavor	\$268,169.65	
1	1.2	Customized Personalized Learning Plans	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Endeavor	\$670,424.14	
1	1.3	Providing Class Offerings	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Endeavor	\$670,424.14	
1	1.4	Teacher Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Endeavor	\$268,169.65	
1	1.5	Administer Academic Assessments	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Endeavor	\$214,535.73	
1	1.6	Ongoing Staff Development	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Endeavor	\$134,084.83	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Administration to Assess Student Needs	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Endeavor	\$187,718.76	
1	1.8	College/Career Readiness Guidance	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Endeavor 7 - 12	\$134,084.83	
1	1.9	Developing Additional CTE Pathway	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Endeavor	\$134,084.83	
2	2.1	Janitorial Service	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Endeavor	\$50,414.00	
2	2.2	Building Grounds Maintenance	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Endeavor	\$185,121.00	
2	2.3	Addressing Safety Issues	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Endeavor	\$1,000.00	
2	2.4	Building Modifications	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Endeavor	\$1,000.00	
2	2.5	Community-Based Family Resources	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Endeavor	\$1,000.00	
3	3.1	Parent Workshops	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Endeavor	\$15,993.87	
3	3.2	Educational Partner Opportunities	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Endeavor	\$15,993.87	
3	3.3	Communication	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Endeavor	\$15,993.87	
3	3.4	Educational Partner Feedback	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Endeavor	\$3,198.78	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.5	Educational Partner Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Endeavor	\$6,397.55	
3	3.6	Community Engagement Opportunities for Students	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Endeavor	\$6,397.55	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,083,756.02	\$3,083,756.02

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Resuming On-Site Instruction	No	\$282,096.43	282096.43
1	1.2	Monitoring Personalized Learning Plans	No	\$282,096.43	282096.43
1	1.3	Customized Personalized Learning Plans	No	\$705,241.08	705241.08
1	1.4	Providing Class Offerings	No	\$705,241.08	705241.08
1	1.5	Teacher Professional Development	No	\$56,419.29	56419.29
1	1.6	Administer Academic Assessments	No	\$141,048.22	141048.22
1	1.7	Differentiating Instruction	Yes	\$282,096.43	282096.43
1	1.8	Ongoing Staff Development	No	\$141,048.22	141048.22
1	1.9	Administration to Assess Student Needs	No	\$141,048.22	141048.22
1	1.10	College/Career Readiness Guidance	No	\$28,209.64	28209.64

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	CTE Course Guidance	No	\$28,209.64	28209.64
1	1.12	Developing Additional CTE Pathway	No	\$28,209.64	28209.64
2	2.1	Janitorial Service	No	\$30,000.00	30000
2	2.2	Building Grounds Maintenance	No	\$173,221.00	173221
2	2.3	Addressing Safety Issues	No	\$1,000.00	1000
2	2.4	Building Modifications	No		0
2	2.5	Community-Based Family Resources	No	\$1,000.00	1000
3	3.1	Parent Workshops	No	\$14,392.68	14392.68
3	3.2	Stakeholder Event Opportunities	No	\$14,392.68	14392.68
3	3.3	Communication	No	\$14,392.68	14392.68
3	3.4	Stakeholder Feedback	No	\$2,878.53	2878.53
3	3.5	Stakeholder Engagement	No	\$5,757.07	5757.07
3	3.6	Developing Community Partners	No	\$2,878.53	2878.53

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.7	Community Engagement Opportunities for Students	No	\$2,878.53	2878.53

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
183408	\$236,535.09	\$236,535.09	\$0.00	6.80%	8.90%	2.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.7	Differentiating Instruction	Yes	\$236,535.09	236535.09	6.8	8.9

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2697179	183408	0	6.80%	\$236,535.09	8.90%	17.67%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

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

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

MOUNTAIN HOME SCHOOL CHARTER 2022-23

EDUCATION PROTECTION ACCOUNT RESOLUTION

Resolution #2021-2022-10

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received

from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Western Sierra Charter Schools;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Western Sierra Charter Schools has determined to spend the estimated \$46,800 monies received in 2022-23 from the Education Protection Act in Revenue Limit transfers to fund direct instructional services in the Mountain Home School Charter.

DATED: June 14, 2022

Board Member

Board Member

Board Member

Board Member

Board Member

Board Member

Board Member

Board Member

Board Member

Glacier High School Charter 2022-23

EDUCATION PROTECTION ACCOUNT RESOLUTION

Resolution #2021-2022-11

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received

from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Western Sierra Charter Schools;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Western Sierra Charter Schools has determined to spend the estimated \$39,262 monies received in 2022-23 from the Education Protection Act in Revenue Limit transfers to fund direct instructional services in the Glacier High Charter School.

DATED: June 14, 2022

Board Member

Board Member

Board Member

Board Member

Board Member

Board Member

Board Member

Board Member

Board Member

Endeavor Charter School 2022-23
EDUCATION PROTECTION ACCOUNT RESOLUTION
Resolution #2021-2022-12

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received

from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Western Sierra Charter Schools;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Western Sierra Charter Schools has determined to spend the estimated \$68,250 monies received in 2022-23 from the Education Protection Act in Revenue Limit transfers to fund direct instructional services in the Endeavor Charter School.

DATED: June 14, 2022

Board Member

Board Member

Board Member

Board Member

Board Member

Board Member

Board Member

Board Member

Board Member

Western Sierra Charter Schools

Revised Employee Budgeted Payroll Cost Summary for 2022-23

This summary reflects all employees being moved appropriately on the new salary schedules (if/when approved). The total compensation figure includes an estimate of total salary, STRS and PERS contribution, Health Benefit and all other payroll costs. FTE means Full-time Equivalent. Revised 6/8/22

Mountain Home School Charter Employees

Certificated Teachers:

Advising FTE: 8 Total – 1 Davis, 1 Sloas, 1 Hill, 1 Proto (new), 1 Meeks, 1 Oliphant, 1 Rumohr, 1 Vind

Adjunct FTE: .9 Total – .4 Heidebrecht, .4 Johnson, Graas .1

Certificated Administrative Staff:

FTE: Total 2.02 (all allocated partial) – .36 Cox (Exec Director), .74 Klang (Principal), .18 Hagen (IT Administrator), .74 Moons (SPED Coordinator)

Classified Administrative Staff:

FTE: Total 3.18 (all allocated partial) – .36 Jeffers (CBO), .36 Palmer (Admin), .36 Neulinger (Admin), .74 Jones (Reception), .35 Culver (new, IT/Admin), .27 Blas (IT Tech), .74 Mendoza

Certificated Salaries: \$829,430 Classified Salaries: \$215,571

Total Salaries: \$1,045,001 Total Benefits: \$484,601

Total Salaries and Benefits: \$1,529,602 Total FTE 14.09

Glacier High School Charter Employees

Certificated Teachers:

Advising FTE: Total 3.8 – 1 Alvarez, 1 Boe, .8 Friesen, 1 Kelly

Adjunct FTE: Total .7 - .4 Johnson, .2 L. Boe, Takanishi .1

Certificated Administrative Staff:

FTE: Total 1.2 (all allocated partial) – .12 Cox (Exec Director), .26 Klang (Principal), .06 Hagen (IT Admin), .5 Hill (Counselor), .26 Moons (SPED Coordinator)

Classified Teachers:

Adjunct FTE: Total .4 – .4 Richards

Classified Administrative Staff:

FTE: Total 1.14 (all allocated partial) – .12 Jeffers (CBO), .12 Palmer (Admin), .12 Neulinger (Admin), .26 Jones (Reception), .17 Culver (new, IT/Admin), .09 Blas (IT Tech), .26 Mendoza

Certificated Salaries: \$451,910 Classified Salaries: \$88,259

Total Salaries: \$540,169 Total Benefits: \$246,592

Total Salaries and Benefits: \$786,761 Total FTE 7.24

Endeavor Charter School Employees

Certificated Teachers:

Advising FTE: Total 13.8 – 1 Schick (new), 1 DenHartog, 1 Turner, 1 Hammond, .8 Hirata, 1 Huey, 1 Johnson, 1 Reeve, 1 Vaccaro, 1 Chugg, 1 Shiro, 1 Garrett (new), 1 Smith (new), 1 Kuhtz (new)

Adjunct FTE: Total 2.2 - .8 Llanos, .6 Mallard, .4 McGough, .4 Souza

Certificated Administrative Staff:

FTE: Total 3.58 (all allocated partial) – .52 Cox (Exec Director), .76 Hagen (Co-Principal/IT Admin), .8 Garcia (Co-Principal), .5 G.Hill (Counselor), 1 Carter (SPED Coordinator).

Classified Teachers:

Adjunct FTE: Total 1.7 – .1 Martin, .3 Gaviria, 1 Flynn, .2 Mulick

Classified Administrative Staff:

FTE: Total 4.67 (all allocated partial) – .52 Jeffers (CBO), 1 Carrasco (Reception), .52 Palmer (Admin), .52 Neulinger (Admin), 1 M. Lord (Admin), .64 Blas (IT Tech), .47 Culver (IT Tech)

Certificated Salaries: \$1,386,165 Classified Salaries: \$364,302

Total Salaries: \$1,750,467 Total Benefits: \$790,861

Total Salaries and Benefits: \$2,541,328 Total FTE 26.15

Oakhurst Building Projects

Priority	Project	Timeline
1	Convert part of Parent Room space into two offices	Summer 2022
2	Install Storage Shed	Summer 2022
3	Parking Lot Edge Retaining and Repair	Summer 2022
4	Sealcoat Parking Lot	Summer 2022
5	Complete Interior Wall Work in Main Building	Fall 2022
6	Repair/ Replace Modular Ramps	Fall 2022
7	Build Additional Restrooms	2022-2023 School Year

Potential WSCS Board Meeting Dates for 2022-2023 School Year

September 13, 2022

November 8, 2022

January 10, 2023

March 7, 2023

May 16, 2023

June 13, 2023

Mountain Home School 2021-22 Financial Report As of 5/31/22

Category		Budget			Actual	Comments
		Adopted Budget (Annual)	Budget Adjustments (Annual)	Working Budget (Annual)	Actual Rev/Exp Year-to-date	Revision Notes
Revenue						
State Aid Block Grant (LCFF)	8011	935,826	26,158	961,984	829,537	LCFF Calculator ADA of 229.13 Current Enrollment 238
Education Protection Account "EPA" (LCFF)	8012	154,207	37,965	192,172	35,248	
In Lieu Prop Tax (LCFF)	8096	1,035,475	(6,760)	1,028,715	1,037,880	
Lottery	8560	39,203		39,203	24,027	Educator Effectiveness Grant
Interest	8660	1,000		1,000	2,296	
Mandate Block Grant	8550	3,962		3,962	3,395	
Educator Effectiveness Grant	8550	0	58,269	58,269	36,546	
State STRS Contribution on Behalf - Paper Trans	7690-8590	87,178	12,470	99,648	-	
Enhanced Learning Opportunity Grant	7425/6-8590	60,337	(6,956)	53,381	2,868	Change to source of funding to Federal Funding From ELO
Other Local Revenue	8699	2,000	0	2,000	6,026	
SPED Revenue (6500)	8792	112,516	21,899	134,415	82,215	
Total Revenue		2,431,704	143,045	2,574,749	2,060,038	Total Revenue
Category		Budget			Actual	Comments
		(Annual)	(Annual)	(Annual)	Year-to-date	
Expense						
Salaries (Certificated and Classified)		989,776	(13,145)	976,631	867,987	
Benefits (All Combined)		469,018	(1,134)	467,884	341,612	
Total Salary & Benefits		1,458,794	-14,279	1,444,515	1,209,599	
	Object Code					
Instructional (Func.1000)						Reclass between 4300 and 4400 Reclass between 4300 and 4400
Textbooks and Core Curricula	4100	23,662	(13,509)	10,153	8,008	
Books and Ref Mat	4200	12,340	(4,000)	8,340	7,483	
Instructional Supplies (>\$500)	4300	65,852	89,260	155,112	159,835	
Instructional Equipment (\$500-\$4900)	4400	108,657	(89,260)	19,397	13,390	
Travel & Conference	5200	2,500	2,000	4,500	4,421	
Contracted Services	5800	89,272		89,272	69,564	
Communications	5900	6,391	2,000	8,391	7,890	
Equipment	6400	-		0	-	
Building (Func. 8100)						Includes 1000 and 2700
Supplies	4300	20,000	(11,000)	9,000	7,275	
Equipment	4400	1,046	2,100	3,146	3,064	
Utilities	5500	8,805	(2,000)	6,805	3,503	
Rentals, Leases & Repairs	5600	0	3,000	3,000	1,405	
Custodial/Site Expense	5800	4,000	13,000	17,000	16,585	
Equipment	6400	0		0	-	
Facilities Construct(Func. 8500)						
Site Improvement	6100	0		0	-	
Building Improvements	6200	0	31,950	31,950	-	
Administrative (Func. 2700)						Oakhurst Interior façade and storage shed construction
Admin. Supplies	4300	10,000	(3,000)	7,000	5,222	
Admin. Equipment	4400	510	1,500	2,010	1,896	
Travel & Conference	5200	10,260	1,000	11,260	10,358	
Service Memberships/ Fees	5300	11,381		11,381	5,096	
Insurance 7200	5400	8,918	2,000	10,918	10,386	
Contracted Services	5800	2,951	6,000	8,951	8,748	
Contracted Services-Business Svc Fees	5800	51,221		51,221	-	
Communications	5900	4,673	4,500	9,173	8,435	
Equipment	6400	-		0		
Health Services (Func. 3120 &3140)						
Contracted Services	5800	17,963		17,963	7,609	
Food (Func. 3700)						
Food Costs	4700	2,280		2,280	2,637	
Administrative (Func.7191)						
Contracted Services -auditors	5800	28,880	(10,000)	18,880	6,032	
General Administration (Func.7200/7300)						
YUSD Oversight 1%	5800	20,907		20,907	2,160	
Business Services (3.5% of Rev)	5800	21,952		21,952	-	
Fiscal Services (Func. 9200)						
Special Education		21,545		21,545	9,433	
Total Expense		2,014,760	11,262	2,026,022	1,590,036	Total Expense
Revenue Less Expenses		416,944		548,727	470,002	
Carryover from Prior Year		1,143,704	(210,205)	933,499		
Carryover as a Percentage of Total Expenses		56.8%		46.1%		
Ending Balance/Future Carryover		1,560,648		1,482,226		
Carryover as a Percentage of Total Expenses		77.5%		73.2%		
Net Income		416,944		548,727		
Net Income as a percentage of Total Revenue		17.1%		21.3%		
Extraordinary Items						
One-time Expenditures		60,337	31,950	92,287		
One-time Funding Income		(60,337)	(58,269)	(118,606)		
Total		-	(26,319)	(26,319)		
Net Income Adjusted for Extraordinary Items		416,944		522,408		
Adjusted Net Income as a percentage of Total Revenue		17.1%		20.3%		

Glacier High School 2021-22 Financial Report As of 5/31/22

Category	Budget			Actual	Comments
	Adopted Budget	Budget Adjustments	Working Budget	Actual Rev/Exp	Revision Notes
Revenue	(Annual)	(Annual)	(Annual)	Year-to-date	LCFF Calculator ADA of 92.63 Current Enrollment 90
State Aid Block Grant (LCFF)	8011 414,129	(194)	413,935	363,205	
Education Protection Account "EPA" (LCFF)	8012 159,126	3,257	162,383	75,042	
In Lieu Prop Tax (LCFF)	8096 413,791	(2,701)	411,090	410,512	
Lottery	8560 15,689		15,689	9,343	
Interest	8660 1,000		1,000	877	
Mandate Block Grant	8550 4,342		4,342	3,772	
Educator Effectiveness Grant	8550 0	32,927	32,927	26,329	Educator Effectiveness Grant
State STRS Contribution on Behalf - Paper Transaction	8590 43,886	8,214	52,100	-	
Enhanced Learning Opportunities Grant	8290 27,779	(3,165)	24,614	1,335	Change to source of funding to Federal Funding From ELO
Other Local Revenue	8699 0	2,250	2,250	2,346	
SPED Revenue (6500)	8792 37,884	7,373	45,257	31,567	
Total Revenue	1,117,626	47,961	1,165,587	924,328	Total Revenue
Category	Budget			Actual	Comments
	(Annual)	(Annual)	(Annual)	Year-to-date	
Expenses					
Salaries (Certificated and Classified)	551,896	10,677	562,573	483,411	
Benefits (All Combined)	242,583	7,787	250,370	177,113	
Total Salary & Benefits	794,479	18,464	812,943	660,524	
Instructional (Func.1000)	Object Code				
Textbooks and Core Curricula	4100 11,976	(3,217)	8,759	6,580	
Books and Ref Mat	4200 2,976	237	3,213	2,749	
Instructional Supplies (>\$500)	4300 27,034	44,313	71,347	66,171	Reclass between 4300 and 4400
Instructional Equipment (\$500-\$4900)	4400 50,002	(42,813)	7,189	5,594	Reclass between 4300 and 4400
Travel & Conference	5200 3,000	600	3,600	3,268	
Contracted Services	5800 25,246	20,000	45,246	44,398	
Communications	5900 1,608	1,500	3,108	3,049	
Equipment	6400 -		-	-	
Building (Func. 8100)					
Supplies	4300 10,070	(5,000)	5,070	4,254	
Equipment	4400 950	500	1,450	1,242	
Utilities	5500 3,492	(2,000)	1,492	1,429	
Rentals, Leases & Repairs	5600 -	2,000	2,000	990	Includes 1000 and 2700
Custodial/Site Expense	5800 4,422	1,500	5,922	5,699	
Equipment	6400 -		-	-	
Facilities Construct (Func. 8500)					
Site Improvement	6100 -		-	-	
Building Improvements	6200/6250 -	13,050	13,050		Oakhurst Interior façade and storage shed construction
Administrative (Func. 2700)					
Admin. Supplies	4300 6,000	(3,700)	2,300	2,185	
Admin. Equipment	4400 2,500	(1,700)	800	770	
Travel & Conference	5200 4,050	1,000	5,050	5,033	
Service Memberships/ Fees	5300 4,583		4,583	3,284	
Insurance	5400 3,486	750	4,236	4,211	
Contracted Services	5800 4,980		4,980	3,857	
Contracted Services-Business Svcs	5800 23,843		23,843	-	
Communications	5900 1,832	3,500	5,332	4,267	
Equipment	6400 -		-	-	
Health Services (Func. 3120/3140)					
Contracted Services	5800 10,430	(2,000)	8,430	3,041	
Food (Funct. 3700)					
Food Costs	4700 900	500	1,400	976	
Administrative (Func.7191)					
Contracted Services -auditors	5800 11,400		11,400	4,587	
General Administration (Func.7200/7300)					
YUSD Oversight 1%	5800 9,732		9,732	840	
Business Services (3.5% of Rev)	5800 10,218		10,218	-	
Fiscal Services (Func. 9200)					
SPED-Costs	6,315		6,315	5,715	
Total Expense	1,035,524	47,484	1,083,008	844,714	Total Expense
Revenue Less Expenses	82,102		82,579	79,614	
Carryover from Prior Year	433,751	(170,025)	263,726		
Carryover as a Percentage of Total Expenses	41.9%		24.4%		
Ending Balance/Future Carryover	515,853		346,305		
Carryover as a Percentage of Total Expenses	49.8%		32.0%		
Net Income	82,102		82,579		
Net Income as a percentage of Total Revenue	7.3%		7.1%		
Extraordinary Items					
One-time Expenditures	27,779	13,050	40,829		
One-time Funding Income	(27,779)	(32,927)	(60,706)		
Total	-	(19,877)	(19,877)		
Net Rev. Adjusted for Extraordinary Items	82,102		62,702		
Adjusted Net Income as a percentage of Total Revenue	7.3%		5.4%		

Endeavor Charter School 2021-22 Financial Report As of 5/31/22

Category		Budget			Actual	Comments
		Adopted Budget (Annual)	Budget Adjustments (Annual)	Working Budget (Annual)	Actual Rev/Exp Year-to-date	
Revenue						LCFF Calculator ADA of 302.25 Current Enrollment 317
State Aid Block Grant (LCFF)	8011	2,066,221	(504,020)	1,562,201	1,330,052	
Education Protection Account "EPA" (LCFF)	8012	591,482	504,151	1,095,633	679,764	
In Lieu Prop Tax (LCFF)	8096	222,884	5,491	228,375	226,198	Change in LCFF Calculator
Lottery	8560	60,148	15,514	75,662	90,868	
Interest	8660	500	1,271	1,771	3,050	
Mandate Block Grant	8550	7,257		7,257	5,540	
Educator Effectiveness Grant	8550	0	58,269	58,269	46,615	Educator Effectiveness Grant
State STRS Contribution on Behalf - Paper Trans	7690-8590	115,077	15,003	130,080	-	STRS On Behalf Entry
Enhanced Learning Opportunities Grant	7425/6-8590	72,964	(8,559)	64,405	-	Change to source of funding to Federal Funding From ELO
Other Local Revenue	8699	0	1,220	1,220	2,448	
SPED Revenue (6500)	8792	199,667	(11,173)	188,494	140,816	
Total Revenue		3,336,200	77,167	3,413,367	2,525,350	Total Revenue
Category		Budget			Actual	Comments
		(Annual)	(Annual)	(Annual)	Year-to-date	
Expense						
Salaries (Certificated and Classified)		1,461,938	86,519	1,548,457	1,391,197	
Benefits (All Combined)		710,647	(31,424)	679,223	515,189	
Total Salary & Benefits		2,172,585	55,095	2,227,680	1,906,386	
Instructional (Func.1000)	Object Code					
Textbooks and Core Curricula	4100	19,208	(13,000)	6,208	4,811	
Books and Ref Mat	4200	59,027	(50,000)	9,027	7,621	
Instructional Supplies (>\$500)	4300	95,430	160,677	256,107	219,539	Reclass between 4300 and 4400
Instructional Equipment (\$500-\$4900)	4400	133,458	(126,540)	6,918	2,151	Reclass between 4300 and 4400
Travel & Conference	5200	9,000		9,000	8,737	
Contracted Services	5800	99,082		99,082	80,732	
Communications	5900	8,877		8,877	4,996	
Equipment	6400	-		0	-	
Building (Func. 8100)						
Supplies	4300	17,210	(2,000)	15,210	12,012	
Equipment	4400	6,234	(1,000)	5,234	3,974	
Utilities	5500	15,577	5,000	20,577	19,631	
Rentals, Leases & Repairs	5600	136,200	5,000	141,200	138,667	
Custodial/Site Expense	5800	30,000	15,000	45,000	41,505	
Equipment	6400	0		0	-	
Facilities Construct(Func. 8500)						
Site Improvement	6100	0		0	-	
Building Improvements	6200	0		0	-	
Administrative (Func. 2700)						
Admin. Supplies	4300	8,000		8,000	6,064	
Admin. Equipment	4400	510	4,000	4,510	4,246	
Travel & Conference	5200	15,734	4,000	19,734	19,319	
Service Memberships/ Fees	5300	14,077		14,077	9,219	
Insurance 7200	5400	10,709	18,000	28,709	27,327	
Contracted Services	5800	7,300	4,000	11,300	10,806	
Contracted Services-Business Svc Fees	5800	70,335		70,335	-	
Communications	5900	7,040		7,040	11,949	
Equipment	6400	-		0	-	
Health Services (Func. 3120 & 3140)						
Contracted Services	5800	5,631		5,631	-	
Food (Func. 3700)						
Food Costs	4700	2,820		2,820	641	
Administrative (Func.7191)						
Contracted Services -auditors	5800	17,860	(5,000)	12,860	6,080	
General Administration (Func. 7200/7300)						
District Oversight Fee (1% of LCFF Rev)	5800	28,708		28,708	18,494	
Business Services (3.5% of Rev)	5800	30,143		30,143	-	
Fiscal Services (Func. 9200)						
Special Education		63,001	45,000	108,001	107,832	
Total Expense		3,083,756	118,232	3,201,988	2,672,738	Total Expense
Revenue Less Expenses		252,444		211,379	(147,388)	
Carryover from Prior Year		(53,006)	380,230	327,224		
Carryover as a Percentage of Total Expenses		-1.7%		10.2%		
Ending Balance/Future Carryover		199,438		538,603		
Carryover as a Percentage of Total Expenses		6.5%		16.8%		
Net Income		252,444		211,379		
Net Income as a percentage of Total Revenue		7.6%		6.2%		
Extraordinary Items						
One-time Expenditures		72,964		72,964		
One-time Funding Income		(72,964)	(58,269)	(131,233)		
Total		-	(58,269)	(58,269)		
Net Income Adjusted for Extraordinary Items		252,444		153,110		
Adjusted Net Income as a percentage of Total Revenue		7.6%		4.5%		

Western Sierra Charter Schools Combined 21-22 Financial Report As of 5/31/22

Category		Budget			Actual	Comments
		Adopted Budget	Budget Adjustments	Working Budget	Actual Rev/Exp	
		(Annual)	(Annual)	(Annual)	Year-to-date	
Revenue						LCFF ADA
State Aid Block Grant	8011	3,416,176	(478,056)	2,938,120	2,522,794	MHS-229.13/GHS-92.63/ECS-302.25
EPA	8012	904,815	545,373	1,450,188	790,054	Current Enrollment
In Lieu Prop Tax	8096	1,672,150	(3,970)	1,668,180	1,674,590	MHS-238/GHS-90/ECS-317
Lottery	8560	115,040	15,514	130,554	124,238	Educator Effectiveness Grant
Interest	8660	2,500	1,271	3,771	6,223	
Mandate Block Grant	8550	15,561	-	15,561	12,707	
Educator Effectiveness Grant	8550	-	149,465	149,465	109,490	
State STRS Contribution on Behalf - Paper Transaction	8590	246,141	35,687	281,828	-	
Enhanced Learning Opportunities Grant	8590	161,080	(18,680)	142,400	4,203	
Other Local Revenue	8699	2,000	3,470	5,470	10,819	
SPED Revenue (6500)	8792	350,067	18,099	368,166	254,598	
Total Revenue		6,885,530	268,173	7,153,703	5,509,716	Total Revenue
Category		Budget			Actual	Comments
		(Annual)	(Annual)	(Annual)	Year-to-date	
Expenses						
Salaries (Certificated and Classified)		3,003,610	84,051	3,087,661	2,742,595	
Benefits (All Combined)		1,422,248	(24,771)	1,397,477	1,033,914	
Total Salary & Benefits		4,425,858	59,280	4,485,138	3,776,509	
	Object Code					
Instructional (Func.1000)						
Textbooks and Core Curricula	4100	54,846	(29,726)	25,120	19,399	
Books and Ref Mat	4200	74,343	(53,763)	20,580	17,853	
Instructional Supplies (>\$500)	4300	188,316	294,250	482,566	445,546	
Instructional Equipment (\$500-\$4900)	4400	292,117	(258,613)	33,504	21,135	
Travel & Conference	5200	14,500	2,600	17,100	16,427	
Contracted Services	5800	213,600	20,000	233,600	194,695	
Communications	5900	16,876	3,500	20,376	15,935	
Equipment	6400	0	-	-	-	
Building (Func. 8100)						
Supplies	4300	47,280	(18,000)	29,280	23,541	
Equipment	4400	8,230	1,600	9,830	8,280	
Utilities	5500	27,874	1,000	28,874	24,563	
Rentals, Leases & Repairs	5600	136,200	10,000	146,200	141,063	
Custodial/Site Expense	5800	38,422	29,500	67,922	63,789	
Equipment	6400	0	-	-	-	
Facilities Construct (Func. 8500)						
Site Improvement	6100	0	-	-	-	
Building Improvements	6200	0	45,000	45,000	-	Oakhurst Interior façade and storage shed construction
Administrative (Func. 2700)						
Admin. Supplies	4300	24,000	(6,700)	17,300	13,470	
Admin. Equipment	4400	3,520	3,800	7,320	6,911	
Travel & Conference	5200	30,044	6,000	36,044	34,710	
Service Memberships/ Fees	5300	30,041	-	30,041	17,599	
Insurance	5400	23,113	20,750	43,863	41,923	
Contracted Services	5800	15,231	10,000	25,231	23,412	
Contracted Services-Business Svcs	5800	145,399	-	145,399	-	
Communications	5900	13,545	8,000	21,545	24,651	
Equipment	6400	0	-	-	-	
Health Services (Func. 3140)						
Contracted Services	5800	34,024	(2,000)	32,024	10,650	
Food (Func. 3700)						
Food Costs	4700	6,000	500	6,500	4,254	
Administrative (Func.7100)						
Contracted Services -auditors	5800	58,140	(15,000)	43,140	16,700	
General Administration (Func.7200/7300)						
District Oversight 1%	5800	59,347	-	59,347	21,494	
Business Services (3.5% of Rev)	5800	62,313	-	62,313	-	
Fiscal Services (Func. 9200)						
Special Education	7141	90,861	45,000	135,861	122,980	
Total Expense		6,134,040	176,978	6,311,018	5,107,488	Total Expense
Revenue Less Expenses		751,490		842,685	\$ 402,227	
Carryover from Prior Year		1,524,449	-	1,524,449		
Carryover as a Percentage of Total Expenses		24.9%		24.2%		
Ending Balance/Future Carryover		2,275,939		2,367,134		
Carryover as a Percentage of Total Expenses		37.1%		37.5%		
Net Income		751,490		842,685		
Net Income as a percentage of Total Revenue		10.9%		11.8%		
Extraordinary Items						
One Time Expenditures		161,080	45,000	206,080		
One-time Funding Income		(161,080)	(149,465)	(310,545)		
Total		-	(104,465)	(104,465)		
Net Rev. Adjusted for Extraordinary Items		751,490		738,220		
Adjusted Net Income as a percentage of Adj. Total Revenue		10.9%		10.3%		