

Western Sierra Charter School
Regular Meeting of the Board of Directors
Tuesday, June 15, 2021
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

1. Call to Order
2. Roll Call to Establish Quorum
3. *Approve Meeting Agenda for June 15, 2021
4. *Approve Board Minutes from May 18, 2021 Board Meeting
5. Hearing of Persons Wishing to Address the Board
6. Written Communications (*if any*)
7. Thanks to Board Members Jackie Pucheu, Joyce Vind, and Margaret Den Hartog for their service!
8. *Approve warrant report for 5-12-2021 to 6-4-2021.
9. *Approve 2021/2022 Budget for Mountain Home School
10. *Approve 2021/2022 Budget for Glacier High School
11. *Approve 2021/2022 Budget for Endeavor Charter School

- 12. *Approve 2021/2022 Local Control Accountability Plans (LCAP) and Budget Overview for Parents (BOP) for Mountain Home School**
- 13. *Approve 2021/2022 Local Control Accountability Plans (LCAP) and Budget Overview for Parents (BOP) for Glacier High School**
- 14. *Approve 2021/2022 Local Control Accountability Plans (LCAP) and Budget Overview for Parents (BOP) for Endeavor Charter School**
- 15. *Approve EPA Resolution for 2021/22 SY #2020-2021-05 - Mountain Home School**
- 16. *Approve EPA Resolution for 2021/22 SY #2020-2021-06 - Glacier High School**
- 17. *Approve EPA Resolution for 2021/22 SY #2020-2021-07 - Endeavor Charter School**
- 18. *Approve Hiring of Julie Schiro as an ECS Advising Teacher and Katherine Burton as an ECS SPED Teacher.**
- 19. *Approve 2021-2022 Contract with 360 Accelerator**
- 20. *Authorize Executive Director to Purchase Chrome Books for Students, Not to Exceed \$275,000 Total, in Accordance with the Expanded Learning Opportunities Grant Plans for MHS, GHS and ECS**
- 21. Reports**
 - a). Executive Directors Report – Michael Cox
 - 1) Update on AB 1316
 - 2) School Program Updates – Graduations, ROV Competition
 - 3) Update on tentative 2021/22 School Operation Plan and Schedule
 - 4) Proposed WSCS Board Meeting Dates for 2021-2022
 - b). CBO Report – Jody Jeffers
 - 1) Budget Update for 2020/21
 - 2) GHS Funding Determination
- 22. Next Scheduled Board Meeting TBD**
- 23. *Adjournment**

**Western Sierra Charter School
Board of Directors Meeting Minutes
Tuesday, May 18, 2021, 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 2:00 PM

2. Roll Call to Establish Quorum

Quorum established.

Board Members Present: Margaret Den Hartog, Tamara Dent, Brian Fulce, Jacqueline Pucheu, Tiffany Schutz, Darin Soukup and Joyce Vind

Absent: Monika Moulin

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

Public: Felica Olais

3. *Approve Board Meeting Agenda for May 18, 2021.

Approved

**Change date on item #13 to 21/22 LCAP*

Motion: Tamara Dent Second: Jacqueline Pucheu Vote: 7 yes, 0 no

4. *Approve Board Minutes from March 9, 2021 Board Meeting

Approved

Motion: Tiffany Schutz Second: Joyce Vind Vote: 6 yes, 0 no, 1 abstain

5. Hearing of Persons Wishing to Address the Board

None

6. Written Communications (if any)

Letters of resignation from staff

7. Introduction of Felica Olais, Manager of the Charter School Office for Fresno Unified

Michael Cox welcomed Ms. Olais to the meeting. Ms. Olais explained her position with FUSD and some of her duties as they pertain to WSCS.

8. *Approve warrant report for 3-1-2021 to 5-11-2021.

Jody Jeffers – See written report

Approved

Motion: Margaret Den Hartog Second: Darin Soukup Vote: 7 yes, 0 no

9. *Approve By-Law changes

Michael Cox

Mr. Cox talked through the indicated changes and recommended that these take affect for the 2021/2022 school Board year.

Approved

Motion: Tiffany Schutz Second: Jacqueline Pucheu Vote: 7 yes, 0 no

10. *Approve Technology Use Agreement update.

Eric Hagen

See handout provided by Mr. Hagen

Approved

Motion: Tamara Dent

Second: Margaret Den Hartog

Vote: 7 yes, 0 no

11. Local Performance Indicator Self Reflection for MHSC, GHS, and ECS.

Mindy Klang

See printed worksheets

12. Public Hearing of the 2019/2020 LCAP Update and Learning Continuity Plan for MHSC, GHS, and ECS.

Mindy Klang

See printed PowerPoint

13. Public Hearing of the 2020/2021 LCAP for MHSC, GHS, and ECS.

Mindy Klang

See printed PowerPoint

For the sake of time, the board agreed to jump down to agenda item #21. d) to allow Mrs. Klang to continue her presentation.

14. *Approve the AB86 ELO Plan for MHSC, GHS, and ECS.

Michael Cox

See printed worksheets. Expanded Learning Opportunities Grant Plan (ELO)

Approved

Motion: Jacqueline Pucheu

Second: Darin Soukup

Vote: 7 yes, 0 no

15. Present preliminary 2021/2022 budgets for MHSC, GHS, and ECS.

Jody Jeffers

See printed worksheets

16. Staff Changes

Michael Cox

See Handout

Closed Session

Entered closed Session at 3:26 PM

17. *Approve the Executive Director salary.

Open Session

Returned to Open Session at 3:37 PM

18. Report from Closed Session.

Approved Executive Director salary 7 yes, 0 no

19. *Approve Hiring of John Sloas and Ciara Turner as MHSC Advising Teachers.

Approved

Motion: Tiffany Schutz

Second: Tamara Dent

Vote: 7 yes, 0 no

20. *Approve employee contracts for MHSC, GHS, and ECS.

Jody Jeffers presented. See handout.

Approved

Motion: Darin Soukup

Second: Joyce Vind

Vote: 7 yes, 0 no

21. Reports

a). Executive Directors Report – Michael Cox

1) AB 1316 *See handout.*

b). CBO Report – Jody Jeffers

1) Budget Update *See financial report printouts.*

c). Endeavor Principal's Report – Nancy Garcia

See PowerPoint printout.

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

The lottery was held on May 13, 2021 for MHSC and GHS for the 21/22 SY. MHSC currently has 235 students, GHS 95 students. Both schools are at capacity with still more on the waiting list. Eighth Grade Promotion and Graduation will be held at Mountain Christian Center.

22. Next Scheduled Board Meeting Tuesday, June 15, 2021 @ 2:00 PM

Confirmed

23. *Adjournment

4:43 PM

Motion: Jacqueline Pucheu

Second: Margaret Den Hartog

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 18, 2021.

Joyce Vind

Minutes prepared and submitted by: Diane Neulinger

District: Western Sierra Charter Schools

Warrant Listing 5/12/2021 - 6/04/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount	Counter
0852637	05/18/2021	COMCAST	0169-5900	SERVICES FOR MAY 2021		1,430.00	1
0852638	05/18/2021	DPS MEDIA	0100-5800	PONDEROSA MAY 2021	81.90		2
			0109-5800	PONDEROSA MAY 2021	35.10	117.00	3
0852639	05/18/2021	DYNAMIC FIRE SAFETY	0169-5800	INSPECTION SERVICE CALL /ANNUAL SERVICE		348.00	4
0852640	05/18/2021	Hagen, Eric A	0169-5200	REIMB FOR MILEAGE AND REGISTRATION FEE		125.20	5
0852641	05/18/2021	IMAGE 2000 INC.	0169-5900	FREIGHT FEE		45.00	6
0852642	05/18/2021	JENNIFER KANGZUA TU	0100-5800	RETRACTABLE BANNER DESIGN	19.00		7
			0109-5800	RETRACTABLE BANNER DESIGN	7.50		8
			0169-5800	RETRACTABLE BANNER DESIGN	23.50	50.00	9
0852643	05/18/2021	JOSTENS INC	0109-4300	GLACIER/ENDEAVOR CHARTER DIPLOMAS	89.18		10
			0169-4300	GLACIER/ENDEAVOR CHARTER DIPLOMAS	50.95	140.13	11
0852644	05/18/2021	Northland Communications	0100-5900	SERVICES FOR 5/1-5/31/2021	521.50		12
			0109-5900	SERVICES FOR 5/1-5/31/2021	223.50	745.00	13
0852645	05/18/2021	Reeve, Grace	0169-5200	MILEAGE CLAIM MAY 2021		48.16	14
0852646	05/18/2021	SELF INSURED SCHOOLS OF CALIFO	0100-9514	May SISC Billing	16,425.78		15
			0109-9514	May SISC Billing	7,337.81		16
			0169-9514	May SISC Billing	23,501.61	47,265.20	17
0852647	05/18/2021	TRUE VALUE	0100-4300	CREDIT RETURN FOR PEP CO BUBBLER TUBING	26.00-		18
				CREDIT RETURN FOR SUPPLIES	3.00-		19
				JUMBO 6 PACKS	11.28		20
				SUPPLIES	167.88		21
				SUPPLY	3.23		22
			0109-4300	CREDIT RETURN FOR PEP CO BUBBLER TUBING	11.14-		23
				CREDIT RETURN FOR SUPPLIES	1.29-		24
				JUMBO 6 PACKS	4.83		25
				SUPPLIES	71.92		26
				SUPPLY	1.39	219.10	27
0852648	05/18/2021	VocoVision LLC	0169-5800	JACQUELINE DUFFY-SCHOOL-TELE-SLP		1,360.00	28
0853323	05/26/2021	ACE TROPHY SHOP	0100-5800	8 X 10 PLAQUE	86.38		29
			0109-5800	8 X 10 PLAQUE	86.38		30
			0169-5800	8 X 10 PLAQUE	388.71	561.47	31
0853324	05/26/2021	Blas, Phillip L	0100-5900	Cell Phone MAY 2021	28.50		32
			0109-5900	Cell Phone MAY 2021	11.25		33
			0169-5900	Cell Phone MAY 2021	35.25	75.00	34
0853325	05/26/2021	COLLEGE BOARD	0109-4300	PSAT/NMSQT OCT 2020 ADMIN GLACIER HIGH SCI	136.00		35
			0169-4300	PSAT/NMSQT OCT 2020 ADMIN ENDEAVOR CHAR	51.00	187.00	36
0853326	05/26/2021	Cox, Michael S	0100-5900	Cell Phone MAY 2021	28.50		37
			0109-5900	Cell Phone MAY 2021	11.25		38
			0169-5900	Cell Phone MAY 2021	35.25	75.00	39
0853327	05/26/2021	FRESNO CO SUPT. OF SCHOOLS	0169-5800	AB 602 20/21 APPORTIONMENT		100,038.00	40
0853328	05/26/2021	Garcia, Nancy	0169-5900	Cell Phone MAY 2021		75.00	41
0853329	05/26/2021	Hagen, Eric A	0169-5900	Cell Phone MAY 2021		75.00	42
0853330	05/26/2021	HARRY R. SAWL VANCOUVER COMPANY	0169-5600	JUNE 2021 RENT		11,350.00	43
0853331	05/26/2021	Hill, Greg	0109-5900	Cell Phone MAY 2021	37.50		44
			0169-5900	Cell Phone MAY 2021	37.50	75.00	45
0853332	05/26/2021	HOFFMAN ELETRONIC SYSTEMS	0100-5800	SECURITY SERVICES FOR JUNE 2021	21.00		46
			0109-5800	SECURITY SERVICES FOR JUNE 2021	9.00	30.00	47
0853333	05/26/2021	Huey, Susan A	0169-5200	MAY 2021 MILEAGE REIMB		97.44	48
0853334	05/26/2021	IMAGE 2000 INC.	0100-5800	CONTRACT C10084-FN-07	309.28		49
			0109-5800	CONTRACT C10084-FN-07	132.55		50
			0169-5800	CONTRACT C10084-FN-07	724.65	1,166.48	51
0853335	05/26/2021	Jeffers, Jody L	0100-5900	Cell Phone MAY 2021	28.50		52
			0109-5900	Cell Phone MAY 2021	11.25		53
			0169-5900	Cell Phone MAY 2021	35.25	75.00	54
0853336	05/26/2021	JENNIFER KANGZUA TU	0169-5800	FLYER		50.00	55
0853337	05/26/2021	Klang, Mindy C	0100-5900	Cell Phone MAY 2021	52.50		56
			0109-5900	Cell Phone MAY 2021	22.50	75.00	57
0853338	05/26/2021	Llanos, Brooke	0169-5200	MILEAGE AND REGISTRATION FEE REIMB		102.80	58
0853339	05/26/2021	RANGER MAINTENANCE & CLEAN UP	0100-5800	WEEDEATING	315.00		59
			0109-5800	WEEDEATING	135.00	450.00	60
0853340	05/26/2021	The Buy Local Media Group	0169-5800	ADVERTISING		469.00	61
0853341	05/26/2021	TRUE VALUE	0100-4300	HALF PATT HEAD STAKE/HOSE END PLUG	15.66		62
				SUPPLIES	95.54	111.20	63
0853342	05/26/2021	VocoVision LLC	0169-5800	JACQUELINE DUFFY -SCHOOL TELE-SLP 5/9/2021	1,275.00		64
				JACQUELINE DUFFY SCHOOLTELE-SLP 5/16/2021	1,360.00	2,635.00	65
0853343	05/26/2021	WESTERN SIERRA GARDEN & GIFTS	0100-4300	SUPPLIES		183.34	66
0853749	06/01/2021	B&H PHOTO VIDEO	0100-4300	ELGATO GAME/HDMI TO USB/USB AUDIO/HDMI F	219.97		67
			0100-4400	ELGATO GAME/HDMI TO USB/USB AUDIO/HDMI F	1,130.94		68
			0109-4300	ELGATO GAME/HDMI TO USB/USB AUDIO/HDMI F	90.27		69
			0109-4400	ELGATO GAME/HDMI TO USB/USB AUDIO/HDMI F	449.86		70

0853750	06/01/2021	C.A. REDING CO., INC.	0169-4300	ELGATO GAME/HDMI TO USB/USB AUDIO/HDMI F	270.72		71			
			0169-4400	ELGATO GAME/HDMI TO USB/USB AUDIO/HDMI F	1,397.46	3,559.22	72			
			0100-5800	CONTRACT FOR 5/18/2021-6/17/2021	68.66		73			
			0109-5800	CONTRACT FOR 5/18/2021-6/17/2021	27.10		74			
0853751	06/01/2021	HOFFMAN ELETRONIC SYSTEMS	0169-5800	CONTRACT FOR 5/18/2021-6/17/2021	84.93	180.69	75			
			0100-5800	SECURITY SERVICES, JUNE 2021	21.00		76			
			0109-5800	SECURITY SERVICES, JUNE 2021	9.00	30.00	77			
0853752	06/01/2021	PACIFIC GAS & ELECTRIC	0100-5500	ACCOUNT # 3898652031-0	6.90		78			
			0109-5500	ACCOUNT # 3898652031-0	2.96		79			
			0169-5500	ACCOUNT # 3898652031-0	1,288.87	1,298.73	80			
0853753	06/01/2021	STAPLES CONTRACT & COMMERCIAL	0100-4300	GARTNER STUDIOS CERTIFICATE HOLDERS	18.40		81			
				OFFICE SUPPLIES	451.17		82			
				REFUND ITEMS -NITRILE/COPPERTOP 9 VOLT	56.46-		83			
			0109-4300	VERTICAL L SHAPED AZAR DISPLAY	38.45		84			
				WHITE BOOK STENO GREGG RULED	12.06		85			
				GARTNER STUDIOS CERTIFICATE HOLDERS	7.89		86			
				OFFICE SUPPLIES	193.35		87			
				REFUND ITEMS -NITRILE/COPPERTOP 9 VOLT	24.20-		88			
				VERTICAL L SHAPED AZAR DISPLAY	16.49		89			
				WHITE BOOK STENO GREGG RULED	5.17	662.32	90			
				0100-4300	1" WHT 90DEG SxS ELL/1" WHT SxS COUPLING	.78		91		
					1" WHT 90DEG SxS ELL/FEM ADAPT/MALE ADAPT/	4.80		92		
CREDIT RETURN CMP HOSE END PLUG	4.05-		93							
CREDIT RETURN FOR PVC MALE ADAPT	1.19-		94							
CREDIT RETURN PVC PIPE CUTTER	12.06-		95							
HALF PATT HEAD/STAKE/BLK PVC SOCK BOOT	17.56		96							
0853754	06/01/2021	TRUE VALUE	0100-4300	PIPE CUTTER/PVC PIPE/BLU PVC CEMENT/FEM/M/	24.73		97			
				RETURN FOR DEFECTIVE -HALF PATT/STAKE/BLK SI	17.56-		98			
				1" WHT 90DEG SxS ELL/1" WHT SxS COUPLING	.34		99			
			0109-4300	1" WHT 90DEG SxS ELL/FEM ADAPT/MALE ADAPT/	2.06		100			
				CREDIT RETURN CMP HOSE END PLUG	1.74-		101			
				CREDIT RETURN FOR PVC MALE ADAPT	.51-		102			
				CREDIT RETURN PVC PIPE CUTTER	5.17-		103			
				HALF PATT HEAD/STAKE/BLK PVC SOCK BOOT	7.52		104			
				PIPE CUTTER/PVC PIPE/BLU PVC CEMENT/FEM/M/	10.60		105			
				RETURN FOR DEFECTIVE -HALF PATT/STAKE/BLK SI	7.52-	18.59	106			
				Total Number of Checks:		39	175,599.07			
				Fund Summary	Fund	Description	Check Count	Expensed Amount		
0100	GENERAL FUND		21	20,289.87						
0109	INDEPEDENT CHA		22	9,134.95						
0169	Endeavor Charter		28	146,174.25						
Total Number of Checks:		39	175,599.07	Less Unpaid Sales Tax Liability	.00	Net (Check Amount)	175,599.07			
The preceding Checks h Page -1 of 1 055 - Western Sierra Charter Schools r Estela Vargas (EVARGAS), Jun 8 2021 11:43AM										

WSCS Combined Projected Budget for 21-22						
Category						Comments
		Mountain Home	Glacier	Endeavor	WSCS Combined	
Revenue		(Annual)	(Annual)	(Annual)	Annual	
State Aid Block Grant (LCFF)	8011	935,826	414,129	2,066,221	3,416,176	Enrollment 235/95/310 ADA 229.13/92.63/302.25
Education Protection Account "EPA" (LCFF)	8012	154,207	159,126	591,482	904,815	
In Lieu Prop Tax (LCFF)	8096	1,035,475	413,791	222,884	1,672,150	
Lottery	8560	39,203	15,689	60,148	115,040	None Not Included in preliminary budget 50% of ELO funded in 21-22
Interest	8660	1,000	1,000	500	2,500	
Mandate Block Grant	8550	3,962	4,342	7,257	15,561	
Other One-time Funding	8550	-	-	-	-	
State STRS Contribution on Behalf - Paper Transaction	8590	87,178	43,886	115,077	246,141	
Enhanced Learning Opportunities Grant	8590	60,337	27,779	72,964	161,080	
Other Local Revenue	8699	2,000	-	-	2,000	
SPED Revenue (6500)	8792	112,516	37,884	199,667	350,067	
Total Revenue		2,431,704	1,117,626	3,336,200	6,885,530	
Category						Comments
Expenses		(Annual)	(Annual)	(Annual)		
Salaries - Certificated & Classified		989,776	551,896	1,461,938	3,003,609	70% of Fee for MCOE (3.5% of LCFF Revenues)
Benefits (All Combined)		469,018	242,583	710,647	1,422,248	
Total Salary & Benefits		1,458,794	794,478	2,172,584	4,425,857	
Instructional (Func.1000)						
Textbooks and Core Curriculum	4100	23,662	6,976	19,208	49,846	
Books and Reference Materials	4200	12,340	7,976	59,027	79,343	
Instructional Supplies (>\$500)	4300	110,740	47,868	150,154	308,762	
Instructional Equipment (\$500-\$4900)	4400	18,102	8,334	24,452	50,888	
Travel & Conference	5200	2,500	3,000	9,000	14,500	
Contracted Services	5800	134,939	46,080	153,364	334,383	
Communications	5900	6,391	1,608	8,877	16,876	
Equipment	6400	-	-	-	-	
Building (Func. 8100)						
Supplies	4300	20,000	10,070	17,210	47,280	
Equipment	4400	1,046	950	6,234	8,230	
Utilities	5500	8,805	3,492	15,577	27,874	
Rentals, Leases & Repairs	5600	-	0	136,200	136,200	
Site Contracted Improvement/Custodial Fee	5800	4,000	4,422	30,000	38,422	
Equipment	6400	-	-	-	-	
Facilities Construct (Func. 8500)						
Site Improvement	6100	-	-	-	-	
Building Improvements	6200/6250	-	-	-	-	
Administrative (Func. 2700)						
Admin. Supplies	4300	10,000	6,000	8,000	24,000	
Admin. Equipment	4400	510	2,500	510	3,520	
Travel & Conference	5200	10,260	4,050	15,734	30,044	
Service Memberships/ Fees	5300	11,381	4,583	14,077	30,041	
Insurance	5400	8,918	3,486	10,709	23,113	
Contracted Services	5800	2,951	4,980	7,300	15,231	
Contracted Services-Business Svcs	5800	51,221	23,843	70,335	145,398	
Communications	5900	4,673	1,832	7,040	13,545	
Equipment	6400	-	-	-	-	
Health Services (Func. 3120/3140)						
Contracted Services	5800	17,963	10,430	5,631	34,024	
Food (Func. 3700)						
Food Costs	4700	2,280	900	2,820	6,000	
Administrative (Func.7191)						
Contracted Services -auditors	5800	28,880	11,400	17,860	58,140	
General Administration (Func.7200/7300)						
District Oversight Fee (1% of LCFF)	5800	20,907	9,732	28,708	59,346	
Business Services (3.5% of LCFF)	5800	21,952	10,218	30,143	62,313	
Fiscal Services (Func. 9200)						
SPED-Costs		21,545	6,315	63,001	90,861	
Total Expense		2,014,758	1,035,523	3,083,756	6,134,037	
Revenue Less Expenses		416,946	82,103	252,444	751,493	
Carryover from Prior Year		918,261	409,015	86,851	1,414,127	
Carryover as a Percentage of Total Expenses		45.6%	39.5%	2.8%	23.1%	
Ending Balance/Future Carryover		1,335,207	491,118	339,295	2,165,620	
Carryover as a Percentage of Total Expenses		66.3%	47.4%	11.0%	35.3%	
Net Income		416,946	82,103	252,444	751,493	
Net Income as a percentage of Total Revenue		17.1%	7.3%	7.6%	10.9%	
Extraordinary Items						
One-time Expenditures		87,178	43,886	115,077		
One-time Funding Income		(87,178)	(43,886)	(115,077)		
Total		-	-	-		
Net Rev. Adjusted for Extraordinary Items		416,946	82,103	252,444	751,493	
Adjusted Net Income as a percentage of Total Revenue		17.1%	7.3%	7.6%	10.9%	

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 [2021-22]

General Information

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

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 for 2020-21:

We have maintained an average student enrollment of approximately 215 students. We have a waiting list of 80 students for the 2021-22 SY. 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: 2.3% Black or African American, 4.2% American Indian or Alaska Native, 1.4% Asian, .9% Chinese, .5% Other Asian, 1.4% Salvadoran, .5% Cuban, 3.7% Hispanic or Latino, 2.8% Mexican American, 1.9% Unspecified, 1.4% Declined to State, and 79.1% White.

Of this population, 47.4% of total enrollment is Socioeconomically Disadvantaged, 0.5% English Learners, 8.8% are Students with Disabilities, .9% are Homeless/Foster Youth.

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. The largest change was the offering of Distance Learning classes, open to all TK-8 students throughout the school year in lieu of in-person. A large percentage of our students participated in DL classes. By December, students in TK-6 grades were able to attend in-person enrichment classes through a County waiver, but even with the waiver, parents could choose to keep their student in Distance Learning classes.

Mountain Home 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.

In reviewing Dashboard data: SBAC data results in ELA from the 2018-19 SY, we are proud to be in the "green level" with an increase of 11.7 points from the 2017-18 SY results.

Our Chronic Absenteeism and Suspension Rate has remained in the "blue" (highest level).

We are proud of our teachers who received ongoing Professional Development training to help support their instructional delivery in Distance Learning to students. All students, including those with diverse learning needs, and their parent/guardian received excellent support and assistance on a frequent and regular basis from Advising Teachers as well as from Support Staff. All students were provided with curriculum, a variety of additional learning materials, and Chromebooks. Our school also tried to keep students engaged in extra-curricular pursuits whenever possible, such as academic competitions and the arts.

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 that enabled students to access and complete distance learning classes. 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:

1. The importance of welcoming back ALL students for in-person instruction, activities, and field trip opportunities.
2. The need to increase support in educational technology.
3. The need to increase stakeholder engagement in more purposeful means.
4. Despite not having any SBAC data results comparing Fall to Spring since 2018-19 SY, we continue to see the need to help students improve in math. Mountain Home saw weak performance on the SBAC for math in the 2018-19 SY. We were 59.3 points below standard in math, which was a decline of 3.5 points from 2017-18 SY.

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 27th 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 are 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 Stakeholder Engagement are at the forefront of the 2021-22 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.

Stakeholder Engagement

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

The following groups participated in surveys and/or feedback sessions, of meaningful stakeholder 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 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

Stakeholder 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 stakeholder groups.

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

Outreach to students and parents/guardians was extensive and frequent, even though much of the 2020-21 school year meant that formal and informal progress monitoring meetings, (in pre-Covid years conducted in-person), were often held virtually on Zoom and included communications via Parent Square, phone calls, and email.

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

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

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.
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 stakeholder 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 12 Actions that we plan to accomplish during 2021-22 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 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 State Academic Standards)	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
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. 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.				standards for all students B. Demonstrated student improvement in math and reading on NWEA.
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				We will see an improvement in the percent of students meeting or exceeding standards on the Smarter Balanced Summative Assessments for math and ELA.

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: 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. 87% 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				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	Resuming On-Site Instruction	Resume on-site instruction and learning opportunities for students corollary to our instructional offerings prior to Covid-19 required limitations.	\$190,768.54	No
2	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.	\$190,768.54	No
3	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 needs and will be monitored and adapted throughout the school year as needed.	\$476,921.35	No
4	Providing Class Offerings	The school will provide necessary high quality, on-site and virtual classes in core and enrichment academic areas.	\$476,921.35	No
5	Teacher Professional Development	Provide training for teachers to increase their effectiveness in monitoring and communicating student engagement with online learning in order to facilitate a higher rate of pupil success.	\$38,153.71	No
6	Administer Academic Assessments	The school will deliver academic assessments to all students, both the CAASPP and the school's internal assessment and evaluations.	\$95,384.27	No
7	Differentiating Instruction	Evaluate & implement targeted instructional resources and technology for differentiated instruction based on test performance data.	\$190,768.54	No
8	Ongoing Staff Development	Provide ongoing staff development & articulation to support Math, English Language Arts and Science state standards implementation and monitoring.	\$95,384.27	No

Action #	Title	Description	Total Funds	Contributing
9	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.	\$95,384.27	No
10	College/Career Readiness Guidance	Provide all grade levels 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.	\$19,076.85	No
11	CTE Course Guidance	Guide, monitor, & encourage student enrollment in & completion of CTE courses.	\$19,076.85	No
12	Developing Additional CTE Pathway	Research and develop an additional CTE pathway with the intent that all or most students would complete that pathway prior to graduation. (Perhaps around Dave Ramsey personal finance, Avid study success, Goal setting vision casting - GRIT Life Skills CTE Pathway)	\$19,076.85	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.

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	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.
State Indicator (Priority 5-Student Engagement)	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 School				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
	Connectedness at 81%				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Janitorial Service	Provide regular, ongoing janitorial service for the buildings.	\$44,570.78	No
2	Building Grounds Maintenance	Provide regular, ongoing landscape maintenance as needed.	\$26,410.42	No
3	Addressing Safety Issues	Address all critical safety issues in a timely manner.	\$2,228.54	No
4	Building Modifications	Plan and perform building modifications to better serve our school's mission as needed.		No
5	Community-Based Family Resources	Research, develop and publish a list of community based support services as a resource for students and families in need of various mental health needs related to their schooling.	\$2,228.54	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.

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	School will provide opportunities for all stakeholders (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 7 Actions that we plan to accomplish during 2021-22 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, valued, and</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
	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.				

Actions

Action #	Title	Description	Total Funds	Contributing
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)	\$9,733.09	No
2	Stakeholder Event Opportunities	Provide events for stakeholders that facilitate opportunities for contribution, school improvement, and personal interaction. (For example: Back To School Event, various ASB Events, Community Mock Interviews)	\$9,733.09	No
3	Communication	Provide methods of communication between home and school via Parent Square, social media, school websites, newsletters.	\$9,733.09	No
4	Stakeholder Feedback	Provide opportunities for input and feedback from all stakeholders on aspects of our school program, safety, and culture to enhance student success.	\$1,946.62	No

Action #	Title	Description	Total Funds	Contributing
5	Stakeholder Engagement	Develop, as needed, advisory groups and opportunities for stakeholder engagement. Existing and future advisory groups could focus on issues such as: Technology development Professional development for staff School Safety LCAP goals Community impact and increased diversity	\$3,893.24	No
6	Developing Community Partners	Provide “Get to Know Us” Open House opportunities for community businesses, leaders and organizations for the purpose of developing partnerships with these groups.	\$1,946.62	No
7	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 food bank service)	\$1,946.62	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.

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

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

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

Required Descriptions

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

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

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This

description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,805,037.92	\$103,502.12	\$113,516.00		\$2,022,056.04

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,520,395.03	\$501,661.01

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Resuming On-Site Instruction	\$169,066.73	\$10,350.21	\$11,351.60		\$190,768.54
1	2	All	Monitoring Personalized Learning Plans	\$169,066.73	\$10,350.21	\$11,351.60		\$190,768.54
1	3	All	Customized Personalized Learning Plans	\$422,666.82	\$25,875.53	\$28,379.00		\$476,921.35
1	4	All	Providing Class Offerings	\$422,666.82	\$25,875.53	\$28,379.00		\$476,921.35
1	5	All	Teacher Professional Development	\$33,813.35	\$2,070.04	\$2,270.32		\$38,153.71
1	6	All	Administer Academic Assessments	\$84,533.36	\$5,175.11	\$5,675.80		\$95,384.27
1	7	All	Differentiating Instruction	\$169,066.73	\$10,350.21	\$11,351.60		\$190,768.54
1	8	All	Ongoing Staff Development	\$84,533.36	\$5,175.11	\$5,675.80		\$95,384.27
1	9	All	Administration to Assess Student Needs	\$84,533.36	\$5,175.11	\$5,675.80		\$95,384.27
1	10	All	College/Career Readiness Guidance	\$16,906.67	\$1,035.02	\$1,135.16		\$19,076.85
1	11	All	CTE Course Guidance	\$16,906.67	\$1,035.02	\$1,135.16		\$19,076.85
1	12	All	Developing Additional CTE Pathway	\$16,906.67	\$1,035.02	\$1,135.16		\$19,076.85
2	1	All	Janitorial Service	\$44,570.78				\$44,570.78
2	2	All	Building Grounds Maintenance	\$26,410.42				\$26,410.42
2	3	All	Addressing Safety Issues	\$2,228.54				\$2,228.54
2	4	All	Building Modifications					
2	5	All	Community-Based Family Resources	\$2,228.54				\$2,228.54
3	1	All	Parent Workshops	\$9,733.09				\$9,733.09
3	2	All	Stakeholder Event Opportunities	\$9,733.09				\$9,733.09

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3	All	Communication	\$9,733.09				\$9,733.09
3	4	All	Stakeholder Feedback	\$1,946.62				\$1,946.62
3	5	All	Stakeholder Engagement	\$3,893.24				\$3,893.24
3	6	All	Developing Community Partners	\$1,946.62				\$1,946.62
3	7	All	Community Engagement Opportunities for Students	\$1,946.62				\$1,946.62

Contributing Expenditures Tables

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

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

Annual Update Table Year 1 [2021-22]

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

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Mountain Home School Charter
CDS Code:	20-76414-6110076
LEA Contact Information:	Name: Michael Cox Position: Director Email: mcox@wscsfamily.org Phone: 559--642--1422
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$2090650
LCFF Supplemental & Concentration Grants	\$151488
All Other State Funds	\$43165
All Local Funds	\$113516
All federal funds	\$60337
Total Projected Revenue	\$2,307,668

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$2022056
Total Budgeted Expenditures in the LCAP	\$2022056
Total Budgeted Expenditures for High Needs Students in the LCAP	\$151488
Expenditures not in the LCAP	\$0

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$118340
Actual Expenditures for High Needs Students in LCAP	\$118340

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$0
2020-21 Difference in Budgeted and Actual Expenditures	\$0

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	

LCFF Budget Overview for Parents

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

CDS Code: 20-76414-6110076

School Year: 2021-22

LEA contact information:

Michael Cox

Director

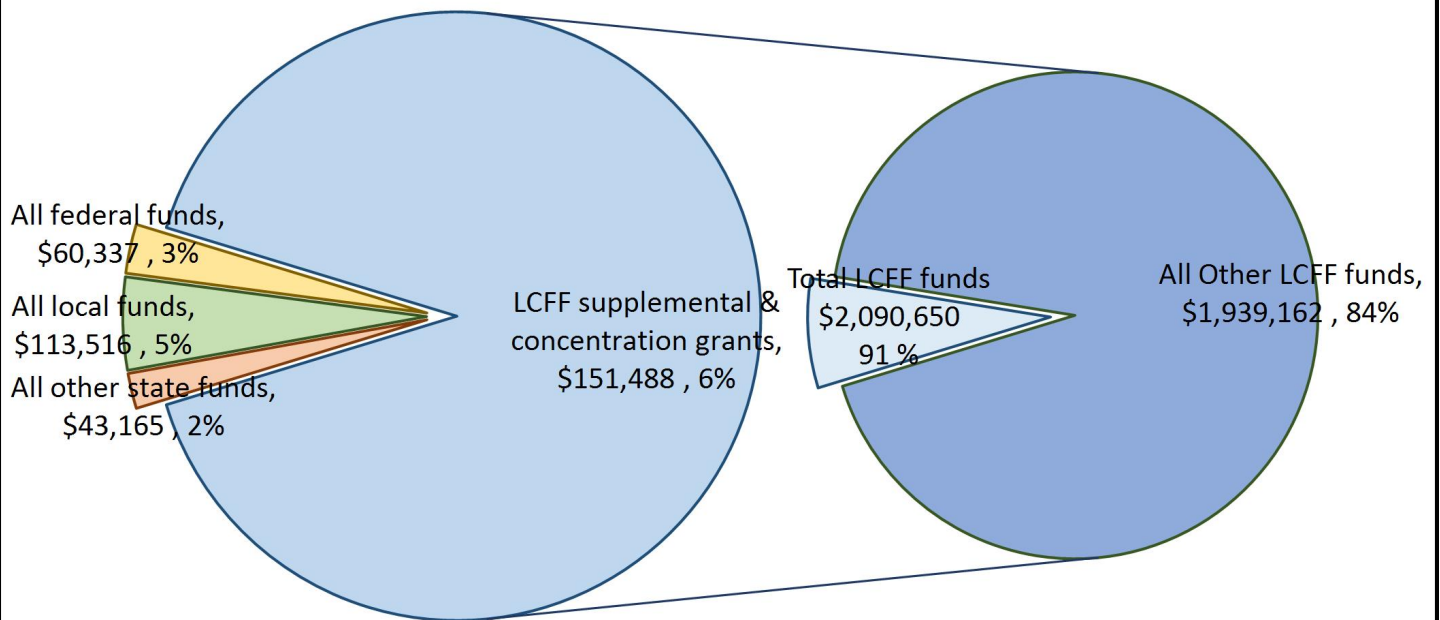
mcox@wscsfamily.org

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 2021-22 School Year

Projected Revenue by Fund Source



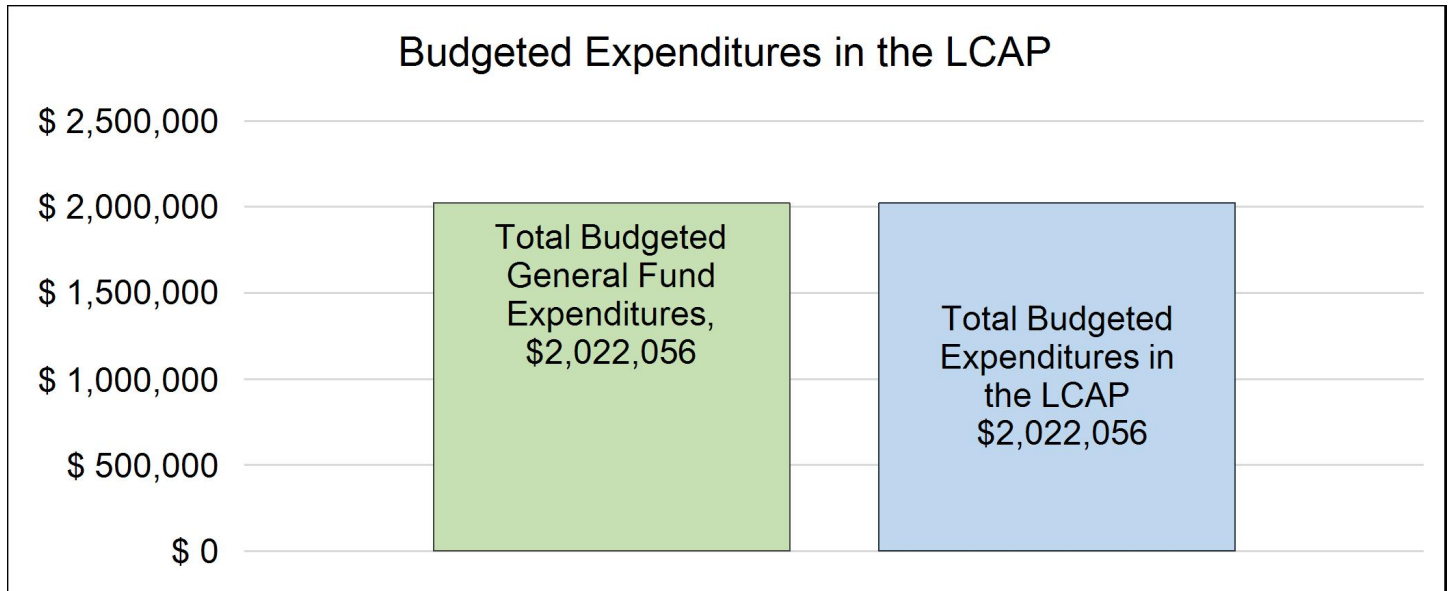
This chart shows the total general purpose revenue Mountain Home School Charter expects to receive in the coming year from all sources.

The total revenue projected for Mountain Home School Charter is \$2,307,668, of which \$2090650 is Local Control Funding Formula (LCFF), \$43165 is other state funds, \$113516 is local funds, and \$60337 is

federal funds. Of the \$2090650 in LCFF Funds, \$151488 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 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

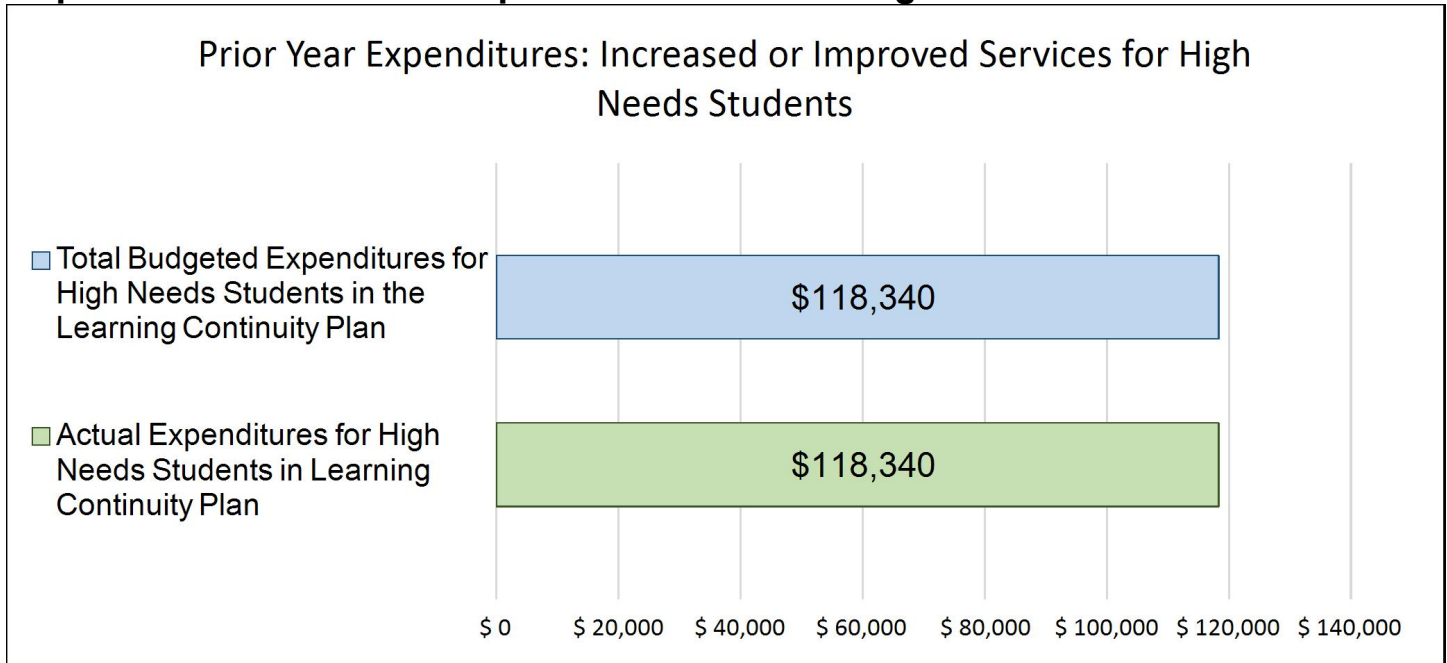
Mountain Home School Charter plans to spend \$2022056 for the 2021-22 school year. Of that amount, \$2022056 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2021-22, Mountain Home School Charter is projecting it will receive \$151488 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 \$151488 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Mountain Home School Charter budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what 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.

In 2020-21, Mountain Home School Charter's Learning Continuity Plan budgeted \$118340 for planned actions to increase or improve services for high needs students. Mountain Home School Charter actually spent \$118340 for actions to increase or improve services for high needs students in 2020-21.

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 [2021-22]

General Information

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

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 for 2020-21:

Our student enrollment is 88 students with a waiting list of approximately 20 students for the 2021-22 SY. 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: 3.4% Black or African American, 9.1% American Indian or Alaska Native, 1.1% Asian, 3.4% Other Asian, 1.1% Salvadoran, 1.1% Vietnamese, 1.1% Hispanic or Latino, 3.4% Mexican American, 1.1% Declined to State, and 75% White.

Of this population, 26.1% of total enrollment is Socioeconomically Disadvantaged, 19.3% are Students with Disabilities, 2.3% are Homeless/Foster Youth, and we do not have any English Learners this school year.

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. The largest change was the offering of Distance Learning classes, open to all 9-12 students throughout the school year in lieu of in-person. A large percentage of our students participated in DL classes.

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 so that we can support the student where they are in achievement.

In reviewing Dashboard Data: SBAC data results in ELA from the 2018-19 SY, we are proud to show that our 11th grade students were 58.8 points above standard, even though No Performance Color given.

Our Suspension Rate has remained in the "blue" (highest level).

Our Graduation Rate shows 86.7% graduated which is a 6.7% increase from the 2017-18 SY, with a "green level."

Under College/Career, we are in the "green level" at 43.3% prepared which was also an increase of 6.2% from the 2017-18 SY.

We are proud of our teachers who received ongoing Professional Development training to help support their instructional delivery in Distance Learning to students. All students, including those with diverse learning needs, and their parent/guardian received excellent support and assistance on a frequent and regular basis from Advising Teachers as well as from Support Staff. All students were provided with curriculum, a variety of additional learning materials, and Chromebooks. Our school also tried to keep students engaged in extra-curricular pursuits whenever possible, such as academic competitions, the arts, and virtual "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 that enabled students to access and complete distance learning classes. 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:

1. The importance of welcoming back ALL students for in-person instruction, activities, and field trip opportunities.
2. The need to increase support in educational technology.
3. The need to increase stakeholder engagement in more purposeful means.
4. Despite not having any SBAC data results comparing Fall to Spring since 2018-19 SY, we continue to see the need to help students improve in math. Glacier High saw weak performance on the SBAC for math in the 2018-19 SY. We were 67.5 points below standard in math, which was a maintained point value from 2017-18 SY.
5. The need to increase College/Career student preparedness.
6. The need to develop and implement an additional CTE pathway for students.

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 19th year in education as a CA Public Charter School
- Our enrollment has stayed 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 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 Stakeholder Engagement are at the forefront of the 2021-22 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.

Stakeholder Engagement

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

The following groups participated in surveys and/or feedback sessions, of meaningful stakeholder 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 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

Stakeholder 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 stakeholder groups.

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 2020-21 school year meant that formal and informal progress monitoring meetings, (in pre-Covid years conducted in-person), were often 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 stakeholder input.

Key takeaways from our stakeholders 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 stakeholder engagement in our school community to benefit all students.

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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 12 Actions that we plan to accomplish during 2021-22 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.
Local Indicator (Priority 2-Implementation of State Academic Standards)	A. The implementation of state adopted academic content and performance standards for all students				A. The implementation of state adopted academic content and performance standards for all students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator: Benchmark NWEA Test Results	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.				B. Demonstrated student improvement in math and reading on NWEA.
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)	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 For CA Dashboard 2019 College/Career Indicator: 43.3% of our students met "prepared," an				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 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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	increase of 6.2% from 2018. 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.				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: 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				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
	meet their educational needs. 85% 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.				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	Resuming On-Site Instruction	Resume on-site instruction and learning opportunities for students corollary to our instructional offerings prior to Covid-19 required limitations.	\$95,400.15	No
2	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.	\$95,400.15	No
3	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 needs and will be monitored and adapted throughout the school year as needed.	\$238,500.37	No
4	Providing Class Offerings	The school will provide necessary high quality, on-site and virtual classes in core and enrichment academic areas.	\$238,500.37	No

Action #	Title	Description	Total Funds	Contributing
5	Teacher Professional Development	Provide training for teachers to increase their effectiveness in monitoring and communicating student engagement with online learning in order to facilitate a higher rate of pupil success.	\$19,080.02	No
6	Administer Academic Assessments	The school will deliver academic assessments to all students, both the CAASPP and the school's internal assessment and evaluations.	\$47,700.08	No
7	Differentiating Instruction	Evaluate & implement targeted instructional resources and technology for differentiated instruction based on test performance data.	\$95,400.15	No
8	Ongoing Staff Development	Provide ongoing staff development & articulation to support Math, English Language Arts and Science state standards implementation and monitoring.	\$47,700.08	No
9	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.	\$47,700.08	No
10	College/Career Readiness Guidance	Provide all grade levels 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.	\$9,540.01	No
11	CTE Course Guidance	Guide, monitor, & encourage student enrollment in & completion of CTE courses.	\$9,540.01	No

Action #	Title	Description	Total Funds	Contributing
12	Developing Additional CTE Pathway	Research and develop an additional CTE pathway with the intent that all or most students would complete that pathway prior to graduation. (Perhaps around Dave Ramsey personal finance, Avid study success, Goal setting vision casting - GRIT Life Skills CTE Pathway)	\$9,540.01	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.

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	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.
State Indicator (Priority 5-Student Engagement)	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 Connectedness at 66%				We will see a 15% improvement of student surveys for sense of safety and school connectedness.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Janitorial Service	Provide regular, ongoing janitorial service for the buildings.	\$19,549.18	No
2	Building Grounds Maintenance	Provide regular, ongoing landscape maintenance as needed.	\$13,325.28	No
3	Addressing Safety Measures	Address all critical safety issues in a timely manner.	\$1,941.33	No
4	Building Modifications	Plan & perform building modifications to better serve our school's mission as needed.		No
5	Community-Based Family Resources	Research, develop and publish a list of community-based support services as a resource for students and families in need of various mental health needs related to their schooling.	\$1,941.33	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.

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	School will provide opportunities for all stakeholders (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 7 Actions that we plan to accomplish during 2021-22 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 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: 76% of parents rated feeling welcomed, valued, and</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
	connected in our school community.				

Actions

Action #	Title	Description	Total Funds	Contributing
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)	\$4,867.35	No
2	Stakeholder Event Opportunities	Provide events for stakeholders that facilitate opportunities for contribution, school improvement, and personal interaction. (For example: Back To School Event, various ASB Events, Community Mock Interviews)	\$4,867.35	No
3	Communication	Provide methods of communication between home and school via Parent Square, social media, school websites, newsletters.	\$4,867.35	No
4	Stakeholder Feedback	Provide opportunities for input and feedback from all stakeholders on aspects of our school program, safety, and culture to enhance student success.	\$973.47	No

Action #	Title	Description	Total Funds	Contributing
5	Stakeholder Engagement	Develop, as needed, advisory groups and opportunities for stakeholder engagement. Existing and future advisory groups could focus on issues such as: Technology development Professional development for staff School Safety LCAP goals Community impact and increased diversity	\$1,946.94	No
6	Developing Community Partners	Provide “Get to Know Us” Open House opportunities for community businesses, leaders and organizations for the purpose of developing partnerships with these groups.	\$973.47	No
7	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 food bank service)	\$973.47	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.

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

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

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

Required Descriptions

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

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

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This

description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$923,533.83	\$47,810.17	\$38,884.00		\$1,010,228.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$770,150.01	\$240,077.99

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Resuming On-Site Instruction	\$86,730.73	\$4,781.02	\$3,888.40		\$95,400.15
1	2	All	Monitoring Personalized Learning Plans	\$86,730.73	\$4,781.02	\$3,888.40		\$95,400.15
1	3	All	Customized Personalized Learning Plans	\$216,826.83	\$11,952.54	\$9,721.00		\$238,500.37
1	4	All	Providing Class Offerings	\$216,826.83	\$11,952.54	\$9,721.00		\$238,500.37
1	5	All	Teacher Professional Development	\$17,346.14	\$956.20	\$777.68		\$19,080.02
1	6	All	Administer Academic Assessments	\$43,365.37	\$2,390.51	\$1,944.20		\$47,700.08
1	7	All	Differentiating Instruction	\$86,730.73	\$4,781.02	\$3,888.40		\$95,400.15
1	8	All	Ongoing Staff Development	\$43,365.37	\$2,390.51	\$1,944.20		\$47,700.08
1	9	All	Administration to Assess Student Needs	\$43,365.37	\$2,390.51	\$1,944.20		\$47,700.08
1	10	All	College/Career Readiness Guidance	\$8,673.07	\$478.10	\$388.84		\$9,540.01
1	11	All	CTE Course Guidance	\$8,673.07	\$478.10	\$388.84		\$9,540.01
1	12	All	Developing Additional CTE Pathway	\$8,673.07	\$478.10	\$388.84		\$9,540.01
2	1	All	Janitorial Service	\$19,549.18				\$19,549.18
2	2	All	Building Grounds Maintenance	\$13,325.28				\$13,325.28
2	3	All	Addressing Safety Measures	\$1,941.33				\$1,941.33
2	4	All	Building Modifications					
2	5	All	Community-Based Family Resources	\$1,941.33				\$1,941.33
3	1	All	Parent Workshops	\$4,867.35				\$4,867.35
3	2	All	Stakeholder Event Opportunities	\$4,867.35				\$4,867.35

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3	All	Communication	\$4,867.35				\$4,867.35
3	4	All	Stakeholder Feedback	\$973.47				\$973.47
3	5	All	Stakeholder Engagement	\$1,946.94				\$1,946.94
3	6	All	Developing Community Partners	\$973.47				\$973.47
3	7	All	Community Engagement Opportunities for Students	\$973.47				\$973.47

Contributing Expenditures Tables

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

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

Annual Update Table Year 1 [2021-22]

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

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Glacier High School Charter
CDS Code:	20 76414 2030237
LEA Contact Information:	Name: Michael Cox Position: Director Email: mcox@wscsfamily.org Phone: (559) 642-1422
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$973164
LCFF Supplemental & Concentration Grants	\$52514
All Other State Funds	\$20031
All Local Funds	\$38884
All federal funds	\$27779
Total Projected Revenue	\$1,059,858

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$1010228
Total Budgeted Expenditures in the LCAP	\$1010228
Total Budgeted Expenditures for High Needs Students in the LCAP	\$52514
Expenditures not in the LCAP	\$0

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$49702
Actual Expenditures for High Needs Students in LCAP	\$49702

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$0
2020-21 Difference in Budgeted and Actual Expenditures	\$0

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	

LCFF Budget Overview for Parents

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

CDS Code: 20 76414 2030237

School Year: 2021-22

LEA contact information:

Michael Cox

Director

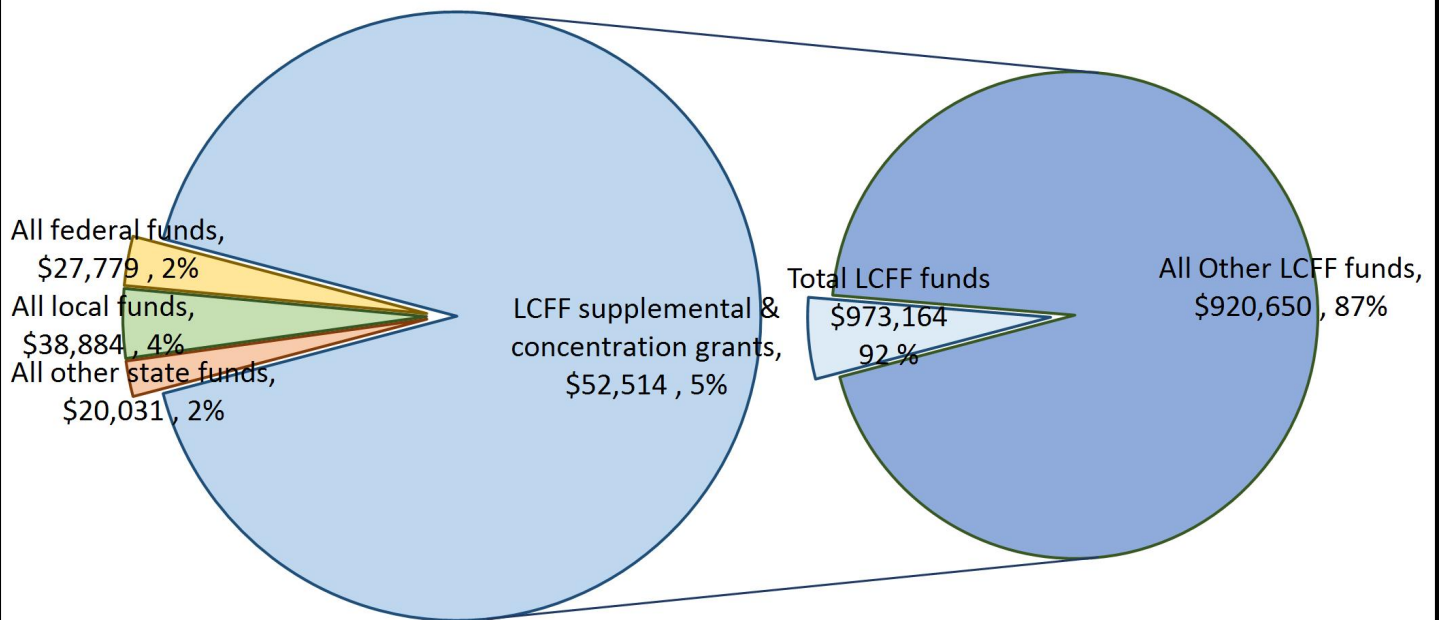
mcox@wscsfamily.org

(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 2021-22 School Year

Projected Revenue by Fund Source



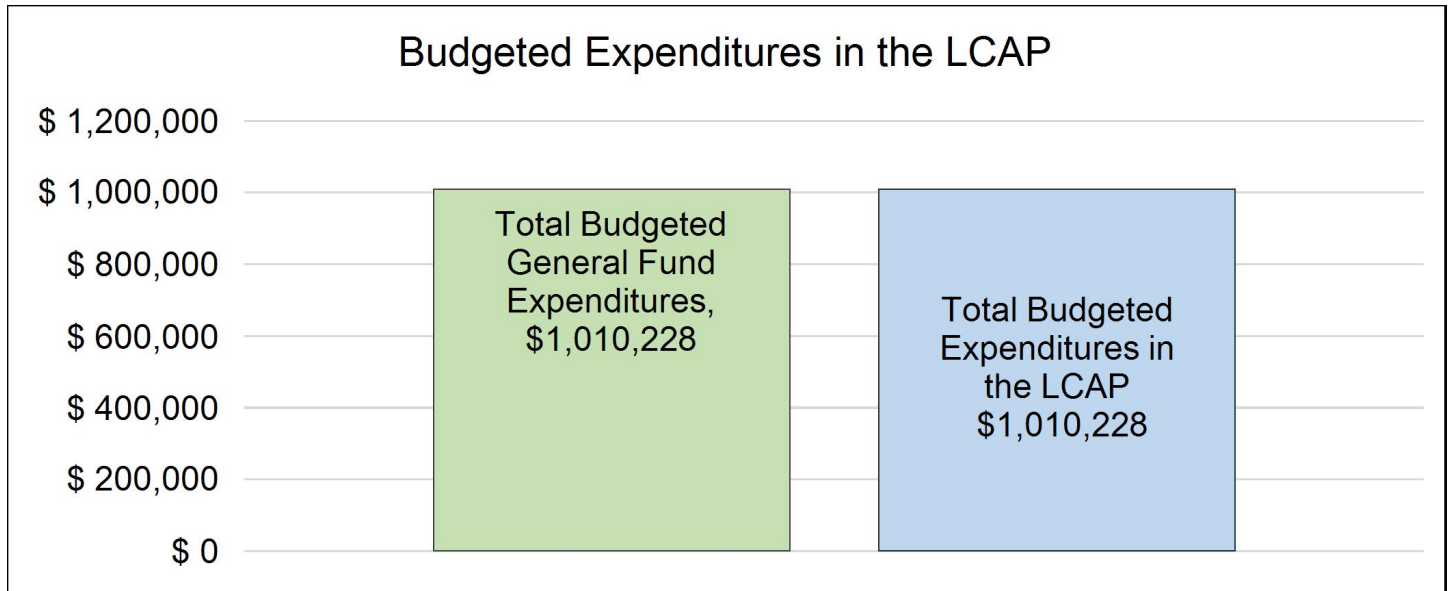
This chart shows the total general purpose revenue Glacier High School Charter expects to receive in the coming year from all sources.

The total revenue projected for Glacier High School Charter is \$1,059,858, of which \$973164 is Local Control Funding Formula (LCFF), \$20031 is other state funds, \$38884 is local funds, and \$27779 is

federal funds. Of the \$973164 in LCFF Funds, \$52514 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 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

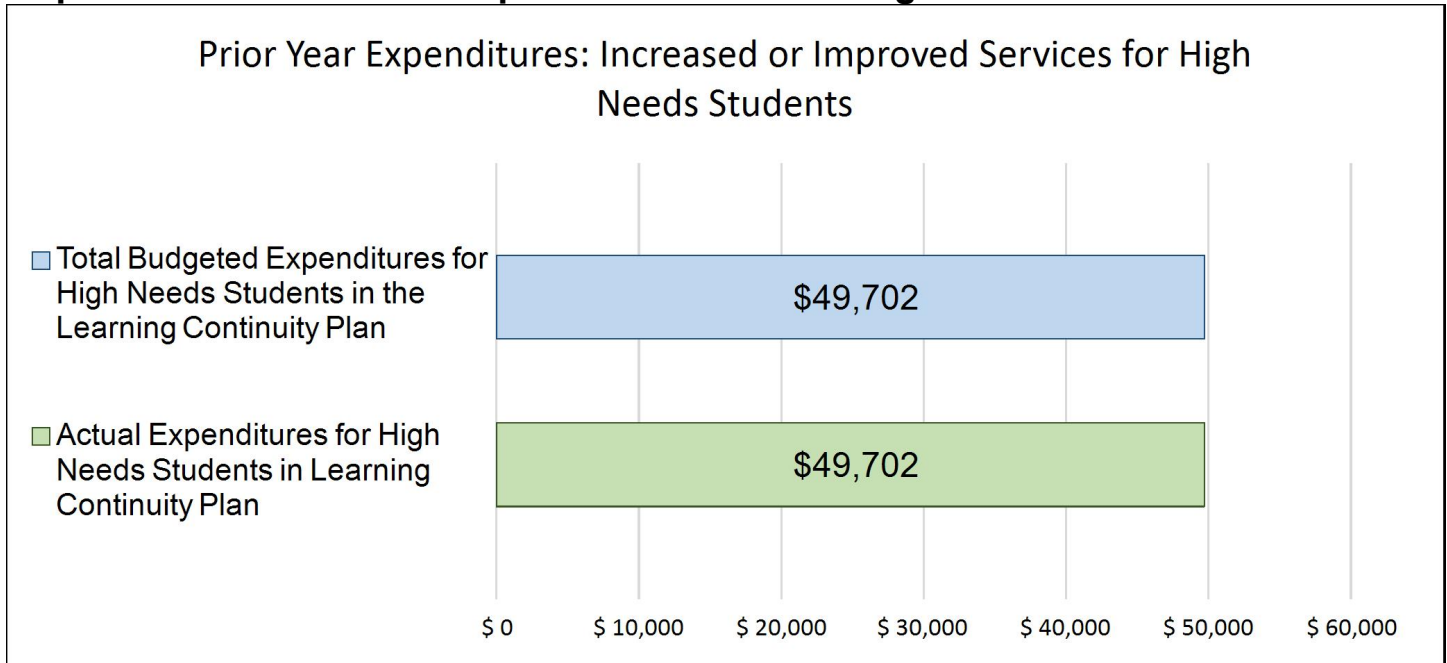
Glacier High School Charter plans to spend \$1010228 for the 2021-22 school year. Of that amount, \$1010228 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2021-22, Glacier High School Charter is projecting it will receive \$52514 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 \$52514 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Glacier High School Charter budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what 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.

In 2020-21, Glacier High School Charter's Learning Continuity Plan budgeted \$49702 for planned actions to increase or improve services for high needs students. Glacier High School Charter actually spent \$49702 for actions to increase or improve services for high needs students in 2020-21.

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 [2021-22]

General Information

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

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 2020-21:

Our student enrollment this year is 286 students (69 in 9-12 and 217 in TK-8) with a waiting list for the 2021-22 SY. Our students reside in the Central Valley of Fresno County.

The ethnic make-up of our students: 3.5% Black or African American, 4.9% American Indian or Alaska Native, 1.4% Asian, 1.7% Chinese, .3% Colombian, 3.8% Filipino, 15.7% Hispanic or Latino, .7% Hmong, .7% Hawaiian, 7.3% Mexican American, .3% Other Pacific Islander, 3.8% Declined to State, and 55.6% White.

Of this population, 28.3% of total enrollment is Socioeconomically Disadvantaged, 10.1% are Students with Disabilities, 0.3% are Homeless or Foster Youth, and 1.7% 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.

As a brand new CA Public Charter School, Endeavor Charter is proud of what we have accomplished as a TK-12 charter school in Fresno County.

While we do not have CA Dashboard data, 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. The largest change was the offering of Distance Learning classes, open to all TK-12 students throughout the school year. In addition, we were able to hold a variety of small class size in-person instruction. A large percentage of our students participated in DL classes. By November, many students in TK-8 grades attended in-person enrichment classes. However, parents could choose to keep their student in Distance Learning classes.

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.

We are proud of our teachers who received ongoing Professional Development training to help support their instructional delivery in Distance Learning to students. All students, including those with diverse learning needs, and their parent/guardian received excellent support and assistance on a frequent and regular basis from Advising Teachers as well as from Support Staff. All students were provided with curriculum, a variety of additional learning materials, and Chromebooks. Our school also tried to keep students engaged in extra-curricular pursuits whenever possible, such as academic competitions and the arts.

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 that enabled students to access and complete distance learning classes. 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.

As a new Charter School, we do not have CA Dashboard data. Based on Local Data:

IDENTIFIED NEEDS:

1. The importance of fully opening up our school for in-person instruction, activities, and field trip opportunities.
2. The need to increase support in educational technology.
3. The need to increase stakeholder 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.

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 1st year in education as a CA Public Charter School
- Created a new website, purchased school spirit-wear, and adopted a school Logo
- Our enrollment has stayed strong with Teacher-Student ratio at capacity
- 5th-8th grade Math Courses plus a wide 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 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 Stakeholder Engagement are at the forefront of the 2021-22 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.

Stakeholder Engagement

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

The following groups participated in surveys and/or feedback sessions, of meaningful stakeholder 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 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

Stakeholder 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 stakeholder groups.

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

Outreach to students and parents/guardians was extensive and frequent, even though much of the 2020-21 school year meant that formal and informal progress monitoring meetings, (in pre-Covid years conducted in-person), were often held virtually on Zoom and included communications via Parent Square, phone calls, and email.

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

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

Key takeaways from our stakeholders 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 stakeholder 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 12 Actions that we plan to accomplish during 2021-22 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.
Local Indicator (Priority 2-Implementation of State Academic Standards)	A. The implementation of state adopted academic content and performance standards for all students				A. The implementation of state adopted academic content and performance standards for all students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator: Benchmark NWEA Test Results	B. Local Indicator: N/A due to the establishment of a new charter in July 2020.				B. Demonstrated student improvement in math and reading on NWEA
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)				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:				We will see a 10% improvement of high school student responses to these 3 survey questions of

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>				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.				All students will have access to a broad course of study in all required subject areas.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Resuming On-Site Instruction	Resume on-site instruction and learning opportunities for students corollary to our instructional offerings prior to Covid-19 required limitations.	\$261,645.01	No
2	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.	\$261,645.01	No
3	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 needs and will be monitored and adapted throughout the school year as needed.	\$654,112.51	No
4	Providing Class Offerings	The school will provide necessary high quality, on-site and virtual classes in core and enrichment academic areas.	\$654,112.51	No
5	Teacher Professional Development	Provide training for teachers to increase their effectiveness in monitoring and communicating student engagement with online learning in order to facilitate a higher rate of pupil success.	\$52,329.00	No
6	Administer Academic Assessments	The school will deliver academic assessments to all students, both the CAASPP and the school's internal assessment and evaluations.	\$130,822.50	No

Action #	Title	Description	Total Funds	Contributing
7	Differentiating Instruction	Evaluate & implement targeted instructional resources and technology for differentiated instruction based on test performance data.	\$261,645.01	No
8	Ongoing Staff Development	Provide ongoing staff development & articulation to support Math, English Language Arts and Science state standards implementation and monitoring.	\$130,822.50	No
9	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.	\$130,822.50	No
10	College/Career Readiness Guidance	Provide all grade levels 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.	\$26,164.49	No
11	CTE Course Guidance	Guide, monitor, & encourage student enrollment in & completion of CTE courses.	\$26,164.49	No

Action #	Title	Description	Total Funds	Contributing
12	Developing Additional CTE Pathway	Research and develop an additional CTE pathway with the intent that all or most students would complete that pathway prior to graduation. (Perhaps around Dave Ramsey personal finance, Avid study success, Goal setting vision casting - GRIT Life Skills CTE Pathway)	\$26,164.49	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.

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	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.
State Indicator (Priority 5-Student Engagement)	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% of elementary students and 71% of				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
	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.				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Janitorial Service	Provide regular, ongoing janitorial service for the buildings.	\$30,000.00	No
2	Building Grounds Maintenance	Provide regular, ongoing landscape maintenance as needed.	\$173,221.00	No
3	Addressing Safety Issues	Address all critical safety issues in a timely manner.	\$1,000.00	No
4	Building Modifications	Plan & perform building modifications to better serve our school's mission as needed.		No
5	Community-Based Family Resources	Research, develop and publish a list of community based support services as a resource for students and families in need of various mental health needs related to their schooling.	\$1,000.00	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.

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	School will provide opportunities for all stakeholders (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 7 Actions that we plan to accomplish during 2021-22 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 March 2021 Parent Survey Results: 83%</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
	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.				

Actions

Action #	Title	Description	Total Funds	Contributing
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)	\$13,349.24	No
2	Stakeholder Event Opportunities	Provide events for stakeholders that facilitate opportunities for contribution, school improvement, and personal interaction. (For example: Back To School Event, various ASB Events, Community Mock Interviews)	\$13,349.24	No
3	Communication	Provide methods of communication between home and school via Parent Square, social media, school websites, newsletters.	\$13,349.24	No

Action #	Title	Description	Total Funds	Contributing
4	Stakeholder Feedback	Provide opportunities for input and feedback from all stakeholders on aspects of our school program, safety, and culture to enhance student success.	\$2,669.85	No
5	Stakeholder Engagement	Develop, as needed, advisory groups and opportunities for stakeholder engagement. Existing and future advisory groups could focus on issues such as: Technology development Professional development for staff School Safety LCAP goals Community impact and increased diversity	\$5,339.69	No
6	Developing Community Partners	Provide “Get to Know Us” Open House opportunities for community businesses, leaders and organizations for the purpose of developing partnerships with these groups.	\$2,669.85	No
7	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 food bank service)	\$2,669.85	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.

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

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

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

Required Descriptions

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

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

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This

description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$2,534,531.59	\$140,369.39	\$200,167.00		\$2,875,067.98

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,996,819.98	\$878,248.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Resuming On-Site Instruction	\$227,591.37	\$14,036.94	\$20,016.70		\$261,645.01
1	2	All	Monitoring Personalized Learning Plans	\$227,591.37	\$14,036.94	\$20,016.70		\$261,645.01
1	3	All	Customized Personalized Learning Plans	\$568,978.41	\$35,092.35	\$50,041.75		\$654,112.51
1	4	All	Providing Class Offerings	\$568,978.41	\$35,092.35	\$50,041.75		\$654,112.51
1	5	All	Teacher Professional Development	\$45,518.27	\$2,807.39	\$4,003.34		\$52,329.00
1	6	All	Administer Academic Assessments	\$113,795.68	\$7,018.47	\$10,008.35		\$130,822.50
1	7	All	Differentiating Instruction	\$227,591.37	\$14,036.94	\$20,016.70		\$261,645.01
1	8	All	Ongoing Staff Development	\$113,795.68	\$7,018.47	\$10,008.35		\$130,822.50
1	9	All	Administration to Assess Student Needs	\$113,795.68	\$7,018.47	\$10,008.35		\$130,822.50
1	10	All	College/Career Readiness Guidance	\$22,759.13	\$1,403.69	\$2,001.67		\$26,164.49
1	11	All	CTE Course Guidance	\$22,759.13	\$1,403.69	\$2,001.67		\$26,164.49
1	12	All	Developing Additional CTE Pathway	\$22,759.13	\$1,403.69	\$2,001.67		\$26,164.49
2	1	All	Janitorial Service	\$30,000.00				\$30,000.00
2	2	All	Building Grounds Maintenance	\$173,221.00				\$173,221.00
2	3	All	Addressing Safety Issues	\$1,000.00				\$1,000.00
2	4	All	Building Modifications					
2	5	All	Community-Based Family Resources	\$1,000.00				\$1,000.00
3	1	All	Parent Workshops	\$13,349.24				\$13,349.24
3	2	All	Stakeholder Event Opportunities	\$13,349.24				\$13,349.24

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3	All	Communication	\$13,349.24				\$13,349.24
3	4	All	Stakeholder Feedback	\$2,669.85				\$2,669.85
3	5	All	Stakeholder Engagement	\$5,339.69				\$5,339.69
3	6	All	Developing Community Partners	\$2,669.85				\$2,669.85
3	7	All	Community Engagement Opportunities for Students	\$2,669.85				\$2,669.85

Contributing Expenditures Tables

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

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

Annual Update Table Year 1 [2021-22]

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

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Endeavor Charter School
CDS Code:	10-62166-0140038
LEA Contact Information:	Name: Michael Cox Position: Director Email: mcox@wscsfamily.org Phone: (559)642-1422
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$2870799
LCFF Supplemental & Concentration Grants	\$205148
All Other State Funds	\$67404.
All Local Funds	\$200167
All federal funds	\$72965
Total Projected Revenue	\$3,211,335

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$2875068
Total Budgeted Expenditures in the LCAP	\$2875068
Total Budgeted Expenditures for High Needs Students in the LCAP	\$205148
Expenditures not in the LCAP	\$0

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$205148
Actual Expenditures for High Needs Students in LCAP	\$205148

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$0
2020-21 Difference in Budgeted and Actual Expenditures	\$0

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Endeavor Charter School

CDS Code: 10-62166-0140038

School Year: 2021-22

LEA contact information:

Michael Cox

Director

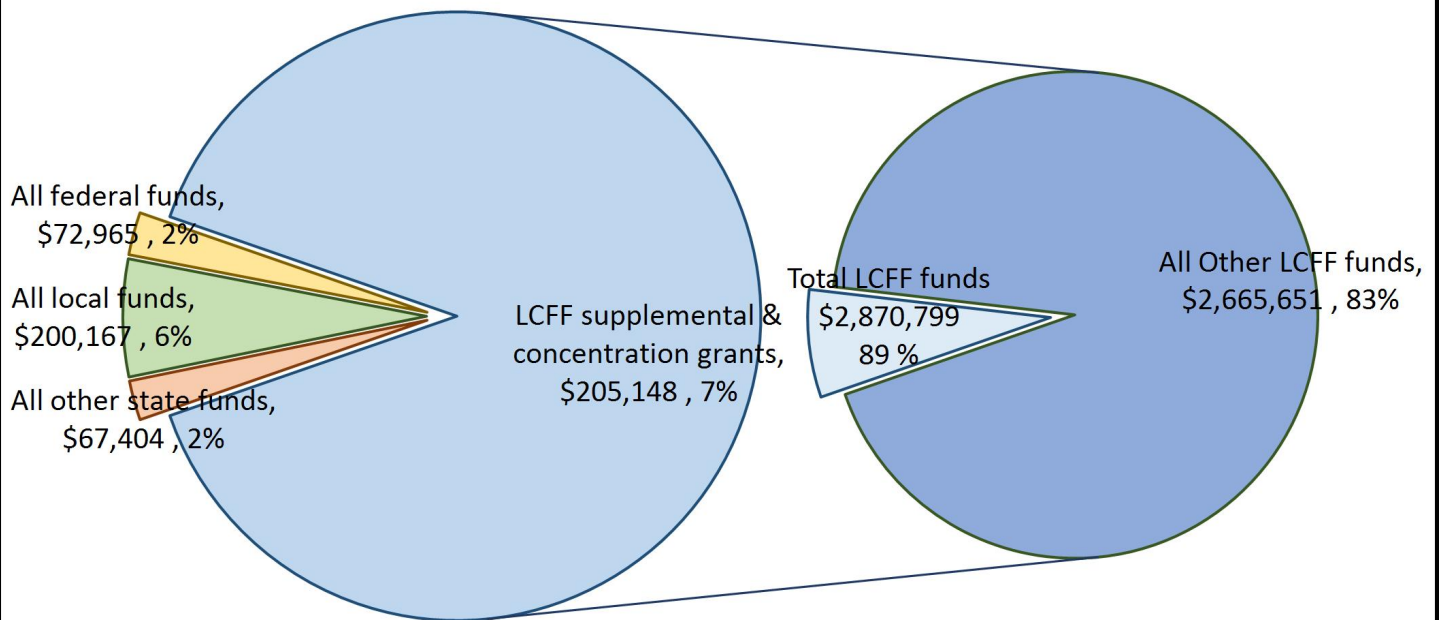
mcox@wscsfamily.org

(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 2021-22 School Year

Projected Revenue by Fund Source



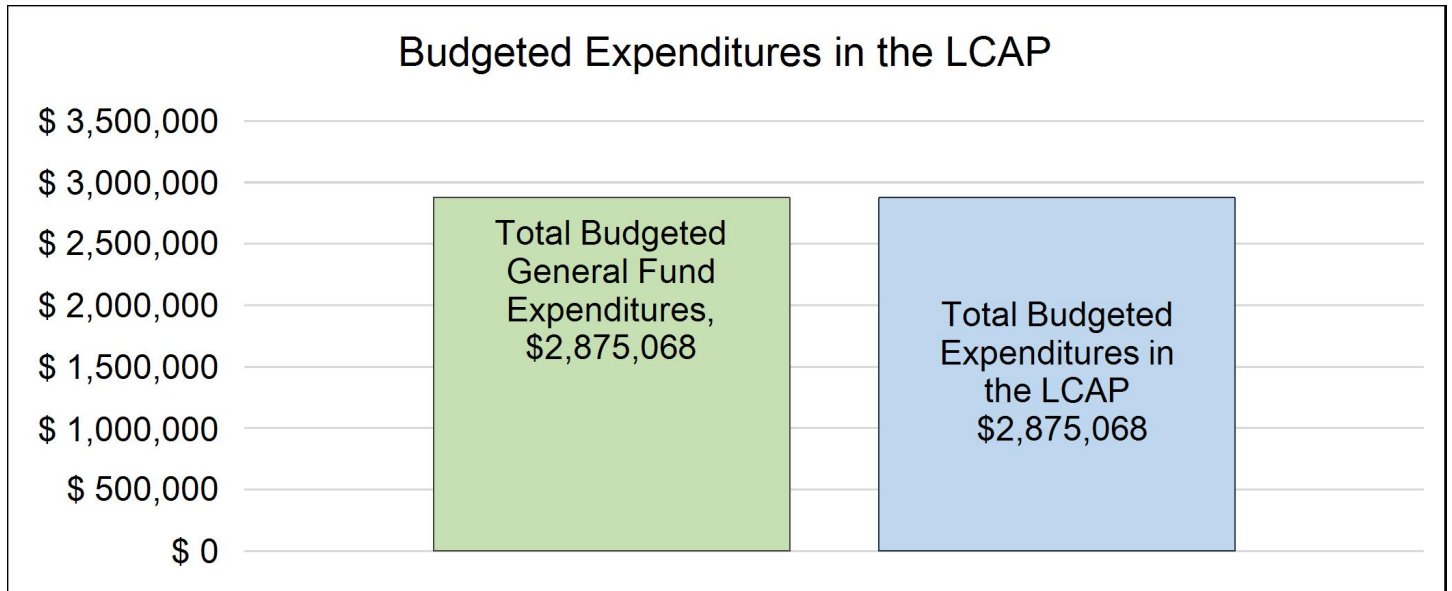
This chart shows the total general purpose revenue Endeavor Charter School expects to receive in the coming year from all sources.

The total revenue projected for Endeavor Charter School is \$3,211,335, of which \$2870799 is Local Control Funding Formula (LCFF), \$67404. is other state funds, \$200167 is local funds, and \$72965 is

federal funds. Of the \$2870799 in LCFF Funds, \$205148 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 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

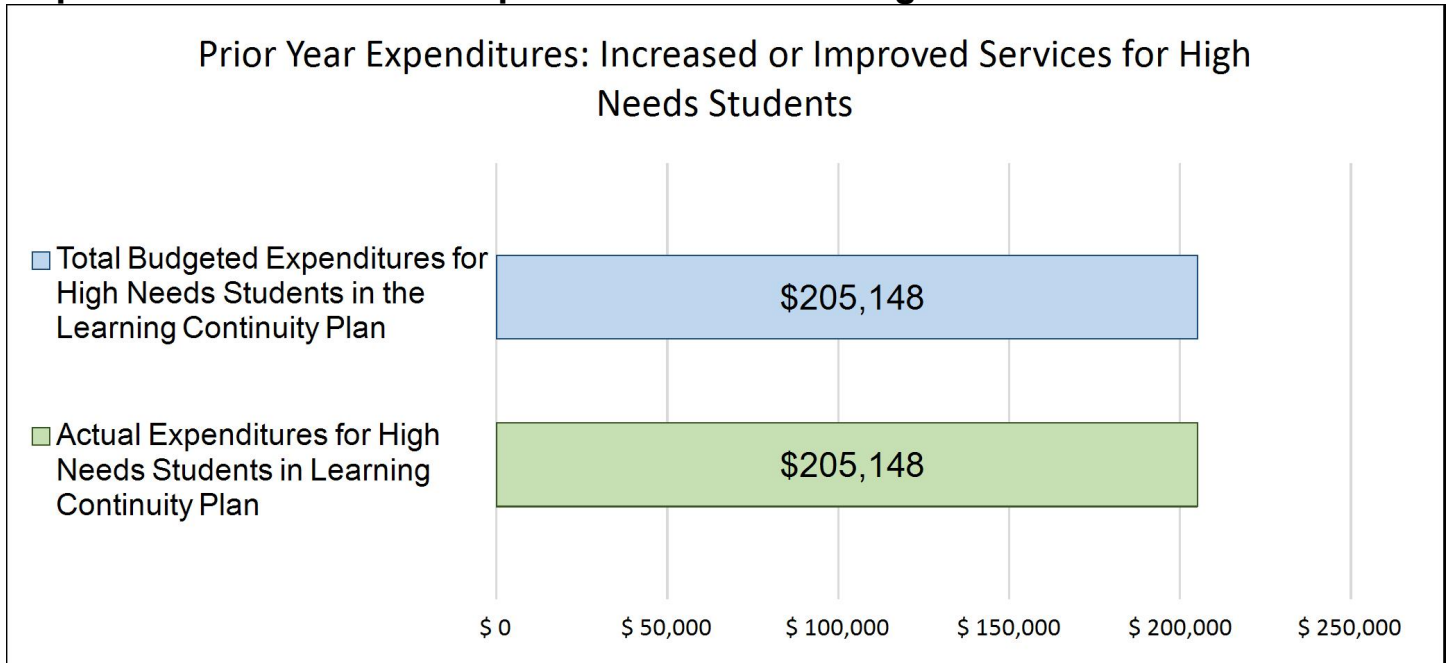
Endeavor Charter School plans to spend \$2875068 for the 2021-22 school year. Of that amount, \$2875068 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2021-22, Endeavor Charter School is projecting it will receive \$205148 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 \$205148 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Endeavor Charter School budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what 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.

In 2020-21, Endeavor Charter School's Learning Continuity Plan budgeted \$205148 for planned actions to increase or improve services for high needs students. Endeavor Charter School actually spent \$205148 for actions to increase or improve services for high needs students in 2020-21.

MOUNTAIN HOME SCHOOL CHARTER 2021-22

EDUCATION PROTECTION ACCOUNT RESOLUTION

Resolution #2020-2021-05

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 \$154,207 monies received in 2021-22 from the Education Protection Act in Revenue Limit transfers to fund direct instructional services in the Mountain Home School Charter.

DATED: June 15, 2021

Board Member

Board Member

Board Member

Board Member

Board Member

Board Member

Board Member

Board Member

Board Member

Glacier High School Charter 2021-22

EDUCATION PROTECTION ACCOUNT RESOLUTION

Resolution #2020-2021-06

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 \$159,126 monies received in 2021-22 from the Education Protection Act in Revenue Limit transfers to fund direct instructional services in the Glacier High Charter School.

DATED: June 15, 2021

Board Member

Board Member

Board Member

Board Member

Board Member

Board Member

Board Member

Board Member

Board Member

Endeavor Charter School 2021-22

EDUCATION PROTECTION ACCOUNT RESOLUTION
Resolution #2020-2021-07

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 \$591,482 monies received in 2021-22 from the Education Protection Act in Revenue Limit transfers to fund direct instructional services in the Endeavor Charter School.

DATED: June 15, 2021

Board Member

Board Member

Board Member

Board Member

Board Member

Board Member

Board Member

Board Member

Board Member



360ACCELERATOR

RELATIONSHIPS | CAPACITY | MOMENTUM

2014 TULARE ST, STE 830, FRESNO, CA 93721

WWW.360ACCELERATOR.ORG

June 2, 2021

Michael Cox
Executive Director
Western Sierra Charter Schools
41267 Highway 41
Oakhurst, CA 93644

Dear Mr. Cox,

The following will serve as a letter of agreement between WESTERN SIERRA CHARTER SCHOOLS ("Client") and 360 ACCELERATOR EDUCATION PARTNERS ("Provider") effective as of July 1, 2021 and expires at the close of business on June 30 of the specified year as per a single or multi-year agreement as detailed below.

RENEWAL PROJECT: 99 ACCELERATOR

360 ACCELERATOR EDUCATION PARTNERS will administer the 99 ACCELERATOR Program ("Project") which will deliver on the following core components:

- Cohort-Based Learning Forums and Sessions: Provider will organize and facilitate 6-8 in-person and 2-4 virtual cohort learning sessions depending on environmental circumstances ("Accelerator Session") for education leaders in order to:
 - build relationships and foster focused collaboration, reflection, and planning through support networks
 - build capacity in six core domains to increase access to a great education, including student success; individual leadership; organizational health; operations and finance; diversity, equity, and inclusion; and advocacy
 - build momentum through collective action and advocating for change to positively impact communities
- Accelerator Sessions will be held at regionally based locations beginning in August 2021, lasting from 9:00 a.m. to 5:00 p.m., inclusive of breakfast, lunch, and dinner.
 - Sessions will focus on the six core domains as prioritized by Clients during a scope and sequence planning meeting in September.
 - Accelerator Sessions will be facilitated by the Provider's team of facilitators and will feature relevant experts in the field to provide critical insights, resources, and support.
 - In between Accelerator Sessions 360 Accelerator Education Partners will support schools with on demand Knowledge Management services, proprietary social media and communications platform, and a variety of additional supports, some at an additional fee. The Client is in no way obligated to choose additional services or support.

EXPECTED OUTCOMES

Upon the completion of the Cohort program, organizational leaders will experience:

- Increased Organizational Capacity: Unique solutions to specific organizational needs, priorities, and ongoing challenges, informing a tailored path towards growth and scale.
- Expanded Network and Resources: Strong relationships formed throughout the Accelerator network will expand leaders' knowledge and resource base; provide exclusive access to sample policies, petitions, and more; connect to guest facilitators for new partnership opportunities and learning journeys provide exposure to new tools and ways of thinking.
- Personalized Leadership Development: Top leaders receive individualized support and direct assistance to everyday needs. Through a deep analysis of leader and school level supports, 360 Accelerator works to identify opportunities for growth and strategies to overcome barriers.

LEADER COMMITMENTS

Participants in the 99 Accelerator commit to:

- Top one to three decision-makers in attendance at all sessions
- Minimum of six and up to eight full-day sessions as determined by the members (August to June)
- Take the Capacity Self-Reflection/Assessment in August
- Three check-in calls with 360 Accelerator staff designed to set goals and address organizational specific items
- Leaders are fully present as demonstrated by attendance from session start through networking dinner
- Demonstrated willingness to engage in vulnerable conversations
- Desire to address systemic racism and continuous improvement of outcomes
- Commitment to deep, systemic educational change
- Invested in building relationships and working with a group

DELIVERABLES

Participating school and organizational leaders can expect:

- Full commitment of the Accelerator staff to support leaders, schools, and communities;
- Sustain leaders and enhance individual professional development
- Access to exclusive knowledge sharing drive with shared academic and operational resources enhancing saving time and resources on development of new materials
- Access to the full network of providers, peer and school supports, funding opportunities, and business partners; and
- Networking opportunities with 360 Accelerator events with key influencers and funders

INVESTMENT

Program costs will not be a barrier to membership and the *final price will be determined between Client and Provider* based on options below. When possible, program fees may be further reduced by funding secured from philanthropic contributions.

360 Accelerator program fees will not exceed \$15,000 per year per organization, exclusive of additional negotiated services provided by 360 Accelerator for Client. Schools may choose a customized plan that reflects discounted multi-year agreements and payment options as

outlined below. Please *initial* your selection:

MULTI-YEAR DISCOUNT (renews automatically on July 1 of each year):

- _____ 1 year = \$15,000
- _____ 2 year = \$14,250 per year, \$28,500 in total (5% discount)
- _____ 3 year = \$13,500 per year, \$40,500 in total (10% discount)

PAYMENT OPTIONS

- _____ Quarterly (four remittances of the selected amount above on the first of each July, Oct, Jan, and April)
- _____ Annually (single remittance of the amount identified above to be submitted on July 1 of each contracted year).

SPECIAL CONSIDERATION

- _____ Our organization is very interested in participating in a 360 Accelerator Cohort, but we would like to discuss alternate cost or payment options.

By signing below, WESTERN SIERRA CHARTER SCHOOLS agrees to the [terms and conditions](#) and agrees to pay 360 ACCELERATOR EDUCATION PARTNERS the selected consulting fee upon execution of this contract:

_____ year(s), totaling \$_____

WESTERN SIERRA CHARTER SCHOOLS

[signature]

[printed name]

[date signed]

360 ACCELERATOR EDUCATION PARTNERS

[signature]

[printed name]

[date signed]

Potential WSCS Board Meeting Dates for 2021-2022 School Year

September 14, 2021

November 9, 2021

January 11, 2022

March 8, 2022

May 17, 2022

June 14, 2022

Mountain Home School 2020-21 Financial Report As of 5/31/21

Category		Budget			Actual	Comments
		Adopted Budget (Annual)	Budget Adjustments (Annual)	Working Budget (Annual)	Actual Rev/Exp Year-to-date	Revision Notes
Revenue						LCFF Calculator ADA of 197.3 Actual Current Enrollment: 204
State Aid Block Grant (LCFF)	8011	620,900	125,586	746,486	746,486	
Education Protection Account "EPA" (LCFF)	8012	169,746	(5,287)	164,459	164,459	
In Lieu Prop Tax (LCFF)	8096	959,202	60,256	1,019,458	1,019,458	
Lottery	8560	42,048	(551)	41,497	41,497	
Interest	8660	4,850	(360)	4,490	4,490	
Mandate Block Grant	8550	3,058	268	3,326	3,326	
One-time Funding LLMF	8550	0	26,851	26,851	26,851	Learning Loss Mitigation Fund
State STRS Contribution on Behalf - Paper Trans	7690-8590	133,053	0	133,053	-	
Enhanced Learning Opportunity Grant	7425/6-8590	0	60,337	60,337	60,337	50% of ELO apportioned in 20-21
Other Local Revenue	8699	38,000	(35,042)	2,958	2,958	
SPED Revenue (6500)	8792	57,166	17,476	74,642	74,642	
Total Revenue		2,028,023	249,534	2,277,557	2,144,504	Total Revenue
Category		Budget			Actual	Comments
		(Annual)	(Annual)	(Annual)	Year-to-date	
Expense						
Salaries (Certificated and Classified)		928,734	13,539	942,273	843,698	
Benefits (All Combined)		442,628	(129)	442,499	304,771	
Total Salary & Benefits		1,371,362	13,410	1,384,772	1,148,470	
	Object Code					
Instructional (Func.1000)						
Textbooks and Core Curricula	4100	11,831	(8,000)	3,831	2,364	
Books and Ref Mat	4200	4,344		4,344		
Instructional Supplies (>\$500)	4300	31,026	-	31,026	26,063	
Instructional Equipment (\$500-\$4900)	4400	0	-	0	-	
Travel & Conference	5200	500	-	500	126	
Contracted Services	5800	39,246	4,000	43,246	39,281	
Communications	5900	4,312	2,079	6,391	5,791	
Equipment	6400	-	-	-	-	
Building (Func. 8100)						
Supplies	4300	10,000	(2,000)	8,000	5,951	
Equipment	4400	1,025	-	1,025	-	
Utilities	5500	8,805	(5,000)	3,805	2,715	
Rentals, Leases & Repairs	5600	0	-	0	-	
Custodial/Site Expense	5800	0	15,781	15,781	15,781	
Equipment	6400	0	-	0	-	
Facilities Construct(Func. 8500)						
Site Improvement	6100	0	-	0	-	
Building Improvements	6200	0	-	0	-	
Administrative (Func. 2700)						
Admin. Supplies	4300	5,000	-	5,000	3,243	
Admin. Equipment	4400	500	1,110	1,610	1,610	
Travel & Conference	5200	3,420	-	3,420	1,960	
Service Memberships/ Fees	5300	11,381	-	11,381	7,354	
Insurance 7200	5400	5,925	2,733	8,658	8,658	
Contracted Services	5800	2,951	3,716	6,667	6,667	
Contracted Services-Business Svc Fees	5800	42,871	(578)	42,293	-	
Communications	5900	4,673	-	4,673	4,656	
Equipment	6400	-	-	-	-	
Health Services (Func. 3120 &3140)						
Contracted Services	5800	17,962	-	17,962	9,666	
Food (Func. 3700)						
Food Costs	4700	2,280	(1,873)	407	407	
Administrative (Func.7191)						
Contracted Services -auditors	5800	14,440	-	14,440	10,906	
General Administration (Func.7200/7300)						
YUSD Oversight 1%	5800	17,498	(236)	17,262	2,160	
Business Services (3.5% of Rev)	5800	18,373	(248)	18,125	-	
Fiscal Services (Func. 9200)						
Special Education		2,998	30,481	33,479	7,770	
Total Expense		1,632,723	55,375	1,688,098	1,311,599	Total Expense
Revenue Less Expenses		395,300		589,459	832,905	
Carryover from Prior Year		544,414		544,414		
Carryover as a Percentage of Total Expenses		33.3%		32.3%		
Ending Balance/Future Carryover		939,714		1,133,873		
Carryover as a Percentage of Total Expenses		57.6%		67.2%		
Net Income		395,300		589,459		
Net Income as a percentage of Total Revenue		19.5%		25.9%		
Extraordinary Items						
One-time Expenditures		-	26,851	26,851		
One-time Funding Income		(38,000)	8,191	(29,809)		
Total		(38,000)	35,042	(2,958)		
Net Income Adjusted for Extraordinary Items		357,300		586,501		
Adjusted Net Income as a percentage of Total Revenue		17.6%		25.8%		

Glacier High School 2020-21 Financial Report As of 5/31/21

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 78.8 Actual Current Enrollment: 86
State Aid Block Grant (LCFF)	8011	312,400	1,691	314,091	290,823	GHS is receiving funding for GHS and part of ECS until Feb. 2021
Education Protection Account "EPA" (LCFF)	8012	133,823	(59,989)	73,834	118,453	
In Lieu Prop Tax (LCFF)	8096	399,667	14,124	413,791	386,682	
Lottery	8560	20,269	0	20,269	13,728	
Interest	8660	1,500	0	1,500	2,002	Learning Loss Mitigation
Mandate Block Grant	8550	2,943	0	2,943	3,695	
One-time Funding LLMF	8550	0	7,911	7,911	7,910	
State STRS Contribution on Behalf - Paper Transaction	8590	62,763	0	62,763	-	
Enhanced Learning Opportunities Grant	7245/7426	0	27,779	27,779	27,779	
Other Local Revenue	8699	16,000	(14,000)	2,000	1,254	
SPED Revenue (6500)	8792	21,804	0	21,804	25,132	50% of ELO apportioned in 20-21
Total Revenue		971,169	(22,484)	948,685	877,458	
Category			Budget		Actual	Comments
Expenses		(Annual)	(Annual)	(Annual)	Year-to-date	
Salaries (Certificated and Classified)		485,457	1,836	487,293	448,329	
Benefits (All Combined)		230,399	1,323	231,722	155,868	
Total Salary & Benefits		715,856	3,159	719,015	604,196	
Instructional (Func.1000)	Object Code					
Textbooks and Core Curricula	4100	5,988	-	5,988	3,322	
Books and Ref Mat	4200	1,488	-	1,488		
Instructional Supplies (>\$500)	4300	8,365	6,702	15,067	9,731	
Instructional Equipment (\$500-\$4900)	4400	-	-	-	-	
Travel & Conference	5200	500	500	1,000	942	
Contracted Services	5800	15,492	5,000	20,492	19,159	
Communications	5900	1,576	700	2,276	2,583	
Equipment	6400	-	-	-	-	
Building (Func. 8100)						
Supplies	4300	5,035	(2,000)	3,035	2,173	
Equipment	4400	475	-	475	-	
Utilities	5500	3,424	(1,500)	1,924	1,156	
Rentals, Leases & Repairs	5600	-	-	-	-	
Custodial/Site Expense	5800	-	6,342	6,342	6,656	
Equipment	6400	-	-	-	-	
Facilities Construct (Func. 8500)						
Site Improvement	6100	-	-	-	-	
Building Improvements	6200/6250	-	-	-		
Administrative (Func. 2700)						
Admin. Supplies	4300	3,000	-	3,000	2,420	
Admin. Equipment	4400	500	-	500	690	
Travel & Conference	5200	1,350	-	1,350	920	
Service Memberships/ Fees	5300	4,493	-	4,493	4,185	
Insurance	5400	2,339	1,079	3,418	3,418	
Contracted Services	5800	1,165	2,000	3,165	3,508	
Contracted Services-Business Svcs	5800	20,724	(1,017)	19,707	-	
Communications	5900	1,746	500	2,246	2,196	
Equipment	6400	-	-	-		
Health Services (Func. 3120/3140)						
Contracted Services	5800	5,215	-	5,215	3,646	
Food (Func. 3700)						
Food Costs	4700	900	(756)	144	144	
Administrative (Func.7191)						
Contracted Services -auditors	5800	5,700	-	5,700	-	
General Administration (Func.7200/7300)						
YUSD Oversight 1%	5800	8,459	(415)	8,044	-	
Business Services (3.5% of Rev)	5800	8,882	(436)	8,446	-	
Fiscal Services (Func. 9200)						
SPED-Costs		(683)	3,000	2,317	2,113	
Total Expense		821,989	22,858	844,847	673,159	Total Expense
Revenue Less Expenses		149,180		103,838	204,300	
Carryover from Prior Year		305,177		305,177		
Carryover as a Percentage of Total Expenses		37.1%		36.1%		
Ending Balance/Future Carryover		454,357		409,015		
Carryover as a Percentage of Total Expenses		55.3%		48.4%		
Net Income		149,180		103,838		
Net Income as a percentage of Total Revenue		15.4%		10.9%		
Extraordinary Items						
One-time Expenditures		-	11,702	11,702		
One-time Funding Income		(14,000)	(6,089)	(20,089)		
Total		(14,000)	5,613	(8,387)		
Net Rev. Adjusted for Extraordinary Items		135,180		95,451		
Adjusted Net Income as a percentage of Total Revenue		13.9%		10.1%		

Endeavor Charter School 2020-21 Financial Report As of 5/31/21

Category		Budget			Actual	Comments
		Adopted Budget (Annual)	Budget Adjustments (Annual)	Working Budget (Annual)	Actual Rev/Exp Year-to-date	Revision Notes
Revenue						LCFF Calculator ADA of 233.7 Actual Current Enrollment: 276
State Aid Block Grant (LCFF)	8011	2,040,659	(605,344)	1,435,315	1,011,408	Includes \$725,069 in CSC State Aid Rcvbles Purchases
Education Protection Account "EPA" (LCFF)	8012	56,170	386,319	442,489	342,904	
In Lieu Prop Tax (LCFF)	8096	274,383	(41,110)	233,273	219,319	
Lottery	8560	0	0	0	-	Learning Loss Mitigation Funding STRS On Behalf Entry Enhanced Learning Opportunities Grant
Interest	8660	0	458	458	-	
Mandate Block Grant	8550	0	5,427	5,427	5,427	
One-time Funding LLMF	8550	0	37,156	37,156	37,156	
State STRS Contribution on Behalf - Paper Trans	7690-8590	0	0	0	-	
Enhanced Learning Opportunities Grant	7425/6-8590	0	72,965	72,965	-	
Other Local Revenue	8699	1,000	0	1,000	215	
SPED Revenue (6500)	8792	138,239	0	138,239	118,503	
Total Revenue		2,510,451	(144,129)	2,366,322	1,734,932	Total Revenue
Category		Budget			Actual	Comments
		(Annual)	(Annual)	(Annual)	Year-to-date	
Expense						
Salaries (Certificated and Classified)		1,268,247	625	1,268,872	1,244,411	
Benefits (All Combined)		425,224	51,292	476,516	440,026	
Total Salary & Benefits		1,693,471	51,917	1,745,388	1,684,437	
Instructional (Func.1000)	Object Code					
Textbooks and Core Curricula	4100	14,756	(5,152)	9,604	5,195	
Books and Ref Mat	4200	29,513	(26,000)	3,513	1,652	
Instructional Supplies (>\$500)	4300	41,402	7,000	48,402	48,328	
Instructional Equipment (\$500-\$4900)	4400	50,000	(47,488)	2,512	999	
Travel & Conference	5200	3,000		3,000	1,603	
Contracted Services	5800	49,541		49,541	45,999	
Communications	5900	7,019		7,019	5,333	
Equipment	6400	-		-	-	
Building (Func. 8100)						
Supplies	4300	8,605	2,925	11,530	3,339	
Equipment	4400	3,117		3,117	-	
Utilities	5500	15,577	1,000	16,577	15,889	
Rentals, Leases & Repairs	5600	136,200		136,200	136,200	
Custodial/Site Expense	5800	30,000	3,000	33,000	29,654	
Equipment	6400	0		0	-	
Facilities Construct(Func. 8500)						
Site Improvement	6100	0		0	-	
Building Improvements	6200	0		0	-	
Administrative (Func. 2700)						
Admin. Supplies	4300	4,000		4,000	3,261	
Admin. Equipment	4400	500		500	-	
Travel & Conference	5200	4,230	4,000	8,230	6,673	
Service Memberships/ Fees	5300	14,077		14,077	7,162	
Insurance 7200	5400	7,329	3,380	10,709	10,709	
Contracted Services	5800	3,650	12,792	16,442	16,442	
Contracted Services-Business Svc Fees	5800	58,095	(6,374)	51,721	-	
Communications	5900	6,835		6,835	5,518	
Equipment	6400	-		0	-	
Health Services (Func. 3120 &3140)						
Contracted Services	5800	5,631		5,631	-	
Food (Func. 3700)						
Food Costs	4700	2,820	(2,326)	494	690	
Administrative (Func.7191)						
Contracted Services -auditors	5800	17,860		17,860	3,610	
General Administration (Func.7200/7300)						
District Oversight Fee (1% of LCFF Rev)	5800	23,712	(2,732)	20,980	11,780	
Business Services (3.5% of Rev)	5800	24,898	(2,602)	22,296	-	
Fiscal Services (Func. 9200)						
Special Education		55,773	(16,057)	39,716	39,716	
Total Expense	5750	2,311,611	(22,717)	2,288,894	2,084,190	Total Expense
Revenue Less Expenses		198,840		77,428	(349,258)	
Carryover from Prior Year		-		-		
Carryover as a Percentage of Total Expenses		0.0%		0.0%		
Ending Balance/Future Carryover		198,840		77,428		
Carryover as a Percentage of Total Expenses		8.6%		3.4%		
Net Income		198,840		77,428		
Net Income as a percentage of Total Revenue		7.9%		3.3%		
Extraordinary Items						
One-time Expenditures		-	37,156	37,156		
One-time Funding Income		-	(37,156)	(37,156)		
Total		-	-	-		
Net Income Adjusted for Extraordinary Items		198,840		77,428		
Adjusted Net Income as a percentage of Total Revenue		7.9%		3.3%		

Western Sierra Charter Schools Combined 20-21 Financial Report As of 5/30/21

Category		Budget			Actual	Comments
		Adopted Budget	Budget Adjustments	Working Budget	Actual Rev/Exp	
		(Annual)	(Annual)	(Annual)	Year-to-date	
Revenue						
State Aid Block Grant	8011	2,973,959	(478,067)	2,495,892	2,048,717	
EPA	8012	359,739	321,043	680,782	625,816	
In Lieu Prop Tax	8096	1,633,252	33,270	1,666,522	1,625,459	
Lottery	8560	62,317	(551)	61,766	55,225	
Interest	8660	6,350	98	6,448	6,492	
Mandate Block Grant	8550	6,001	5,695	11,696	12,448	
One-time Funding	8550	-	71,918	71,918	71,917	
State STRS Contribution on Behalf - Paper Transacti	8590	195,816	-	195,816	-	
Low Performing Student Block Grant	8590	-	161,081	161,081	88,116	
Other Local Revenue	8699	55,000	(49,042)	5,958	4,427	
SPED Revenue (6500)	8792	217,209	17,476	234,685	218,277	
Total Revenue		5,509,643	82,921	5,592,564	4,756,894	Total Revenue
Category		Budget			Actual	Comments
		(Annual)	(Annual)	(Annual)	Year-to-date	
Expenses						
Salaries (Certificated and Classified)		2,682,438	16,000	2,698,438	2,536,437	
Benefits (All Combined)		1,098,251	52,486	1,150,737	900,665	
Total Salary & Benefits		3,780,689	68,486	3,849,175	3,437,103	
Instructional (Func.1000)	Object Code					
Textbooks and Core Curricula	4100	32,575	(13,152)	19,423	10,881	
Books and Ref Mat	4200	35,345	(26,000)	9,345	1,652	
Instructional Supplies (>\$500)	4300	80,793	13,702	94,495	84,122	
Instructional Equipment (\$500-\$4900)	4400	50,000	(47,488)	2,512	999	
Travel & Conference	5200	4,000	500	4,500	2,671	
Contracted Services	5800	104,279	9,000	113,279	104,439	
Communications	5900	12,907	2,779	15,686	13,707	
Equipment	6400	0	-	-	-	
Building (Func. 8100)						
Supplies	4300	23,640	(1,075)	22,565	11,463	
Equipment	4400	4,617	-	4,617	-	
Utilities	5500	27,806	(5,500)	22,306	19,760	
Rentals, Leases & Repairs	5600	136,200	-	136,200	136,200	
Custodial/Site Expense	5800	30,000	25,123	55,123	52,091	
Equipment	6400	0	-	-	-	
Facilities Construct (Func. 8500)						
Site Improvement	6100	0	-	-	-	
Building Improvements	6200	0	-	-	-	
Administrative (Func. 2700)						
Admin. Supplies	4300	12,000	-	12,000	8,924	
Admin. Equipment	4400	1,500	1,110	2,610	2,300	
Travel & Conference	5200	9,000	4,000	13,000	9,554	
Service Memberships/ Fees	5300	29,951	-	29,951	18,700	
Insurance	5400	15,593	7,192	22,785	22,784	
Contracted Services	5800	7,766	18,508	26,274	26,618	
Contracted Services-Business Svcs	5800	121,690	(7,969)	113,721	-	
Communications	5900	13,254	500	13,754	12,370	
Equipment	6400	0	-	-	-	
Health Services (Func. 3140)						
Contracted Services	5800	28,808	-	28,808	13,313	
Food (Func. 3700)						
Food Costs	4700	6,000	(4,955)	1,045	1,242	
Administrative (Func.7100)						
Contracted Services -auditors	5800	38,000	-	38,000	14,516	
General Administration (Func.7200/7300)						
District Oversight 1%	5800	49,669	(3,383)	46,286	13,940	
Business Services (3.5% of Rev)	5800	52,153	(3,286)	48,867	-	
Fiscal Services (Func. 9200)						
Special Education	7141	58,088	17,424	75,512	49,599	
Total Expense		4,766,323	55,516	4,821,838	4,068,948	Total Expense
Revenue Less Expenses		743,320		770,726	\$ 687,946	
Carryover from Prior Year		849,591		849,591		
Carryover as a Percentage of Total Expenses		17.8%		17.6%		
Ending Balance/Future Carryover		1,592,911		1,620,317		
Carryover as a Percentage of Total Expenses		33.4%		33.6%		
Net Income		743,320		770,726		
Net Income as a percentage of Total Revenue		13.5%		13.8%		
Extraordinary Items						
One Time Expenditures		-	75,709	75,709		
One-time Funding Income		(52,000)	(35,054)	(87,054)		
Total		(52,000)	40,655	(11,345)		
Net Rev. Adjusted for Extraordinary Items		691,320		759,381		
Adjusted Net Income as a percentage of Adj. Total Revenue		12.5%		13.6%		