

Western Sierra Charter School
Regular Meeting of the Board of Directors
Tuesday, May 18, 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 May 18, 2021
4. *Approve Board Minutes from March 9, 2021 Board Meeting
5. Hearing of Persons Wishing to Address the Board
6. Written Communications (*if any*)
7. Introduction of Felica Olais, Manager of the Charter School Office for Fresno Unified
8. *Approve warrant report for 3-1-2021 to 5-11-2021.
9. *Approve By-Law changes
Michael Cox
10. *Approve Technology Use Agreement update.
Eric Hagen
11. Local Performance Indicator Self Reflection for MHSC, GHS, and ECS.
Mindy Klang
12. Public Hearing of the 2019/2020 LCAP Update and Learning Continuity Plan
for MHSC, GHS, and ECS.
Mindy Klang

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

Mindy Klang

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

Michael Cox

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

Jody Jeffers

16. Staff Changes

Michael Cox

Closed Session

17. *Approve the Executive Director salary.

Open Session

18. Report from Closed Session.

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

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

21. Reports

a). Executive Directors Report – Michael Cox

1) AB 1316

b). CBO Report – Jody Jeffers

1) Budget Update

c). Endeavor Principal's Report – Nancy Garcia

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

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

23. *Adjournment

**Western Sierra Charter School
Board of Directors Meeting Minutes
Tuesday, March 9, 2021, 2:00 PM**

Meeting was accomplished via Zoom with Eric Hagen hosting. Also streamed through Facebook Live.

1. Call to Order

Brian Fulce called the meeting to order at 2:02 PM

2. Roll Call to Establish Quorum

Quorum established.

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

Absent: Jacqueline Pucheu

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

Public: Scott Faeth

3. *Approve Board Meeting Agenda for March 9, 2021.

Approved

Motion: Darin Soukup Second: Tiffany Schutz Vote: 5 yes, 0 no

4. *Approve Board Minutes from January 12, 2021 Board Meeting

Approved

Motion: Darin Soukup Second: Margaret Den Hartog Vote: 5 yes, 0 no

5. Hearing of Persons Wishing to Address the Board

None

6. Written Communications (if any)

None

7. *Approve warrant report for 1-1-2021 to 2-28-2021

Jody Jeffers – See written report

Approved

Tamara Dent joined the meeting

Motion: Margaret Den Hartog Second: Joyce Vind Vote: 6 yes, 0 no

8. Report on WSCS Non-Profit Corporation Tax Form 990

Scott Faeth of Borchardt, Corona, Faeth and Zakarian

Scott Faeth reviewed the tax form with the board and was available to answer any questions.

9. Report on 2019-2020 Audit for MHS and GHS

Scott Faeth of Borchardt, Corona, Faeth and Zakarian

Scott Faeth – There were two scheduled visits that went very well. He was happy to report that there were no findings on this audit.

10. *Approve WSCS Non-Profit Corporation Tax Filing for Form 990

Approved

Mr. Soukup suggested they approve both forms so the form 199 was included.

Motion: Tamara Dent Second: Darin Soukup Vote: 6 yes, 0 no

11. *Acceptance of 2019 Audit for MHS and GHS

Approved

Motion: Darin Soukup

Second: Tiffany Schutz

Vote: 6 yes, 0 no

12. Report Draft By-Laws Changes from WSCS By-Law Review Committee

Presented by Michael Cox, Tamara Dent, and Margaret Den Hartog.

Recommendations: Board member reorganization. Current WSCS staff would come off the board and become a liaison to the board. YUSD board member can become a voting member. Meetings to be held in the county with the greatest attendance.

13. Present WSCS Safety Plan for 2021

No action taken. See handout for further information. Plan was updated and posted 2/25/2021.

14. *Approve Audit Engagement with Borchardt, Corona, Faeth & Zakarian for Fiscal Year 2020-21

Approved

Approval required as the amount exceeds the limit the Executive Director can approve. The cost increase is due to the addition of the new charter, Endeavor Charter School.

Motion: Darin Soukup

Second: Joyce Vind

Vote: 6 yes, 0 no

10. Reports

a). Executive Directors Report – Michael Cox

1) Student/ Parent Survey Results – see handout

2) Staff Vaccination Progress

3) Building Air Management Upgrade

4) Endeavor / Fresno County SELPA Update

Still working with FCSOS for services

5) WSCS Calendar for 2021-2022 – see handout

b). CBO Report – Jody Jeffers

See handouts.

1) Budget Update

2) 2nd Interims Update

c). Endeavor Principal's Report – Eric Hagen

See power point printout.

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

1) LCAP Process Update – see report

16. Form 700 Signing

11. Next Scheduled Board Meeting Tuesday, May 18, 2021 @ 2:00 PM

Confirmed

12. *Adjournment

4:35 PM

Motion: Tamara Dent

Second: Tiffany Schutz

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 March 9, 2021.

Joyce Vind

Minutes prepared and submitted by: Diane Neulinger

Sonny Yang
8081 N. Angus St.
Fresno, CA 93720
(559) 288-2026
yangsonny@yahoo.com

March 5, 2021

Mr. Michael Cox
Executive Director
Western Sierra Charter School
41267 Highway 41
Oakhurst, CA. 93644

Dear Mr. Cox:

Please accept this letter as notice that I will be resigning from my job here at Glacier High School Charter at the conclusion of the academic school year.

Thank you for giving me this opportunity to work with such a great staff and group of students. I gained invaluable experience as an educator that I will carry with me in my future professional endeavors.

If I can do anything to help with your transition in finding and training my replacement, please let me know.

Sincerely,


Sonny Yang

Amanda Patterson
31825 Apache Road
Coarsegold CA 93614
(559)799 3028
pattersonamanda722@gmail.com

March 24, 2021

Western Sierra Charter Schools
41267 Highway 41
Oakhurst CA 93644

Dear Mr. Cox and WSCS School Board,

Please accept my letter of resignation from the position of Advising Teacher at Endeavor Charter School at the end of the 2020-2021 school year.

I would like to thank you for six wonderful years of teaching (and learning). I have learned so much and am so grateful for all of the opportunities, encouragement, and friendships this school has given me. It has been wonderful to grow with you! Thank you again for your willingness to work with my schedule and for allowing me to be a mom and Advising Teacher at the same time.

I am looking forward to this new season of just being a mom and homeschooling parent! If I can be of any help in the future, please do not hesitate to let me know.

Sincerely,

A handwritten signature in black ink, appearing to read 'Amanda Patterson', with a large, stylized initial 'A'.

Amanda Patterson

April 20, 2021

To: Mike Cox
Western Sierra Charter School
777 West Shaw Ave
Fresno, CA 93704

From: Kathy Specht
337 Everglade Avenue
Clovis, CA 93619

RE: Employment

Dear Mike,

I met with Eric today to discuss my resignation as a teacher at Western Sierra Charter School and would like to provide you with this official letter of resignation.

Our family will be moving to the Nashville area this summer and are excited for our son Luke who will be able to attend the Tennessee School for the Blind which has a huge campus and supportive program. Of course I am also very sad to be leaving our wonderful school. One of the biggest downsides to leaving California is losing such a great organization and team. Western Sierra Charter School has been my favorite employer, and I'm excited for whoever gets to take my place because they are about to be blessed in a big way.

Thank you so much for giving me the opportunity to be part of your team.

May God continue to bless your work in our community.

Sincerely,

Kathy Specht

Karen Fruth
39288 Fair Oaks Drive
Oakhurst, CA 93644
April 30, 2021

Dear Mr. Cox,

After much prayer and consideration, I have decided to retire from the district. Being a part of this special place has been such a gift. Thank you for the opportunity to see the value of homeschooling and be a small part of the process.

I will be happy to assist the new person get up to speed in their new position. While this was not an easy decision, I am looking forward to the next chapter of my life.

Sincerely,

A handwritten signature in cursive script that reads "Karen Fruth". The ink is dark and the signature is fluid, with the first and last names being clearly legible despite the cursive style.

Karen Fruth

District: Western Sierra Charter Schools

Warrant Listing: 3/01/2021 - 5/11/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amt	Check Amount	Counter
0847603	03/02/2021	C.A. REDING CO., INC.	0100-5800	LEASE PAYMENT 2/18-3/17	68.66		1
			0109-5800	LEASE PAYMENT 2/18-3/17	27.10		2
			0169-5800	LEASE PAYMENT 2/18-3/17	84.93	180.69	3
0847604	03/02/2021	CDW GOVERNMENT	0100-4300	COMPUTERS PARTS/SUPPLIES		290.17	4
0847605	03/02/2021	COSCO FIRE PROTECTION, INC	0100-5800	SERVICE/REPAIR	231.00		5
			0109-5800	SERVICE/REPAIR	99.00	330.00	6
0847606	03/02/2021	IMAGE 2000 INC.	0100-5800	COPIER CONTRACT USAGE OVERAGE 1/15-2/14	315.06		7
			0109-5800	COPIER CONTRACT USAGE OVERAGE 1/15-2/14	135.02		8
			0169-5800	COPIER CONTRACT USAGE OVERAGE 1/15-2/14	569.41	1,019.49	9
0847607	03/02/2021	MCGRAW HILL EDUCATION	0109-4300	ALEKS SUBSCRIPTION		70.00	10
0847608	03/02/2021	PACIFIC GAS & ELECTRIC	0100-5500	POWER/GAS 12/29-1/27	6.90		11
			0109-5500	POWER/GAS 12/29-1/27	2.96		12
			0169-5500	POWER/GAS 12/29-1/27	1,482.52	1,492.38	13
0847609	03/02/2021	PITNEY BOWES GLOBAL FINANCIAL	0100-5900	ACCT 0016262820 POSTAGE MACHINE LEASE	104.41		14
			0109-5900	ACCT 0016262820 POSTAGE MACHINE LEASE	44.75	149.16	15
0847610	03/02/2021	PURCHASE POWER PITNEY BOWES	0169-5900	POSTAGE METER REFILL 1.25.21		58.99	16
0847611	03/02/2021	SCHOOL PATHWAYS LLC	0109-5800	PLSIS OVERSIGHT SUBSCRIPTION - GLACIER	419.43		17
			0169-5800	PLSIS OVERSIGHT SUBSCRIPTION - ENDEAVOR	1,146.90	1,566.33	18
0847612	03/02/2021	STAPLES CONTRACT & COMMERCIAL	0100-4300	ORDER 7314913004 SUMMARY INV 8061229676	8.31		19
			0109-4300	ORDER 7314913004 SUMMARY INV 8061229676	3.56		20
			0169-4300	ORDER 7233359059 SUMMARY INV 8061229676	26.05	37.92	21
0847613	03/02/2021	TRUE VALUE	0100-4300	MAINTENANCE SUPPLIES	25.68		22
				MAINTENANCE SUPPLIES	128.23		23
			0109-4300	MAINTENANCE SUPPLIES	11.00		24
				MAINTENANCE SUPPLIES	54.95	219.86	25
0847896	03/09/2021	Blas, Phillip L	0100-5200	REIIMBURSE FEB 21 MILEAGE	54.90		26
			0109-5200	REIIMBURSE FEB 21 MILEAGE	93.91		27
			0169-5200	REIIMBURSE FEB 21 MILEAGE	140.15	288.96	28
0847897	03/09/2021	Cox, Michael S	0100-5200	REIMBURSE MILEAGE JAN/FEB 2021	109.81		29
			0109-5200	REIMBURSE MILEAGE JAN/FEB 2021	43.34		30
			0169-5200	REIMBURSE MILEAGE JAN/FEB 2021	135.81	288.96	31
0847898	03/09/2021	Document Tracking Services	0100-5800	DOCUMENT TRACKING SERVICES 12.15.20 - 12.15.21	226.10		32
			0109-5800	DOCUMENT TRACKING SERVICES 12.15.20 - 12.15.21	89.25		33
			0169-5800	DOCUMENT TRACKING SERVICES 12.15.20 - 12.15.21	279.65	595.00	34
0847899	03/09/2021	EMADCO DISPOSAL SERVICE INC.	0100-5800	WASTE DISPOSAL	174.36		35
			0109-5800	WASTE DISPOSAL	74.72	249.08	36
0847900	03/09/2021	Friesen, Kaylene	0109-5800	REIMBURSE LIVE SCAN FEE		25.00	37
0847901	03/09/2021	Greenwood Enterprises Heating and Air	0100-5800	HVAC AIR CIRC & VIRUS CONTROL	6,965.00		38
			0109-5800	HVAC AIR CIRC & VIRUS CONTROL	2,985.00	9,950.00	39
0847902	03/09/2021	Hill, Greg	0109-5200	REIMBURSE FEB 21 MILEAGE	96.32		40
			0169-5200	REIMBURSE FEB 21 MILEAGE	96.32	192.64	41
0847903	03/09/2021	Hirata, Brook S	0169-5800	REIMBURSE LIVE SCAN FEE		25.00	42
0847904	03/09/2021	iCreate to Educate, Inc	0100-4300	HUE HD PRO CAMERAS	378.99		43
			0109-4300	HUE HD PRO CAMERAS	149.61		44
			0169-4300	HUE HD PRO CAMERAS	468.78		45
				Unpaid Sales Tax	61.96-	935.42	46
0847905	03/09/2021	LOR'S JANITORIAL	0169-5800	FEB JANITORIAL SERVICES		2,580.00	47
0847906	03/09/2021	SCHOOL PATHWAYS LLC	0100-5800	PLSIS OVERSIGHT SUBSCRIPTION	979.38		48
				PLSIS OVERSIGHT SUBSCRIPTION - MTN HOME	1,022.28		49
			0109-5800	PLSIS OVERSIGHT SUBSCRIPTION	753.11		50
			0169-5800	PLSIS OVERSIGHT SUBSCRIPTION	2,235.50	4,990.27	51
0847907	03/09/2021	SELF INSURED SCHOOLS OF CALIFO	0100-9514	March SISC Billing	16,425.73		52
			0109-9514	March SISC Billing	7,337.80		53
			0169-9514	March SISC Billing	23,501.67	47,265.20	54
0847908	03/09/2021	SIERRA TELEPHONE, INC.	0100-5900	PHONE SERVICE	496.14		55
			0109-5900	PHONE SERVICE	212.63	708.77	56
0847909	03/09/2021	STAPLES CONTRACT & COMMERCIAL	0100-4300	2019-2020	375.93		57
				SUPPLIES	224.32		58
			0109-4300	2019-2020	161.09		59
				SUPPLIES	96.13		60
			0169-4300	SUPPLIES	524.16	1,381.63	61
0847910	03/09/2021	TRUE VALUE	0100-4300	MAINTENANCE SUPPLIES	46.31		62
			0109-4300	MAINTENANCE SUPPLIES	19.84	66.15	63
0847911	03/09/2021	VALLEY WIDE VENDING INC.	0169-5800	REPAIR VENDING MACHINE		150.00	64
0847912	03/09/2021	ZOOM VIDEO COMMUNICATIONS, INC	0100-5800	ZOOM	38.00		65
			0109-5800	ZOOM	15.00		66
			0169-5800	ZOOM	47.00	100.00	67
0848340	03/16/2021	CDW GOVERNMENT	0100-4300	PROLINE POWER ADAPTER CABLE	184.25		68
				Replacement Battery Cartridge	277.32		69
			0109-4300	PROLINE POWER ADAPTER CABLE	72.73		70
				Replacement Battery Cartridge	109.47		71
			0169-4300	PROLINE POWER ADAPTER CABLE	227.90		72
				Replacement Battery Cartridge	343.00	1,214.67	73
0848341	03/16/2021	COMCAST	0169-5900	3/01 - 3/31/21 Service		1,430.00	74
0848342	03/16/2021	DEPARTMENT OF JUSTICE	0100-5800	FINGERPRINT APPS, FED VOLTEER JAN2021	17.86		75
			0109-5800	FINGERPRINT APPS, FED VOLTEER JAN2021	7.05		76
			0169-5800	FINGERPRINT APPS, FED VOLTEER JAN2021	22.09	47.00	77
0848343	03/16/2021	Hagen, Eric A	0169-5200	MILEAGE FEBRUARY 2021	385.28		78
				MILEAGE JANUARY 2021	626.08	1,011.36	79
0848344	03/16/2021	Muraszewski, Kristy L	0169-5200	MILEAGE MARCH 2021		96.32	80

0848345	03/16/2021	Northland Communications	0100-5900	3/01-3/31/21 Service	521.50		81
			0109-5900	3/01-3/31/21 Service	223.50	745.00	82
0848346	03/16/2021	OAK MEADOW INCORPORATED	0109-4300	Introduction to Photography	495.65		83
				Unpaid Sales Tax	35.65-	460.00	84
0848347	03/16/2021	RALEYS INC	0109-4300	GHS ACA - DEC AWARDS NIGHT		36.06	85
0848348	03/16/2021	VocoVision LLC	0169-5800	J. DUFFY SLP 2/28/2021		1,190.00	86
0848349	03/16/2021	Wilhite, Cheryl	0100-4700	MILK FOR LUNCH PROGRAM	52.74		87
			0109-4700	MILK FOR LUNCH PROGRAM	20.82		88
			0169-4700	MILK FOR LUNCH PROGRAM	65.22	138.78	89
0848811	03/23/2021	CAMPORA INC	0100-5500	Propane Refill 3/8/21	396.60		90
			0109-5500	Propane Refill 3/8/21	169.97	566.57	91
0848812	03/23/2021	CLASSROOM LIBRARY COMPANY	0169-4300	NOVEL UNITS		194.56	92
0848813	03/23/2021	DPS MEDIA	0100-5900	PONDEROSA MARCH 2021	58.80		93
			0109-5900	PONDEROSA MARCH 2021	25.20	84.00	94
0848814	03/23/2021	FOLLETT EDUCATIONAL SERVICES	0169-5800	DESTINY RESOURCE MNGNT 1 YR LICENSE		2,017.84	95
0848815	03/23/2021	GOODFELLOW OCCUPATIONAL THERAPY,	0169-5800	OT SERVICES 2/01/21 TO 2/26/21		852.50	96
0848816	03/23/2021	HOUGHTON MIFFLIN HARCOURT PUBL	0100-4300	Journeys Reading Adventures		98.28	97
0848817	03/23/2021	Kelly, Kathryn	0100-5200	CARDEA TRAINING CENTER	114.00		98
			0109-5200	CARDEA TRAINING CENTER	45.00		99
			0169-5200	CARDEA TRAINING CENTER	141.00	300.00	100
0848818	03/23/2021	MADERA COUNTY SCHL FOUNDATION	0100-5800	20-21 MATH TOURNAMENT		50.00	101
0848819	03/23/2021	MCGRAW HILL EDUCATION	0109-4300	Clothing Fashion Activity Manual		140.25	102
0848820	03/23/2021	RAINBOW RESOURCE CENTER INC.	0100-4300	Saxon Math Test, Can-Do Cursive	181.99		103
			0169-4300	All About Reading	77.36	259.35	104
0848821	03/23/2021	Rumohr, John W	0100-5800	ROV FLUID POWER QUIZ		25.00	105
0848822	03/23/2021	STAPLES CONTRACT & COMMERCIAL	0169-4300	REYNOLDS WRAP FOIL		20.83	106
0848823	03/23/2021	SYSCO CENTRAL CALIFORNIA	0100-4700	BKFST CEREAL / JUICE	157.59		107
			0109-4700	BKFST CEREAL / JUICE	62.21		108
			0169-4700	BKFST CEREAL / JUICE	194.92	414.72	109
0848824	03/23/2021	The Buy Local Media Group	0169-5800	PRINT ADVERTISING MARCH 21		469.00	110
0848825	03/23/2021	VocoVision LLC	0169-5800	J. Duffy SLP 3-07-21		1,275.00	111
0849386	03/30/2021	ACCREDITING COMMISSION FOR SCH	0169-5300	Annual Accreditation Membership fee: 2021-2022		1,070.00	112
0849387	03/30/2021	Blas, Phillip L	0100-5900	Cell Phone MARCH 2021	28.50		113
			0109-5900	Cell Phone MARCH 2021	11.25		114
			0169-5900	Cell Phone MARCH 2021	35.25	75.00	115
0849388	03/30/2021	C.A. REDING CO., INC.	0100-5800	CONTRACT 16651-01	68.66		116
			0109-5800	CONTRACT 16651-01	27.10		117
			0169-5800	CONTRACT 16651-01	84.93	180.69	118
0849389	03/30/2021	Charter School Capital, Inc, Attn: Lockbox #	0169-9640	CSC - FEB 2021 DEFERRED LCFF		9,067.00	119
0849390	03/30/2021	Cox, Michael S	0100-5900	Cell Phone MARCH 2021	28.50		120
			0109-5900	Cell Phone MARCH 2021	11.25		121
			0169-5900	Cell Phone MARCH 2021	35.25	75.00	122
0849391	03/30/2021	DEPARTMENT OF JUSTICE	0100-5800	FINGERPRINTS (29) FEB 2021	352.64		123
			0109-5800	FINGERPRINTS (29) FEB 2021	139.20		124
			0169-5800	FINGERPRINTS (29) FEB 2021	436.16	928.00	125
0849392	03/30/2021	DMV	Cancelled	12/01/20 to 2/28/21 PULL NOTICE		1.00	126
				Cancelled on 04/05/2021			127
0849393	03/30/2021	Garcia, Nancy	0169-5900	Cell Phone MARCH 2021		75.00	128
0849394	03/30/2021	Hagen, Eric A	0169-5900	Cell Phone MARCH 2021		75.00	129
0849395	03/30/2021	HARRY R. SAWL VANCOUVER COMPANY	0169-5600	Lease April 2021		11,350.00	130
0849396	03/30/2021	Hill, Greg	0109-5900	Cell Phone MARCH 2021	37.50		131
			0169-5900	Cell Phone MARCH 2021	37.50	75.00	132
0849397	03/30/2021	IMAGE 2000 INC.	0100-5800	Contract C10084-FN-06	229.44		133
			0109-5800	Contract C10084-FN-06	98.33		134
			0169-5800	Contract C10084-FN-06	396.67	724.44	135
0849398	03/30/2021	Jeffers, Jody L	0100-5300	AGA 4/01/21 through 3/31/22	51.30		136
			0109-5300	AGA 4/01/21 through 3/31/22	20.25		137
			0169-5300	AGA 4/01/21 through 3/31/22	63.45	135.00	138
0849399	03/30/2021	Jeffers, Jody L	0100-5900	Cell Phone MARCH 2021	28.50		139
			0109-5900	Cell Phone MARCH 2021	11.25		140
			0169-5900	Cell Phone MARCH 2021	35.25	75.00	141
0849400	03/30/2021	Klang, Mindy C	0100-5900	Cell Phone MARCH 2021	52.50		142
			0109-5900	Cell Phone MARCH 2021	22.50	75.00	143
0849401	03/30/2021	MCGRAW HILL EDUCATION	0109-4300	Balance Invoice 117187706001		36.76	144
0849402	03/30/2021	PACIFIC GAS & ELECTRIC	0100-5500	PG&E Acct# 3898652031-0	7.36		145
			0109-5500	PG&E Acct# 3898652031-0	3.15		146
			0169-5500	PG&E Acct# 3898652031-0	1,187.78	1,198.29	147
0849403	03/30/2021	Protzman Enterprises	0100-5800	SERVICE MARCH 2021	148.40		148
			0109-5800	SERVICE MARCH 2021	63.60	212.00	149
0849404	03/30/2021	SAFEGUARD SOLUTIONS	0109-4300	GLACIER TRACK TEAM		308.25	150
0849405	03/30/2021	STAPLES CONTRACT & COMMERCIAL	0100-4300	Composite Basketball	43.65		151
				Softsoap 6 count	11.12		152
				Ziploc bags, Pocket folder, Alksltzr	801.22		153
			0109-4300	Composite Basketball	18.70		154
				Softsoap 6 count	4.77		155
				Ziploc bags, Pocket folder, Alksltzr	343.37		156
			0169-4300	Credit for Invoice# 3459963357	173.04-	1,049.79	157
0849406	03/30/2021	TRUE VALUE	0100-4300	Hillman Fastener, Gloves	9.54		158
				Paper Towels, Kerosene, Bleach, Stihl HP mix. ETC	52.00		159
				Paper Towels, Vinegar, GooGone, Asst Dollar Items	19.21		160
			0109-4300	Hillman Fastener, Gloves	4.09		161
				Paper Towels, Kerosene, Bleach, Stihl HP mix. ETC	22.28		162
				Paper Towels, Vinegar, GooGone, Asst Dollar Items	8.23	115.35	163
0849407	03/30/2021	YM&C	0100-5800	SERVICES THROUGH 2/28/21	59.28		164
			0109-5800	SERVICES THROUGH 2/28/21	23.40		165

0849780	04/06/2021	360 ACCELERATOR	0169-5800	SERVICES THROUGH 2/28/21	73.32	156.00	166
			0100-5800	99 Accelerator Program	2,375.00		167
			0109-5800	99 Accelerator Program	937.50		168
			0169-5800	99 Accelerator Program	2,937.50	6,250.00	169
0849781	04/06/2021	VocoVision LLC	0169-5800	J. Duffy SLP 3-21-21		1,700.00	170
0849782	04/06/2021	ZOOM VIDEO COMMUNICATIONS, INC	0100-5800	Service 2/3/21 - 3/2/21	38.38		171
			0109-5800	Service 2/3/21 - 3/2/21	15.15		172
			0169-5800	Service 2/3/21 - 3/2/21	47.47	101.00	173
0850156	04/13/2021	ACCREDITING COMMISSION FOR SCH	0169-5300	Initial Visit Fee: 2020-2021		800.00	174
0850157	04/13/2021	CA DEPARTMENT OF TAX & FEE ADMINIST	0100-9580	2020 USE TAX FUND 0100, 0109	143.33		175
			0109-9580	2020 USE TAX FUND 0100, 0109	41.67	185.00	176
0850158	04/13/2021	COLLEGE BOARD	0169-4300	PSAT/NMSQT OCT 2020		51.00	177
0850159	04/13/2021	EMADCO DISPOSAL SERVICE INC.	0100-5800	WASTE DISPOSAL ACCT: 7108-002	174.36		178
			0109-5800	WASTE DISPOSAL ACCT: 7108-002	74.72	249.08	179
0850160	04/13/2021	LOR'S JANITORIAL	0169-5800	MARCH JANITORIAL SERVICES		3,400.00	180
0850161	04/13/2021	SCHOOL PATHWAYS LLC	0100-5800	PLSIS & PLS SUBSCRIPTION	969.28		181
			0109-5800	PLSIS & PLS SUBSCRIPTION	373.78		182
0850162	04/13/2021	SELF INSURED SCHOOLS OF CALIFO	0169-5800	PLSIS & PLS SUBSCRIPTION	1,125.70	2,468.76	183
			0100-9514	April SISC Billing	16,425.78		184
			0109-9514	April SISC Billing	7,337.81		185
			0169-9514	April SISC Billing	23,501.61	47,265.20	186
0850163	04/13/2021	SIERRA TELEPHONE, INC.	0100-5900	SERVICES APRIL 1 - APRIL 30	447.40		187
			0109-5900	SERVICES APRIL 1 - APRIL 30	191.75	639.15	188
0850164	04/13/2021	STAPLES CONTRACT & COMMERCIAL	0169-4300	STAPLES ORDER #7326194398		172.68	189
0850165	04/13/2021	TRUE VALUE	0100-4300	2pc Lopper Prune Set	23.37		190
				Credit Memo Invoice 241594	23.37-		191
				Elec Tape, Tape Measure, Hillman Fastener	18.77		192
				Enamel, PHL, Pipe Insul	28.91		193
				Kerosene Fuel	19.59		194
				PVC Pipe	6.90		195
				Saw Blade, chain, fogger, Floor Finish, ect.	111.32		196
			0109-4300	WHT Vinegar, Bleach, Kerosene, STIHL oil	40.80		197
				2pc Lopper Prune Set	10.02		198
				Credit Memo Invoice 241594	10.02-		199
				Elec Tape, Tape Measure, Hillman Fastener	8.04		200
				Enamel, PHL, Pipe Insul	12.39		201
				Kerosene Fuel	8.40		202
				PVC Pipe	2.95		203
				Saw Blade, chain, fogger, Floor Finish, ect.	47.71		204
				WHT Vinegar, Bleach, Kerosene, STIHL oil	17.49	323.27	205
				SERVICES THROUGH 3/31/2021	111.34		206
				SERVICES THROUGH 3/31/2021	43.95		207
			0169-5800	SERVICES THROUGH 3/31/2021	137.71	293.00	208
0850550	04/20/2021	Blas, Phillip L	0100-5200	P. BLASS MILEAGE MARCH 2021	82.35		209
			0109-5200	P. BLASS MILEAGE MARCH 2021	140.87		210
0850551	04/20/2021	CA CHARTER SCHOOLS ASSOCIATION	0169-5200	P. BLASS MILEAGE MARCH 2021	210.22	433.44	211
			0100-5200	J. Jeffers CCSA Registration	112.10		212
			0109-5200	J. Jeffers CCSA Registration	44.25		213
			0169-5200	J. Jeffers CCSA Registration	138.65	295.00	214
0850552	04/20/2021	COMCAST	0169-5900	SERVICE 4/01 - 4/30/21		1,451.45	215
0850553	04/20/2021	Cox, Michael S	0100-5200	M. COX MILEAGE MARCH, APRIL 2021	55.75		216
			0109-5200	M. COX MILEAGE MARCH, APRIL 2021	22.01		217
			0169-5200	M. COX MILEAGE MARCH, APRIL 2021	68.96	146.72	218
0850554	04/20/2021	DPS MEDIA	0100-5900	PONDEROSA APRIL 2021	81.90		219
0850555	04/20/2021	GOODFELLOW OCCUPATIONAL THERAPY,	0109-5900	PONDEROSA APRIL 2021	35.10	117.00	220
			0169-5800	OT SERVICE 3/01 - 3/22/21		1,380.00	221
0850556	04/20/2021	Hill, Greg	0109-5200	G. HILL MILEAGE MARCH 2021	120.40		222
0850557	04/20/2021	IMAGE 2000 INC.	0169-5200	G. HILL MILEAGE MARCH 2021	120.40	240.80	223
			0169-4300	WASTE TONER		70.76	224
0850558	04/20/2021	Northland Communications	0100-5900	SERVICE 4/01 - 4/31/21	521.50		225
0850559	04/20/2021	OAK MEADOW INCORPORATED	0109-5900	SERVICE 4/01 - 4/31/21	223.50	745.00	226
			0169-4200	MIDDLE SCHOOL ENGLISH MANUAL	32.33		227
0850560	04/20/2021	Rumohr, John W		Unpaid Sales Tax	2.33-	30.00	228
			0100-4300	RMB EQUIPMENT FOR ROV TEAM	105.22		229
0850561	04/20/2021	SADLIER INC	0109-4300	RMB EQUIPMENT FOR ROV TEAM	45.09	150.31	230
			0169-4200	GRAMMAR WRITING 7 GRADE		33.62	231
0850562	04/20/2021	SCHOLASTIC INC.	0100-4300	SCHOLASTIC ORDER	246.77		232
0850563	04/20/2021	TEACHING TEXTBOOKS		Unpaid Sales Tax	17.75-	229.02	233
			0109-4300	ALGEBRA 4.0 SUBSCRIPTION		67.08	234
			0169-5800	PRINT ADVERTISING		469.00	235
			0100-4300	COUPLING, HOSE WASHER	4.96		236
0850564	04/20/2021	The Buy Local Media Group		SPETRUM VORTEX, , RAIN DRIP LINE	22.23		237
			0109-4300	COUPLING, HOSE WASHER	2.12		238
				SPETRUM VORTEX, , RAIN DRIP LINE	9.52	38.83	239
				J. DUFFY SLP 1-10-21	850.00		240
0850566	04/20/2021	VocoVision LLC	0169-5800	J. DUFFY SLP 1-24-21	1,190.00		241
				J. DUFFY SLP 1-31-21	1,020.00		242
				J. DUFFY SLP 2-21-21	255.00		243
				J. DUFFY SLP 2-7-21	1,020.00		244
				J. DUFFY SLP 3-14-21	1,700.00		245
				J. DUFFY SLP 3-28-21	1,445.00		246
				J. DUFFY SLP 4-4-21	850.00	8,330.00	247
			0100-5900	Cell Phone APRIL 2021	28.50		248
				Cell Phone APRIL 2021	11.25		249
				Cell Phone APRIL 2021	35.25	75.00	250

0851244	04/28/2021	C.A. REDING CO., INC.	0100-5800	CONTRACT 4/18/21 TO 5/17/21	68.66		251
			0109-5800	CONTRACT 4/18/21 TO 5/17/21	27.10		252
			0169-5800	CONTRACT 4/18/21 TO 5/17/21	84.93	180.69	253
0851245	04/28/2021	Cox, Michael S	0100-5900	Cell Phone APRIL 2021	28.50		254
			0109-5900	Cell Phone APRIL 2021	11.25		255
			0169-5900	Cell Phone APRIL 2021	35.25	75.00	256
0851246	04/28/2021	Garcia, Nancy	0169-5200	EVO PREP, PEARSON CA Exams, Teachers Test Prep		913.00	257
0851247	04/28/2021	Garcia, Nancy	0169-5900	Cell Phone APRIL 2021		75.00	258
0851248	04/28/2021	Hagen, Eric A	0100-5200	EVO PREP, PEARSON CA Exams	393.30		259
			0100-5800	Facebook Ad - Teaching positions	100.02		260
				SURVEY MONKEY	145.92		261
			0109-5200	EVO PREP, PEARSON CA Exams	155.25		262
			0109-5800	SURVEY MONKEY	57.60		263
			0169-4300	ROV tether for student project	100.21		264
			0169-5200	EVO PREP, PEARSON CA Exams	486.45		265
				MILEAGE MARCH 2021	529.76		266
			0169-5800	Facebook Ad - Teaching positions	100.02		267
				GoDaddy - 1YR Domain Renewal ECS	31.16		268
				SURVEY MONKEY	180.48		269
				Unpaid Sales Tax	.47-	2,279.70	270
0851249	04/28/2021	Hagen, Eric A	0169-5900	Cell Phone APRIL 2021		75.00	271
0851250	04/28/2021	HARRY R. SAWL VANCOUVER COMPANY	0169-5600	LEASE MAY 2021		11,350.00	272
0851251	04/28/2021	Hill, Greg	0109-5900	Cell Phone APRIL 2021	37.50		273
			0169-5900	Cell Phone APRIL 2021	37.50	75.00	274
0851252	04/28/2021	IMAGE 2000 INC.	0100-5800	WS06 TONER SHIPPING	7.35		275
			0109-5800	WS06 TONER SHIPPING	3.15	10.50	276
0851253	04/28/2021	Jeffers, Jody L	0100-5900	Cell Phone APRIL 2021	28.50		277
			0109-5900	Cell Phone APRIL 2021	11.25		278
			0169-5900	Cell Phone APRIL 2021	35.25	75.00	279
0851254	04/28/2021	JOSTENS INC	0169-4300	DIPLOMA PLATE	69.12		280
				Unpaid Sales Tax	4.97-	64.15	281
0851255	04/28/2021	Klang, Mindy C	0100-4300	PE GAME - CORNHOLE	100.63		282
			0109-4300	PE GAME - CORNHOLE	43.12	143.75	283
0851256	04/28/2021	Klang, Mindy C	0100-5900	Cell Phone APRIL 2021	52.50		284
			0109-5900	Cell Phone APRIL 2021	22.50	75.00	285
0851257	04/28/2021	Mendoza, Ramon N	0100-4300	GAS FOR EQUIPEMENT	16.10		286
			0109-4300	GAS FOR EQUIPEMENT	6.90	23.00	287
0851258	04/28/2021	PITNEY BOWES GLOBAL FINANCIAL	0100-5900	DM125 DIGITAL MAILING SYSTEM	112.50		288
			0109-5900	DM125 DIGITAL MAILING SYSTEM	48.22	160.72	289
0851259	04/28/2021	PURCHASE POWER PITNEY BOWES	0169-5900	METER REFILL 3.26.21		58.99	290
0851260	04/28/2021	STAPLES CONTRACT & COMMERCIAL	0100-4300	ORDER 7328266666	859.06		291
			0109-4300	ORDER 7328266666	368.19		292
			0169-4300	HP TONER	103.75	1,331.00	293
0851261	04/28/2021	TRUE VALUE	0100-4300	15BG Galv Wire Stk, GT Poly Connector	8.27		294
				8x8 Strap, 20GA Strap	12.04		295
			0109-4300	15BG Galv Wire Stk, GT Poly Connector	3.55		296
				8x8 Strap, 20GA Strap	5.16	29.02	297
0851262	04/28/2021	VocoVision LLC	0169-5800	J. DUFFY TELE SLP 4/11/21	1,105.00		298
				J. DUFFY TELE SLP 4/18/21	1,105.00	2,210.00	299
0851650	05/04/2021	360 ACCELERATOR	0100-5800	99 Accelerator Program Fee May 2021	475.00		300
			0109-5800	99 Accelerator Program Fee May 2021	187.50		301
			0169-5800	99 Accelerator Program Fee May 2021	587.50	1,250.00	302
0851651	05/04/2021	Buca, Irina D	0169-4300	FASHION & DESIGN CLASS		50.00	303
0851652	05/04/2021	CA CHARTER SCHOOLS ASSOCIATION	0169-5300	ECS SSCA MEMBERSHIP THROUGH 12/31/2021		686.00	304
0851653	05/04/2021	CAPITOL PIPE & SUPPLY INC.	0100-4300	STREAM BUBBLER W/ SPIKE	10.37		305
			0109-4300	STREAM BUBBLER W/ SPIKE	4.45	14.82	306
0851654	05/04/2021	HOFFMAN ELETRONIC SYSTEMS	0100-5800	SECURITY SERVICE	21.00		307
				SECURITY SERVICE 5/01 -5/31/21	21.00		308
			0109-5800	SECURITY SERVICE	9.00		309
				SECURITY SERVICE 5/01 -5/31/21	9.00	60.00	310
0851655	05/04/2021	IMAGE 2000 INC.	0100-5800	CONTRACT C10084-FN-07	264.29		311
			0109-5800	CONTRACT C10084-FN-07	113.27		312
			0169-5800	CONTRACT C10084-FN-07	405.27	782.83	313
0851656	05/04/2021	PACIFIC GAS & ELECTRIC	0100-5500	PG&E ACCT: 3898652031-0	6.67		314
			0109-5500	PG&E ACCT: 3898652031-0	2.86		315
			0169-5500	PG&E ACCT: 3898652031-0	870.50	880.03	316
0851657	05/04/2021	STAPLES CONTRACT & COMMERCIAL	0100-4300	LENOVO THINKPAD & USB-C DOCK	165.93		317
				ROUND CLOCK	26.02		318
			0100-4400	LENOVO THINKPAD & USB-C DOCK	1,610.32		319
			0109-4300	Credit: Invoice 3474446030	3.43-		320
				LENOVO THINKPAD & USB-C DOCK	71.11		321
				Replacement Comet Cleaner	3.43		322
				ROUND CLOCK	11.14		323
			0109-4400	LENOVO THINKPAD & USB-C DOCK	690.13	2,574.65	324
0851658	05/04/2021	ZOOM VIDEO COMMUNICATIONS, INC	0100-5800	ZOOM OVERAGE FEE & CLOUD RECORDING	70.30		325
			0109-5800	ZOOM OVERAGE FEE & CLOUD RECORDING	27.75		326
			0169-5800	ZOOM OVERAGE FEE & CLOUD RECORDING	86.95	185.00	327
0852142	05/11/2021	CARRIE JENKINS PHOTOGRAPHY	0100-5800	PHOTO CD, PVC ID CARDS	205.35		328
			0109-5800	PHOTO CD, PVC ID CARDS	88.01	293.36	329
0852143	05/11/2021	COLLEGE BOARD	0109-4300	PSAT/NMSQT OCT 2020		136.00	330
0852144	05/11/2021	Cox, Michael S	0100-5800	FINGER PRINTS FEE	9.50		331
			0109-5800	FINGER PRINTS FEE	3.75		332
			0169-5800	FINGER PRINTS FEE	11.75	25.00	333
0852145	05/11/2021	EMADCO DISPOSAL SERVICE INC.	0100-5800	TRASH DISPOSAL SERVICE	174.36		334
			0109-5800	TRASH DISPOSAL SERVICE	74.72	249.08	335

0852146	05/11/2021	GOODFELLOW OCCUPATIONAL THERAPY,	0169-5800	1/04/21 - 4/30/21 OT SERVICES		2,122.50	336
0852147	05/11/2021	Hagen, Eric A	0100-5800	GO-DADDY DOMAIN RENEWAL	35.70		337
				WEEBLY PRO EDUCATION WEBSITE ACCT	15.18		338
			0109-5800	GO-DADDY DOMAIN RENEWAL	14.09		339
				WEEBLY PRO EDUCATION WEBSITE ACCT	5.99		340
			0169-5800	GO-DADDY DOMAIN RENEWAL	44.15		341
				WEEBLY PRO EDUCATION WEBSITE ACCT	18.78	133.89	342
0852148	05/11/2021	JOSTENS INC	0169-4300	ENDEAVOR CHARTER COVER		280.54	343
0852149	05/11/2021	LOR'S JANITORIAL	0169-5800	APRIL 2021 SERVICES		3,286.27	344
0852150	05/11/2021	Protzman Enterprises	0100-5800	MARCH 2021 SERVICES	178.50		345
			0109-5800	MARCH 2021 SERVICES	76.50	255.00	346
0852151	05/11/2021	SAFEGUARD SOLUTIONS	0109-4300	4 3X8 BANNERS	177.22		347
			0169-4300	4 3X8 BANNERS	177.22	354.44	348
0852152	05/11/2021	SAN JOAQUIN CO OFFICE OF ED	0100-5800	EDJOIN ONE YEAR TERM	285.00		349
			0109-5800	EDJOIN ONE YEAR TERM	112.50		350
			0169-5800	EDJOIN ONE YEAR TERM	352.50	750.00	351
0852153	05/11/2021	SCHOOL PATHWAYS LLC	0100-5800	PLSIS SOFTWARE SUBSCRIPTION	961.33		352
			0109-5800	PLSIS SOFTWARE SUBSCRIPTION	374.28		353
			0169-5800	PLSIS SOFTWARE SUBSCRIPTION	1,123.05	2,458.66	354
0852154	05/11/2021	SIERRA TELEPHONE, INC.	0100-5900	MAY 01 - MAY 31 SERVICE	497.15		355
			0109-5900	MAY 01 - MAY 31 SERVICE	213.07	710.22	356
0852155	05/11/2021	STAPLES CONTRACT & COMMERCIAL	0109-4300	Credit for Invoice: 3474924718	37.16-		357
				staples order: 7328266666	80.66		358
			0169-4300	staples order: 7328936728	164.66		359
			0169-4700	staples order: 7328936728	196.80	404.96	360
0852156	05/11/2021	ZOOM VIDEO COMMUNICATIONS, INC	0100-5800	CLOUD RECORDING	89.30		361
			0109-5800	CLOUD RECORDING	35.25		362
			0169-5800	CLOUD RECORDING	110.45	235.00	363
total Number of Chec	150		230,985.67				
Count	Amount	Cancel		1	1.00		
Fund Summary	Fund	Description	Check Count	Expensed Amount			
0100	GENERAL FUND		90	62,051.48			
0109	INDEPEDENT CHARTER		100	28,759.99			
0169	Endeavor Charter Schoo		101	140,296.33			
al Number of Che	149		231,107.80	ss Unpaid Sales Tax Liabil	123.13	Net (Check Amount)	230,984.67
authorization of	Page -1 of 1	055 - Western Sierra Charter Schools	Vargas (EVARGAS), May 13 2021 8:59AM				

BYLAWS
OF
WESTERN SIERRA CHARTER SCHOOLS
(A California Nonprofit Public Benefit Corporation)

(Board Approval 7/28/08)
(Last Amended 6/14/17)

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is Western Sierra Charter Schools.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 41267 Highway 41 Oakhurst, California 93644, County of Madera, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote California charter schools. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This corporation’s assets are irrevocably dedicated to public benefit purposes as set forth in each of the charter petitions respectively. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law.

ARTICLE VII BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (“Board”). The Board may delegate the management of the corporation’s activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with

the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

- b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of members.
- c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than five and no more than eight, unless changed by amendments to these bylaws; provided that one seat shall be reserved, at all times, for one Representative selected by each granting agency pursuant to California Education Code Section 47604(c). Other than directors appointed pursuant to Education Code Section 47604(c), all directors shall be designated by the existing Board of Directors. All directors are to be designated at the corporation's annual meeting of the Board of Directors. The Board of Directors shall consist of at least five directors unless changed by amendment to these bylaws.

The Board shall elect the Directors by the vote of a majority of the Directors then in office, whether or not the number of Directors in office is sufficient to constitute a quorum, or by the sole remaining Director.

Eligibility. The Board may elect any person who in its discretion it believes will serve the interests of the corporation faithfully and effectively.

Board Composition. The WSCS Governing Board will be composed of representatives of the following constituencies:

- a. Two parents from the Fresno area
- b. Two parents from the Oakhurst area
- c. One member from each of the charter authorizing school districts, if the District so chooses
- d. One community member from the Fresno area
- e. One community member from the Oakhurst area

Section 4. STAFF LIAISON TO THE BOARD. The Board of Directors may elect a Staff Liaison(s) to the Board who will be employee(s) of the Charter School. The Staff Liaison will regularly attend Board meetings and be encouraged to participate in public comment and provide information regarding issues concerning Charter School employees.

Section 5. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 6. DIRECTORS' TERM.

- a. Each Director shall continue for three years.
- b. No Director, other than the authorizing school district representative, may serve for more than six (6) consecutive years.

Section 7. NOMINATIONS In the event of immanent vacancy on the Board, any current Board director may recommend to the Board a qualified candidate for election to the Board of Directors.

Section 8. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. No corporation funds may be expended to support a nominee.

Section 9. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; or (d) the failure of the members, at any meeting of members at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting; and (e) termination of employment with the Charter School.

Section 10. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 11. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 12. REMOVAL OF DIRECTORS. Any director, except for the representative appointed by a charter authorizer, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that

purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). A representative designated by a charter authorizer may be removed without cause by the charter authorizer or with the written consent of the charter authorizer. Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 13. **VACANCIES FILLED BY BOARD.** Vacancies on the Board of Directors, except for the representative appointed by the charter authorizer, may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the unanimous consent of the directors then in office, (b) the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code Section 5211, or (c) a sole remaining director. A vacancy in the seat of the representative of a charter authorizer shall be filled by the charter authorizer.

Section 14. **NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS.** Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 15. **PLACE OF BOARD OF DIRECTORS MEETINGS.** Meetings shall be held at the principal office of the Corporation. The Board of Directors may designate that a meeting be held at any place within the physical boundaries of the county in which the greatest number of pupils enrolled in the charter schools managed by the Corporation reside that is in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation and Education Code Section 47604.1.

Section 16. **MEETINGS; ANNUAL MEETINGS.** All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) and Education Code Section 47604.1.

The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board of Directors.

Section 17. **REGULAR MEETINGS.** Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. Notice of the agenda will be posted physically at locations that can be accessed at all times at each school site and on the Charter School's website homepage with a prominent and direct link.

Section 18. **SPECIAL MEETINGS.** Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an

officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 19. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to each director and to the public through the posting of an agenda.

Notice of the agenda will be posted physically at locations that can be accessed at all times at each school site and on the Charter School's website homepage with a prominent and direct link.

Notice to be provided to each of the Board Directors pursuant to the Brown Act.

Section 20. QUORUM. A majority of the voting directors then in office shall constitute a quorum. If a quorum is present, the affirmative vote of the majority of the voting power represented at the meeting, entitled to vote, and voting on any matter shall be a decision of the Board of Directors. Should there be fewer than a majority of the directors present at any meeting, the meeting shall be adjourned. Voting directors may not vote by proxy.

Section 21. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the county in which the greatest number of pupils enrolled in charter schools managed by the Corporation reside
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

¹ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

Section 22. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 23. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more voting directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Amend or repeal bylaws or adopt new bylaws;
- d. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- e. Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- f. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- g. Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest.

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act (“FERPA”) as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be President, a Secretary, and a Chief Financial Officer. The corporation, at the Board’s direction, may also have a Chairman of the Board, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws. The officers in addition to the corporate duties set forth in this Article VIII shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint and authorize the Chairman of the Board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. The President shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 9. PRESIDENT. Subject to such supervisory powers as the Board of Directors may give to the Chairman of the Board, if any, and subject to the control of the Board, the President shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment agreement, or job specification. In the absence of the Chairman of the Board, the President shall preside at Board of Directors' meetings. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 10. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the directors present at Board of Directors and committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Treasurer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Treasurer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Treasurer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Treasurer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX CONTRACTS WITH DIRECTORS

Section 1. **CONTRACTS WITH DIRECTORS.** The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's directors are directors have a material financial interest).

ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

ARTICLE XI LOANS TO DIRECTORS AND OFFICERS

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XII INDEMNIFICATION

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set

forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII INSURANCE

Section 1. **INSURANCE.** This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** This corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

ARTICLE XV INSPECTION RIGHTS

Section 1. **DIRECTORS' RIGHT TO INSPECT.** Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours. If the corporation has no business office in

California, the Secretary shall, on the written request of any director, furnish to that director a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XVI REQUIRED REPORTS

Section 1. **ANNUAL REPORTS.** The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. **ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS.** As part of the annual report to all directors, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

- a. Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
 - (1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
 - (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

**ARTICLE XVII
BYLAW AMENDMENTS**

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall make any provisions of these Bylaws inconsistent with that Charter, the corporation's Articles of Incorporation, or any laws.

**ARTICLE XVIII
FISCAL YEAR**

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the Western Sierra Charter Schools, a California nonprofit public benefit corporation; that these bylaws, consisting of 13 pages, are the bylaws of this corporation as adopted by the Board of Directors on _____; and that these bylaws have not been amended or modified since that date.

Executed on _____ at _____, California.

_____, Secretary

BYLAWS
OF
WESTERN SIERRA CHARTER SCHOOLS
(A California Nonprofit Public Benefit Corporation)

(Board Approval 7/28/08)
(Last Amended 6/14/17)

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is Western Sierra Charter Schools.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 41267 Highway 41 Oakhurst, California 93644, County of Madera, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote California charter schools. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This corporation’s assets are irrevocably dedicated to public benefit purposes as set forth in each of the charter petitions respectively. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law.

ARTICLE VII BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (“Board”). The Board may delegate the management of the corporation’s activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with

the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

- b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of members.
- c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than five and no more than eight, unless changed by amendments to these bylaws; provided that one seat shall be reserved, at all times, for one Representative selected by each granting agency pursuant to California Education Code Section 47604(c). Other than directors appointed pursuant to Education Code Section 47604(c), all directors shall be designated by the existing Board of Directors. All directors are to be designated at the corporation's annual meeting of the Board of Directors. The Board of Directors shall consist of at least five directors unless changed by amendment to these bylaws.

The Board shall elect the Directors by the vote of a majority of the Directors then in office, whether or not the number of Directors in office is sufficient to constitute a quorum, or by the sole remaining Director.

Eligibility. The Board may elect any person who in its discretion it believes will serve the interests of the corporation faithfully and effectively.

Board Composition. The WSCS Governing Board will be composed of representatives of the following constituencies:

- a. Two parents from the Fresno area
- b. Two parents from the Oakhurst area
- c. One member from each of the charter authorizing school districts, if the District so chooses
- d. One community member from the Fresno area
- e. One community member from the Oakhurst area

Section 4. STAFF LIAISON TO THE BOARD. The Board of Directors may elect a Staff Liaison(s) to the Board who will be employee(s) of the Charter School. The Staff Liaison will regularly attend Board meetings and be encouraged to participate in public comment and provide information regarding issues concerning Charter School employees.

Section 5. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 6. DIRECTORS' TERM.

- a. Each Director shall continue for three years.
- b. No Director, other than the authorizing school district representative, may serve for more than six (6) consecutive years.

Section 7. NOMINATIONS In the event of immanent vacancy on the Board, any current Board director may recommend to the Board a qualified candidate for election to the Board of Directors.

Section 8. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. No corporation funds may be expended to support a nominee.

Section 9. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; or (d) the failure of the members, at any meeting of members at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting; and (e) termination of employment with the Charter School.

Section 10. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 11. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 12. REMOVAL OF DIRECTORS. Any director, except for the representative appointed by a charter authorizer, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that

purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). A representative designated by a charter authorizer may be removed without cause by the charter authorizer or with the written consent of the charter authorizer. Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 13. **VACANCIES FILLED BY BOARD.** Vacancies on the Board of Directors, except for the representative appointed by the charter authorizer, may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the unanimous consent of the directors then in office, (b) the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code Section 5211, or (c) a sole remaining director. A vacancy in the seat of the representative of a charter authorizer shall be filled by the charter authorizer.

Section 14. **NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS.** Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 15. **PLACE OF BOARD OF DIRECTORS MEETINGS.** Meetings shall be held at the principal office of the Corporation. The Board of Directors may designate that a meeting be held at any place within the physical boundaries of the county in which the greatest number of pupils enrolled in the charter schools managed by the Corporation reside that is in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation and Education Code Section 47604.1.

Section 16. **MEETINGS; ANNUAL MEETINGS.** All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) and Education Code Section 47604.1.

The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board of Directors.

Section 17. **REGULAR MEETINGS.** Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. Notice of the agenda will be posted physically at locations that can be accessed at all times at each school site and on the Charter School's website homepage with a prominent and direct link.

Section 18. **SPECIAL MEETINGS.** Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an

officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 19. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to each director and to the public through the posting of an agenda.

Notice of the agenda will be posted physically at locations that can be accessed at all times at each school site and on the Charter School's website homepage with a prominent and direct link.

Notice to be provided to each of the Board Directors pursuant to the Brown Act.

Section 20. QUORUM. A majority of the voting directors then in office shall constitute a quorum. If a quorum is present, the affirmative vote of the majority of the voting power represented at the meeting, entitled to vote, and voting on any matter shall be a decision of the Board of Directors. Should there be fewer than a majority of the directors present at any meeting, the meeting shall be adjourned. Voting directors may not vote by proxy.

Section 21. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the county in which the greatest number of pupils enrolled in charter schools managed by the Corporation reside
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

¹ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

Section 22. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 23. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more voting directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Amend or repeal bylaws or adopt new bylaws;
- d. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- e. Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- f. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- g. Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest.

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act (“FERPA”) as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be President, a Secretary, and a Chief Financial Officer. The corporation, at the Board’s direction, may also have a Chairman of the Board, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws. The officers in addition to the corporate duties set forth in this Article VIII shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint and authorize the Chairman of the Board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. The President shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 9. PRESIDENT. Subject to such supervisory powers as the Board of Directors may give to the Chairman of the Board, if any, and subject to the control of the Board, the President shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment agreement, or job specification. In the absence of the Chairman of the Board, the President shall preside at Board of Directors' meetings. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 10. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the directors present at Board of Directors and committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Treasurer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Treasurer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Treasurer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Treasurer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX CONTRACTS WITH DIRECTORS

Section 1. **CONTRACTS WITH DIRECTORS.** The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's directors are directors have a material financial interest).

ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

ARTICLE XI LOANS TO DIRECTORS AND OFFICERS

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XII INDEMNIFICATION

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII INSURANCE

Section 1. **INSURANCE.** This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** This corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

ARTICLE XV INSPECTION RIGHTS

Section 1. **DIRECTORS' RIGHT TO INSPECT.** Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any director, furnish to that director a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XVI REQUIRED REPORTS

Section 1. **ANNUAL REPORTS.** The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. **ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS.** As part of the annual report to all directors, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

- a. Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
 - (1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
 - (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

ARTICLE XVII BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall make any provisions of these Bylaws inconsistent with that Charter, the corporation's Articles of Incorporation, or any laws.

ARTICLE XVIII FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the Western Sierra Charter Schools, a California nonprofit public benefit corporation; that these bylaws, consisting of 13 pages, are the bylaws of this corporation as adopted by the Board of Directors on _____; and that these bylaws have not been amended or modified since that date.

Executed on _____ at _____, California.

_____, Secretary

Western Sierra Charter Schools TECHNOLOGY USE POLICY AND AGREEMENT

Introduction

In today's educational environment, technology provides a vast spectrum of excellent educational tools that allow students to access a wide variety of information to supplement academic study, conduct research, enhance projects and much, much more. Accordingly, the Internet is a place for the exchange of ideas, information, perspectives and experiences that allows students to access a wide variety of information to supplement academic endeavors. The Western Sierra Charter Schools (Mountain Home School, Glacier High School and Endeavor Charter School), hereafter individually and collectively referred to as "Charter Schools" provides students with technology capable of accessing the Internet to further their education and research. Technology, and thus the Internet, provides access to people across the world which includes access to materials that do not have educational value in a school setting. As such, students may encounter information and ideas they may consider obscene, controversial, abusive, or otherwise offensive. Despite these risks, the Charter School believes that the value of the educational information available on the Internet outweighs the risk that students may access information that is not consistent with educational principles, goals and purposes.

Western Sierra Charter Schools has developed and adopted this Student Technology Use Agreement Policy ("Policy") to ensure that student access to technology and use of the Internet is consistent with the educational goals and purposes of the Western Sierra Charter Schools. This Policy sets forth student responsibilities and duties when technology issued and maintained by Western Sierra Charter Schools is employed to access and use the Internet, applicable educational tools and productivity resources, regardless of setting and location. Western Sierra Charter Schools has deemed certain uses of the Internet inappropriate for an educational setting and therefore not appropriate for use with Charter School equipment and resource networks. Western Sierra Charter Schools stresses that an inappropriate use does not always mean that the use is in itself "bad" or illegal, but only that the use does not further the educational goals and purposes of any Charter School.

In addition to the below identified policies, Western Sierra Charter Schools will employ technology protection measures that protect against Internet access (by both minors and adults) to visual depictions that are sexual in nature, obscene, child pornography, harmful to minors. These measures may include, but are not limited to, installing a blocking system to block specific internet sites, setting Internet browsers to block access to adult sites, using a filtering system that will filter all Internet traffic and report potential instances of misuse to administration and using a spam filter.

Students are reminded that their use of Charter School equipment and technology resources reflect upon the Charter School, and Students should guide their activities accordingly

Western Sierra Charter Schools TECHNOLOGY USE POLICY AND AGREEMENT

Google Workspace for Education

Western Sierra Charter Schools, uses Google Workspace for Education, Google Workspace for Education is a set of education productivity tools from Google including Gmail, Calendar, Docs, Classroom, and more used by tens of millions of students and teachers around the world. At Western Sierra Charter Schools, students will use their Google Workspace for Education accounts to complete assignments, communicate with their teachers, sign into their Chromebooks, and learn 21st century digital citizenship skills. A summary of these tools and others can be found at:
https://workspace.google.com/terms/user_features.html

In addition, we also allow students to access certain other Google services with their Google Workspace for Education accounts. Specifically, your child may have access to the following “Additional Services”: YouTube, Blogger, Google Maps, Google Earth, App Maker, Google Photos

Google provides information about the information it collects, as well as how it uses and discloses the information it collects from Google Workspace for Education accounts in its Google Workspace for Education Privacy Notice. You can read that notice online at
https://workspace.google.com/terms/education_privacy.html

Student Responsibilities

1. Use Limited to an Educational Purpose

The Student acknowledges that access to the Internet via Charter School technology and campus resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. The Student recognizes that he or she has a duty to use Charter School technology and campus resource networks only in a manner specified in the Policy.

a. Educational Purpose

“Educational purpose” means classroom activities, research in academic subjects, career or professional development activities, research in matters of civic importance or that further citizenship in a democratic society, Charter School approved personal research activities, or other purposes as defined by the Charter School from time to time.

b. Inappropriate Use

An “inappropriate use” is one that is inconsistent with an educational purpose or that is in clear violation of Charter School policy.

2. Plagiarism and Academic Fraud (Cheating)

Researching information and incorporating that information into a student's work is an acceptable educational use, but students have an obligation to credit and acknowledge the source of information. Accordingly, the Student acknowledges that plagiarism is

Western Sierra Charter Schools

TECHNOLOGY USE POLICY AND AGREEMENT

inappropriate and unacceptable and is considered cheating. Plagiarism means the copying of a phrase, a sentence, or a longer passage from a source written by someone else and claiming the written work as the student's original work. Student agrees that when quoting from information obtained on the Internet, he or she will acknowledge the source through quotation or any academically accepted form of notation.

The teacher's first assumption will be that work a student turns in is the student's own and that what a student says is true. However, WSCS teachers keep a close eye on academic fraud (cheating) and the consequences are severe. WSCS maintains what could be called a "Zero Tolerance" policy regarding cheating. For more examples of cheating refer to the Parent/Student Handbook. The consequences are as follows:

1st time caught cheating

- A. Student receives a Non-Compliance notice
- B. Student receives a failing grade on the assignment
- C. Student's semester grade in that course is automatically lowered by one grade

2nd time caught cheating

- A. Student is dis-enrolled from school with the Non-Compliance exit letter in CUM file stating reason
- B. Student receives a failing grade in the class in which he or she cheated

3. Copyright

Student agrees that he or she will not use Charter School technology or campus resource networks to download or print text, music, or pictures for the purpose of selling or giving the files to others unless specifically authorized by the Charter School and the owner of the copyrighted material.

4. Communication

Student agrees that he or she will use Charter School technology and internet resources or campus resource networks to communicate in a lawful, polite, and respectful way to others. This means that all of the following examples are not allowed:

- A. Student will not post on newsgroups, social media, or other message posting systems any communication containing profanity, racially disparaging remarks, or lewd and/or obscene language.
- B. Student will not at any time use speech that is not appropriate for an educational setting. Examples of speech that is not appropriate for an educational setting includes, but is not limited to, inflammatory language, profanity, personal attacks, harassment, threats to do personal harm or other criminal activity, and language that is intended to be racially derogatory.
- C. Student will not make threats against others.
- D. Student will not reveal personal information about others.
- E. Student will not use email to send chain letters or "spam" email to a list of people or to an individual. Excessive email use may constitute grounds for suspecting misuse.

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- F. Student will not place illegal information on the Internet, nor will Student use the Internet or technology in any way that violates federal, state, or local law.
- G. Student will not give out to any other Internet user or post on the Internet his or her name, address, or telephone number unless expressly authorized by the Charter School in writing.

In instances of misuse or suspected misuse, in addition to any disciplinary actions appropriate, the Student's parent or guardian may be granted access to the Student's email files.

5. Illegal, Dangerous Activities and Hacking

Student shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law. Student shall not access information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to the Charter School, other students, or the community. Additionally, Student shall not damage, debilitate or disable computers, computer networks or systems. Whether through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs. Student shall not engage in any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers. Student shall not use any web browser or other tools to evade restrictions or circumvent security settings on what programs or websites Students can run on the Charter School's computers or other technology resources.

6. Obscene Materials

Student acknowledges that obscene materials do not further an educational purpose. Accordingly, Student shall not use the Internet to access, upload, download, distribute, or transmit obscene materials or images. Obscene materials include, but are not limited to, materials that offend generally accepted social standards. This includes the access of or retrieval of any sexually explicit materials, and materials that are pornographic, abusive or threatening. Students are to exercise their best judgment when encountering sexually explicit or obscene materials. As a general rule, if the material could not be openly displayed in a classroom setting without violating generally accepted social standards, the material is obscene for purposes of this Policy and must not be accessed. Student further agrees that he or she will not access any Internet site which requires the Student to state that he or she is eighteen years of age or older as a condition of accessing the site.

7. Supervision and Student Privacy

Students shall have no expectation of confidentiality or privacy with respect to any usage of a school-owned equipment, school email account or school document storage (ie Google Drive), regardless of whether that use is for school-related or personal purposes (which is prohibited), other than as specifically provided by law. In order to comply with the Children's Internet Protection Act (CIPA), the WSCS shall filter student internet access when using the Chromebook. Internet filtering shall be in place both when the Chromebook is being used in school, as well as when it is being used away from the WSCS network.

Western Sierra Charter Schools

TECHNOLOGY USE POLICY AND AGREEMENT

WSCS will log, monitor and supervise use of WSCS- owned Chromebooks and applications (ie. Google Classroom, Email, Docs, Drive) and google applications at any time. By using a school-owned Chromebook and applications, students acknowledges this logging, monitoring, and supervision of their use.

WSCS shall not, at any time, remotely turn on or operate a students camera or microphone without the students knowledge.

Student acknowledges that computer equipment, Internet access networks are owned by the Charter School and provided to students for educational purposes. Student acknowledges that technology and equipment issued by The Charter School may be tracked using geo-location tracking technologies ("Geo Tracking"). The Charter School will provide staff to monitor and supervise all Student access to computer equipment, campus access networks and Internet access networks. To facilitate monitoring of activities, computer screens will be positioned so that they are visible to the staff member supervising the students. The Charter School also reserves the right to access stored computer records to assure compliance with this Policy. Student is aware that communication over Charter School owned networks is not private and acknowledges that email and records of Internet activities will be accessed under, but not limited to, the following circumstances:

- A. Routine system maintenance.
- B. General inspection or monitoring, with or without notice to Student.
- C. Specific review of individual files or monitoring of individual activity, with or without notice to Student, if there is suspicion that Student is engaging in inappropriate use.

8. Responsibility for Chromebooks or Computers, School Equipment, and Related Peripherals

Student is solely responsible for the School Equipment assigned to them and shall adhere to the following terms and conditions:

- A. Student shall be actively enrolled in a WSCS school.
- B. Student shall comply with Technology Use Policy and student handbook for Staff and Students" when using School Equipment.
- C. Student participating in workshops or classes should bring their Chromebooks or Computer to school and make sure it is fully charged. (Note, a fully charged Chromebook should last the length of a school day). If the Chromebook or Computer is missing from school for an extended period of time, the device shall be considered stolen and a police report may be filed.
- D. Student shall be the exclusive user of this device and shall not grant access to any other individual or student.
- E. Student shall sign into the Chromebook or Computer using their WSCS assigned Google Apps for Education account.
- F. Student shall treat their device with care and never leave it in an unsecured location.
- G. Student shall keep their device in a protective case when traveling.
- H. Student shall not remove or interfere with the serial number and other identification tags on the School Equipment.
- I. Student shall not attempt to disassemble, remove or change the physical

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structure of the Equipment, including the keys, screen cover or protective casing.

- J. Student shall not attach stickers or labels to the Equipment or add any markings to the Equipment or school provided shell.
- K. Student shall not attempt to install or run any operating system on the Chromebook other than the ChromeOS operating system supported by the school or whatever operating system on the provided computer.
- L. Student shall keep the device issued to them clean and shall not touch the screen with anything (e.g., finger, pen, pencil, etc.) other than approved computer screen cleaners.
- M. Student shall promptly report any problems with their equipment to one of their teachers or by directly emailing support@wscsfamily.org
- N. Student shall return School Equipment and additionally issued peripherals in good working order to WSCS at the end of each school year, at the request of the Administration of the Western Sierra Charter Schools, or at the time of transfer or withdrawal from the Charter School. Failure to return the computer or equipment in good working order shall result in the student/parents/guardian being responsible for the full replacement cost of the computer, equipment, and peripherals.
- O. Charter School shall repair or replace damaged equipment and/or peripherals resulting from normal use. The cost of all other breakages, accidental or intentional, shall be the responsibility of Student. These instances shall be reviewed on a case by case basis by the school principal and Director of Technology. Charter School shall make its best attempt to purchase replacement parts at the best possible price.
- P. Loss or theft of the device or equipment is the responsibility of the student/parent/guardian and shall result in the student/parent/guardian being charged the full replacement cost.
- Q. Optional insurance through a third party provider shall be made available for Student to purchase. Some items may be covered by an existing homeowners/renters policy. It is the responsibility of the parent and/or guardian to check insurance agent about this possibility.

9. Spare Equipment and Lending

If the Chromebook or computer issued to a student is inoperable, the school has a limited number of spare devices for use while the original Chromebook or device is repaired or replaced. This agreement shall remain in effect and is applicable to loaner computers. The student may not opt to keep an inoperable Chromebook to avoid doing classwork due to loss or damage. If a student does not bring his/her Chromebook or computer to school, the student may be required to borrow a device from the school based on direction from his/her teacher.

10. Digital Citizenship

Student must follow the six conditions of being a good digital citizen as follows:

- A. **Respect Yourself.** “I will show respect for myself through my actions. I will select online names that are appropriate, I will consider the information and images that I post online. I will consider what personal information about my life, experiences, experimentation or relationships I post. I will not be obscene.”

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- B. **Protect Yourself.** “I will ensure that the information, images and materials I post online will not put me at risk. I will not publish my personal details, contact details or a schedule of my activities. I will report any attacks or inappropriate behavior directed at me. I will protect passwords, accounts and resources.”
- C. **Respect Others.** “I will show respect to others. I will not use electronic mediums to antagonize, bully, harass or stalk other people. I will show respect for other people in my choice of websites; I will not visit sites that are degrading, pornographic, racist or inappropriate. I will not abuse my rights of access and I will not enter other people's private accounts, spaces or areas.”
- D. **Protect Others.** “I will protect others by reporting abuse, not forwarding inappropriate materials or communications; I will moderate unacceptable materials and conversations, and not visit sites that are degrading, pornographic, racist or inappropriate.”
- E. **Respect Intellectual Property.** “I will request permission to use resources. I will suitably cite any and all use of websites, books, media etc. I will acknowledge all primary sources. I will validate information. I will use and abide by the fair use rules.”
- F. **Protect Intellectual Property.** “I will request to use the software and media others produce. I will use free and open source alternatives rather than pirating software. I will purchase, license and register all software. I will purchase my music and media, and refrain from distributing these in a manner that violates their licenses. I will act with integrity.”

11. Commercial Activities

Student agrees that Student will not use the Internet to buy or sell, or attempt to buy or sell, any service or product unless authorized by the Charter School in writing.

12. Information About Others.

Student agrees that he or she will not make any statement or post any communication on the Internet about another person that he or she knows or suspects to be untrue.

13. Violation of Policy

The Student acknowledges that violation of this Policy can result in a loss of all Internet access and email privileges. If Student violates this Policy, or in any other way uses Charter School technology in a manner that is not consistent with educational uses, the Student will be promptly notified that he or she has violated the Policy. The Student will be given the opportunity to explain why the Charter School should deem the activity in question a use consistent with the educational purposes stated in this Policy. If the Charter School deems that the use is inconsistent with the educational purposes stated in this Policy, the Charter School may terminate the Student's Internet and computer privileges. However, because one of the educational purposes in providing technology is to teach students to use such technology, including the Internet, appropriately and responsibly. The Charter School reserves the right to fashion penalties to specific concerns or specific violations and Student acknowledges that he or she may receive penalties less than full termination of technology, Internet or email privileges. Such penalties may include, but are not limited to, restricted

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access to technology, restricted access to Internet or supervised access to Internet and email.

Student also acknowledges that the Charter School will contact the proper legal authorities if the Charter School concludes or suspects that the Student's use of school issued technology is a violation of any law or otherwise constitutes an illegal activity.

ACKNOWLEDGEMENT OF THE TERMS OF THE CHARTER SCHOOL'S INTERNET USE POLICY

I, _____, parent or guardian of _____ have read and understand the Student Technology Use Policy and Agreement and agree to the terms and conditions that are set out in the Policy.

Parent's Signature

I, _____, have read and understand the Student Technology Use Policy and Agreement and agree to the terms and conditions that are set out in the Policy.

Student's Signature

Adopted: 1/20/2010

Revised: 5/5/2017

Revised: 4/7/2021 (pending approval)

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

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

LEA Name	Contact Name and Title	Email and Phone
Mountain Home School Charter	Michael Cox Director	Director 559--642--1422

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

Goal 1

Increase the utilization and application of the Common Core State Standards in Mathematics

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator We will see a new total of at least 75% of instructional staff having completed 5 hours in assessment use and interpretation during the prior 24 month period. 19-20 Student improvement in math as measured by internal assessment measures and/or SBAC. Baseline The majority of instructional staff have participated in at least 5 hours of training in assessment interpretation.	Due to the impact of the COVID-19 pandemic, all end of year CAASPP and our own internal benchmark testing with NWEA was suspended. Mountain Home School submitted a COVID-19 Operations Written Report. Instructional staff continued to receive ongoing training in assessment interpretation at regular, monthly staff meetings as well as NWEA webinars.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to research, develop, and evaluate targeted instructional math resources for differentiated instruction based on test performance data.	1000-1999: Certificated Personnel Salaries LCFF 2500	1000-1999: Certificated Personnel Salaries LCFF 2500

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Implement targeted instructional resources and technology to support CC math implementation.	1000-1999: Certificated Personnel Salaries LCFF 2500 5000-5999: Services And Other Operating Expenditures LCFF 5000	1000-1999: Certificated Personnel Salaries LCFF 2500 5000-5999: Services And Other Operating Expenditures LCFF 5000
Provide ongoing staff development and articulation to support CC math implementation.	1000-1999: Certificated Personnel Salaries LCFF 1425572	1000-1999: Certificated Personnel Salaries LCFF 1452343.28
	0	

Goal Analysis

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

All intended actions for the implementation of this goal completed. Due to the COVID-19 pandemic, we were able to continue providing staff development, but were unable to hold end-of-year CAASPP or NWEA testing to document student improvement in mathematics.

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

All intended actions for the implementation of this goal completed. Due to the COVID-19 pandemic, we were able to continue providing staff development, but were unable to hold end-of-year CAASPP or NWEA testing to document student improvement in mathematics.

Goal 2

Provide training and support for all staff for effective and consistent school program and policy implementation

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Student improvement in math as measured by internal assessment measures and/or SBAC. 19-20 Conduct training meetings for all credentialed staff. Baseline Aggregate student math performance improvement on either the internal assessment or the SBAC.	Due to the impact of the COVID-19 pandemic, all end of year CAASPP and our own internal benchmark testing with NWEA was suspended. Mountain Home School submitted a COVID-19 Operations Written Report. Instructional staff continued to monitor student improvement in all core subjects, including math, through the end of the 2019-20 school year. All staff meetings and trainings continued.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Improve our systems of communication by providing designated trainings on school program policy topics at regularly scheduled staff meetings.	Amount Included in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0	Amount included in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Improve our systems of communication by providing designated trainings on curriculum knowledge at regularly scheduled staff meetings.	Amount included in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0	Amount included in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0
Improve our systems of communication with administrative meetings devoted to assessing and refining our staff trainings and procedures.	Amount included in other budget item. 1000-1999: Certificated Personnel Salaries LCFF 0	Amount included in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0

Goal Analysis

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

All intended actions for the implementation of this goal completed. Due to the COVID-19 pandemic, we were able to continue providing staff development, but were unable to hold end-of-year CAASPP or NWEA testing to document student improvement in mathematics.

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

All intended actions for the implementation of this goal completed. Due to the COVID-19 pandemic, we were able to continue providing staff development, but were unable to hold end-of-year CAASPP or NWEA testing to document student improvement in mathematics.

Goal 3

Provide high quality and effective educational services and products to support student learning, (including necessary and appropriate special education and EL populations), engagement, and school connectedness under the daily guidance of their parent.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Implement a new teacher induction procedure and conduct training meetings for newly hired credentialed staff.</p> <p>19-20 Maintain Yellow Performance Level or above for the "All Students" measure of Chronic Absenteeism and Suspension Rate on the State Dashboard.</p> <p>Baseline A staff handbook of policies and procedures and a new teacher induction procedure have been created. Training meetings were held.</p>	<p>Mountain Home School Charter provides a voluntary educational alternative for students and their parents. They enroll for a variety of reasons, the most common being that parents desire to exercise greater involvement in their student's education. Mountain Home provides these students (& parents) the curricula, onsite instructional classes and guidance in order for these students to obtain a high quality education.</p> <p>We have performed above the Yellow Performance Level for the "All Students" measures of Chronic Absenteeism and Suspension Rate on the CA Dashboard. For 2019, Chronic Absenteeism was GREEN and Suspension Rate was BLUE. The results from our parent and student surveys show Above Average and Excellent ratings.</p> <p>All staff, including credentialed and those who are new hires to Mountain Home, continue to be supported with the goals we set in 2017 with regular meetings to provide clarity and support.</p>

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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.	1000-1999: Certificated Personnel Salaries Special Education 76322 5000-5999: Services And Other Operating Expenditures Special Education 16504	1000-1999: Certificated Personnel Salaries Special Education 75442 5000-5999: Services And Other Operating Expenditures Special Education 0
Deliver academic assessments, including CAASPP (purpose: to meet state requirement) and the school's internal assessment and evaluations, to all students.	Amount included in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0 2000-2999: Classified Personnel Salaries LCFF 348497	Amount included in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0 2000-2999: Classified Personnel Salaries LCFF 390121.21
The school will provide necessary high quality, on-site classes in both the core as well as enrichment academic areas.	Amount included in other budget item. 1000-1999: Certificated Personnel Salaries LCFF 0	Amount included in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0
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.	Amount included in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0 Amount included in other budget item 2000-2999: Classified Personnel Salaries LCFF 0 4000-4999: Books And Supplies LCFF 391778	Amount included in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0 Amount included in other budget item 2000-2999: Classified Personnel Salaries LCFF 0 4000-4999: Books And Supplies LCFF 536376.66
Provide training for teachers to more closely monitor and communicate student engagement with online learning in order to facilitate a higher rate of pupil success.	Amount in other budget item 4000-4999: Books And Supplies LCFF 0	Amount included in other budget item 4000-4999: Books And Supplies LCFF 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures LCFF 489944	5000-5999: Services And Other Operating Expenditures LCFF 555290.03

Goal Analysis

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

All intended actions for the implementation of this goal completed. Even with the COVID-19 pandemic, we continued to provide high quality services to support our students' learning. Teachers continued meeting with students and their parents to provide all needed guidance and support.

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

All intended actions for the implementation of this goal completed. Even with the COVID-19 pandemic, we continued to provide high quality services to support our students' learning. Teachers continued meeting with students and their parents to provide all needed guidance and support.

Goal 4

Develop, improve, and maintain facilities (buildings and grounds) to ensure safety and support the mission of the school.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Maintain Yellow Performance Level or above for the "All Students" measure of Chronic Absenteeism and Suspension Rate on the State Dashboard. 19-20 Maintain Yellow Performance Level or above for the "All Students" measure of Chronic Absenteeism and Suspension Rate on the State Dashboard. Baseline From State Dashboard: Chronic Absenteeism - N/A. Suspension Rate - Performance Level - Highest (Blue)	<p>Mountain Home School Charter has maintained a Yellow Performance Level or Above for the "All Students" measure of Chronic Absenteeism and Suspension Rate on the CA Dashboard. We were in the Green Performance Level for 2019. Mountain Home provides the Basic Services addressed in Priority 1 in that all of our teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching, all students have access to standards aligned curriculum, and our facilities are maintained in good repair.</p> <p>For School Climate in Priority 6, our pupil suspension and expulsion rates were at the Blue Performance Level on the CA Dashboard. In addition, survey results from students and parents showed that we met the measure of safety and school connectedness. For the survey question asked of our parents, "How well do you feel the building and grounds of the school support the safety of our students?" 42.53% rated Excellent; 32.18% rated Above Average; 19.54% rated Satisfactory; 5.75% rated Poor. The survey question we asked students, "My school is safe, clean, and in good condition," 59.62% rated Excellent; 38.46% rated Above Average; 3.85%.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide regular, ongoing janitorial service for the buildings.	Amount included in other budget item. 1000-1999: Certificated Personnel Salaries LCFF 0	Amount included in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0
Provide regular, ongoing landscape maintenance as needed.	Amount included in other budget item. 1000-1999: Certificated Personnel Salaries LCFF 0	Amount included in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0
Address all critical safety issues in a timely manner.	<p>Amount included in other budget item. 1000-1999: Certificated Personnel Salaries 0</p> <p>2000-2999: Classified Personnel Salaries LCFF 0</p> <p>3000-3999: Employee Benefits LCFF 668393</p> <p>Amount included in other budget item 4000-4999: Books And Supplies LCFF 0</p> <p>LCFF 0</p> <p>6000-6999: Capital Outlay LCFF 95717</p> <p>6000-6999: Capital Outlay Other 106658</p>	<p>Amount included in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0</p> <p>Amount included in other budget item 2000-2999: Classified Personnel Salaries LCFF 0</p> <p>3000-3999: Employee Benefits LCFF 865228.30</p> <p>Amount included in other budget item 4000-4999: Books And Supplies LCFF 0</p> <p>LCFF 0</p> <p>6000-6999: Capital Outlay LCFF 130690.87</p> <p>6000-6999: Capital Outlay Other 0</p>
Plan and perform building modifications to better serve our school's mission as needed.	Amount included in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0	Amount included in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0

Goal Analysis

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

All intended actions for the implementation of this goal completed. In spite of the COVID-19 pandemic, we maintained our facility to ensure cleanliness and safety to support the mission of our school.

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

All intended actions for the implementation of this goal completed. In spite of the COVID-19 pandemic, we maintained our facility to ensure cleanliness and safety to support the mission of our school.

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Maintain Yellow Performance Level or above for the "All Students" measure of Chronic Absenteeism and Suspension Rate on the State Dashboard. 19-20 N/A Baseline From State Dashboard: Chronic Absenteeism - N/A. Suspension Rate - Performance Level - Highest (Blue)	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

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

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

Goal 6

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

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

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

Goal 7

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

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

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

Goal 8

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

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

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

Goal 9

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

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

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

Goal 10

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

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

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

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mountain Home purchased appropriate safety equipment (masks, face shields, plexiglass table dividers, thermometers) to support safe interactions between students, parents, and staff in classrooms, main building, and outdoors on our campus. Mountain Home purchased appropriate equipment and materials (hand sanitizers, disinfectant wipes, gloves, spray bottles, etc.) to maintain rigorous conditions of cleanliness. Mountain Home purchased signage/posters to be posted in and outside our building (masks required, COVID-19 symptoms). Mountain Home purchased shade cloth to provide outside meeting space. Mountain Home will follow rigorous safety protocols to ensure the well-being of students, parents, and staff while on campus.	\$2,601.00	2601	Yes

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

Mountain Home's Total Budgeted Funds related to in-person instructional offerings was used for the described actions.

Analysis of In-Person Instructional Offerings

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

The safety equipment, materials, and rigorous cleaning protocol allowed our staff to conduct the daily business of our Personalized Learning School by continuing to serve the needs of our students and their families with care and attention.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1. Devices: Chromebooks made available for all students who need a device to access distance learning at home. 2. Additional Technology to Support Distance Learning: desktop computer cameras, document cameras, headsets, and laptops/devices for staff. 3. Assistive technology for Students with Disabilities to access distance learning instruction from home (for hearing impaired students) 4. Maintained teaching and support staffing (high school counselor, SpEd teachers, ELD Coordinator, library, custodial, IT, and office staff)	\$26,540.00	26540	Yes

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

Mountain Home's Total Budgeted Funds related to Distance Learning instructional offerings was used for the described actions.

Analysis of the Distance Learning Program

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

Mountain Home continued providing high-quality educational options to all students, tailored to the needs and interests of each individual student. With ongoing Distance Learning PD and mentoring throughout this school year, teachers delivered outstanding Distance Learning instruction to all interested students in math and enrichment classes such as writing, science, history, and art. All students were offered Chromebooks along with any additional assistive technology needed to access the Distance Learning instruction. Even with the excellent Distance Learning instruction, there were a few challenges. Internet connectivity issues occurred at various times in both our campus and at student's homes. Developing relationships between students and between students and teachers proved more difficult with Distance Learning. Many students also felt isolated and disconnected with their peers.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mountain Home School purchased Zoom licenses for school use.	\$1,710.00	1710	Yes

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

Mountain Home's Total Budgeted Funds related to Pupil Learning Loss was used for the described actions.

Analysis of Pupil Learning Loss

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

Mountain Home provided services and supports to all students to address learning loss. We did this in 3 primary ways:

- 1) with on-going collaboration between teacher, student, and parent;
- 2) closely monitoring student learning; and
- 3) benchmark NWEA Map testing

Analysis of Mental Health and Social and Emotional Well-Being

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

Because of the strong partnerships we develop between teachers, students, and their parents, we've been able to stay connected and in frequent communication with our families. Students experiencing mental health issues are usually brought to our attention fairly quickly. Even with our strong ties, students did report struggles with mental, social, and/or emotional well-being. Based on our Student Survey results in March, 19% of our junior high school students responded that they've had problems with their schoolwork or daily life due to emotional difficulties, such as feeling depressed, stressed, sad, or anxious while our high school students reported a higher incidence.

Analysis of Pupil and Family Engagement and Outreach

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

To support student and family engagement, Mountain Home School used the following communication methods:

1. our school-wide communication system called Parent Square
2. our website which includes a variety of easily accessible forms, newsletters, and announcements
3. communications and meetings were conducted via Zoom, telephone, and email with stakeholders
4. technology support was available to all staff, students, and parents

Analysis of School Nutrition

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

Mountain Home's meal program continued to be available to any eligible student qualifying for Free or Reduced meals.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Mountain Home's breakfast program which provides a daily meal to qualifying students at no cost.	\$2,280.00	2280	Yes

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

There were no substantive differences between Mountain Home's budgeted expenditures associated with the Learning Continuity Plan's actions.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The 2020-21 SY has informed the development of goals and actions of Mountain Home's 2021-22 LCAP in the following ways:

1. while continued CDPH Covid-19 guidance and mitigation efforts will be followed, our Action 1 for Goal 1 is to resume on-site instruction and learning opportunities for students corollary to our instructional offerings prior to Covid-19 required limitations.
2. to improve upon our College/Career Readiness guidance for all students to increase their preparedness for college and post high school success (Goal 1, Action 10).
3. to further support students, we will 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 (Goal 2, Action 5).
4. increasing 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 (Goal 3).

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

Pupil Learning Loss will continue to be assessed and addressed for ALL students, which include Unduplicated Pupils and those with disabilities, in the 2021-22 LCAP. We do this because every student is provided with a custom personalized learning plan, including all necessary educational materials, curriculum, technology, etc. This plan is built around the student's needs and is monitored and adapted throughout the school year as needed.

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

N/A - Population Served ALL (Not Contributing to Increased/Improved Requirement)

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

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Mountain Home School Charter continuously strives to improve services and strengthen student outcomes. We use available State testing data, in-house benchmark test results, and communicate with all of our stakeholders regularly to improve student learning. Our 2021-22 LCAP informs our goals and actions for our continued efforts of serving students and their parents in the best way possible.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources		
	0.00	0.00
	3,429,901.00	3,940,050.35
	106,658.00	0.00
	92,826.00	75,442.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types		
	0.00	0.00
	1,506,894.00	1,532,785.28
	348,497.00	390,121.21
	668,393.00	865,228.30
	391,778.00	536,376.66
	511,448.00	560,290.03
	202,375.00	130,690.87

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources		
		0.00	0.00
		0.00	0.00
		0.00	0.00
		1,430,572.00	1,457,343.28
		76,322.00	75,442.00
		348,497.00	390,121.21
		668,393.00	865,228.30
		391,778.00	536,376.66
		494,944.00	560,290.03
		16,504.00	0.00
		95,717.00	130,690.87
		106,658.00	0.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	1,435,572.00	1,462,343.28
Goal 2	0.00	0.00
Goal 3	1,323,045.00	1,557,229.90
Goal 4	870,768.00	995,919.17

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$2,601.00	\$2,601.00
Distance Learning Program	\$26,540.00	\$26,540.00
Pupil Learning Loss	\$1,710.00	\$1,710.00
Additional Actions and Plan Requirements	\$2,280.00	\$2,280.00
All Expenditures in Learning Continuity and Attendance Plan	\$33,131.00	\$33,131.00

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

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$2,601.00	\$2,601.00
Distance Learning Program	\$26,540.00	\$26,540.00
Pupil Learning Loss	\$1,710.00	\$1,710.00
Additional Actions and Plan Requirements	\$2,280.00	\$2,280.00
All Expenditures in Learning Continuity and Attendance Plan	\$33,131.00	\$33,131.00

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Mountain Home School Charter	Mindy Klang, Principal	mklang@wscsfamily.org

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Representatives of our entire school community contributed to the formation of this plan. Students completed a survey and served on focus groups planning the coming school year.

Parents also completed a survey and served on focus groups for planning purposes.

Staff participate staff planning meetings and focus groups.

Our school communicates issues and initiatives to all staff, students and families through our monthly newsletter and our internal school messaging service (Parent Square).

Our surveys and focus groups identified the need to increase support in educational technology.

A description of how students will be identified and the needs of students will be assessed.

All students will be assessed at the beginning and at the end of the school year using the NWEA MAP assessment. Also all students in the appropriate grade levels will be assessed on the CAASPP. These assessments form the backbone of our school's objective student performance data. Additionally, our teachers work

closely with both the students and their parents, building a portfolio of student work for each student throughout the school year. This portfolio and the teachers' observations provide a powerful anecdotal and diagnostic contribution regarding student learning and difficulties.

For students who fall below grade level or demonstrate other concerns noted by their teacher or parent we will create a Student Support Plan (SSP). The SSP includes specific interventions to address the student's areas of need. The SSPs are monitored by administration. Outstanding SSPs are re-evaluated on a calendar. If the student is successful we continue with the plan outlined in the SSP. If the student is not successful with the accommodations outlined in the SSP we call a Student Support Team (SST) meeting. The team will look at additional supports that can be provided. The SST may also lead to a referral to a 504 or the IEP process.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Parents and students will be informed of these supplemental opportunities through:

- Regular communications through our monthly newsletter
- Our school website will also highlight these opportunities
- Through our school mass email system (Parent Square), emails sent to targeted students and families or all families depending on the need and the service being provided.
- Regular monthly parent/ student/ teacher conferences and documentation

A description of the LEA's plan to provide supplemental instruction and support.

Strategy 2 - Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:

A. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.

1. Enhancing and Extending Instructional Support Services

We will provide credentialed and paraprofessional tutoring hours for one-on-one or small group learning support. These tutoring opportunities will be available daily, 8am-4pm Monday through Friday. These staff will be able to accelerate all students' learning but particularly will support and address learning gaps for students caused by the past year's COVID-19 caused instructional disruption.

These tutoring services will prioritize our English Language learners and Special Education students.

Strategy 2 - Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:

B. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.

2. Chromebooks For Every Student

This strategy, providing Chromebooks for all students, will enable our students to powerfully access and engage in our onsite instructional services ie. classes, small group instruction, one on one tutoring, and student study groups. In fact, these Chromebooks will be integral to our site based instruction. Additionally they enable our school to extend and enhance learning opportunities beyond the school site and school day. Teachers will incorporate a wide variety of instructional applications to augment and deepen the students learning experience through applications available on the world wide web. Additionally and perhaps most importantly, this strategy ensures equitable access to these resources by ensuring that **all of our students**, including subgroups may powerfully engage in our program.

A Chromebook for every student will allow our students who are struggling to succeed and are identified though our intervention process, to access targeted supplemental instruction in areas of need. For example, students who are below grade level will be provided support though programs such as Edgenuity, Lexia, and ALEX to name just a few.

Chromebooks will also increase and improve distance learning services for all students and those targeted and in need of additional support. This technology will help students access instruction by distance prior to attending in person instruction.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	\$0	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$120,674	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$0	[Actual expenditures will be provided when available]

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$0	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$0	[Actual expenditures will be provided when available]
Additional academic services for students	\$0	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$0	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$120,674	[Actual expenditures will be provided when available]

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

The ELO Funds are used in a complimentary fashion with our other Covid Relief Funds.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov.

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.
- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA’s plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA’s plan for assessing the needs of those students on a regular basis. The LEA’s plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, “other integrated student supports” are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA’s plan to provide supplemental instruction and support

Describe the LEA’s plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students’ needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The ‘Supplemental Instruction and Support Strategies’ column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the ‘Planned Expenditures’ column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the ‘Actual Expenditures’ column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

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:		

Local Performance Indicator Self-Reflection

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

Introduction

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

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

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

Performance Standards

The performance standards for the local performance indicators are:

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

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

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

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

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

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

Rating Scale (lowest to highest) -

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

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

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

Rating Scale (lowest to highest) -

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

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

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

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

Rating Scale (lowest to highest) -

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

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

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

Rating Scale (lowest to highest) -

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

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

Support for Teachers and Administrators

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

Rating Scale (lowest to highest) -

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

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

Optional Narrative (Limited to 1,500 characters)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

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

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

For each statement in the table below -

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

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

Building Relationships

Rating Scale (lowest to highest) -

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

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

Dashboard Narrative Box (Limited to 3,000 characters)

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

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

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

The following information contains the results of our Parent Survey taken in March of this 2020-21 school year. The feedback from this survey contributed to our 2021-22 LCAP goals and actions. 73 parents responded to our local school survey on a variety of topics. The results were as follows:

How would you rate your overall schooling experience with us? 64% rated Excellent; 29% rated Above Average; 7% rated Satisfactory; 0% rated Poor

How well does the school support your needs as the parent teacher? 65% rated Excellent; 28% rated Above Average; 6% rated Satisfactory; 1% rated Poor

My school provides textbooks and other learning materials to meet my child's educational needs. 50% rated Excellent; 36% rated Above Average; 14% rated Satisfactory; 0% rated Poor

How likely are you to ask for help from a teacher or other school staff when you run into a school/education-related difficulty? 45% rated Almost all the time; 28% rated Often; 27% rated Sometimes; 0% rated Never

Did your child participate in any of our distance learning/Zoom classes? 83% responded YES; 17% responded NO

Did your child's teacher(s) provide enough guidance and support for your child to successfully participate in the distance learning/Zoom courses? 60% rated Excellent; 31% rated Above Average; 7% rated Satisfactory; 2% rated Poor

How well did the school support your child's education-related technology needs? 44% rated Excellent; 37% rated Above Average; 18% rated Satisfactory; 1% rated Poor

I feel my Advising Teacher (and other classroom teachers) take the time to discuss my student's grades, academic progress and success, or areas for improvement with me. 79% rated Excellent; 16% rated Above Average; 1% rated Satisfactory; 3% rated Poor

I feel safe when on campus with the COVID safety measures that have been implemented. 85% responded YES; 15% responded NO

Do the buildings and classrooms support a positive and focused environment appropriate for learning? 67% rated Excellent; 22% rated Above Average; 9% rated Satisfactory; 1% rated Poor

I feel welcomed, valued, and connected to others in our school community. 60% rated Excellent; 29% rated Above Average; 7% rated Satisfactory; 0% rated Poor

Rate how well the school communicates to you about school events & procedures. 69% rated Excellent; 21% rated Above Average; 10% rated Satisfactory; 0% rated Poor

Does our school provide you the knowledge & support you need for future (college/career) academic goals & planning for your student? 26% rated Excellent; 18% rated Above Average; 4% rated Satisfactory; 1% rated Poor; 50% responded "Does not apply at this time for my child"

Would you recommend our school to your friends and family? 99% responded YES; 1% responded NO

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

Building Partnerships for Student Outcomes

Rating Scale (lowest to highest) -

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

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

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

Dashboard Narrative Box (Limited to 3,000 characters)

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

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

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

Feedback from the results of our Parent Survey taken in March of this 2020-21 school year are sited under the heading, "Building Relationships."

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

Seeking Input for Decision Making

Rating Scale (lowest to highest) -

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

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

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

Dashboard Narrative Box (Limited to 3,000 characters)

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

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

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

Feedback from the results of our Parent Survey taken in March of this 2020-21 school year are sited under the heading, "Building Relationships."

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

School Climate (LCFF Priority 6)

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

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

Mountain Home School's 2021-22 LCAP speaks to our ongoing commitment ensuring that we are meeting the diverse needs of our student population. The 3 Goals of the 2021-22 LCAP address improving student guidance and instruction and improving student engagement within a positive school climate.

The following information contains the results of our Student Survey from March 2021 of this school year. The feedback from this survey contributed to our LCAP goals and actions for the 2021-22 school year. 32 Mountain Home School Charter students from the grade spans K-5 and 6-8 responded to our local school survey on a variety of topics. The results were as follows:

I receive encouragement from teachers and other school staff. 59% rated Excellent; 25% rated Above Average; 13% rated Satisfactory; 3% rated Poor

The school works with my parent/guardian to help me do my best in school. 63% rated Excellent; 19% rated Above Average; 19% rated Satisfactory; 0% rated Poor

My school is clean and in good condition. 59% rated Excellent; 34% rated Above Average; 6% rated Satisfactory; 0% rated Poor

I feel safe when on campus with the COVID safety measures that have been implemented. 88% responded YES; 13% responded NO

How emotionally safe do you feel with staff and students at our school? 50% rated Excellent; 31% rated Above Average; 16% rated Satisfactory; 3% rated Poor

My school provides textbooks and other learning materials to meet my educational needs. 53% rated Excellent; 31% rated Above Average; 16% rated Satisfactory; 0% rated Poor

I feel my Advising Teacher (and other classroom teachers) take the time to discuss my grades, academic progress and success, or areas for improvement with me and my parents. 44% rated Excellent; 38% rated Above Average; 19% rated Satisfactory; 0% rated Poor

I feel welcomed, valued, and connected to others in my school community. 50% rated Excellent; 31% rated Above Average; 13% rated Satisfactory; 6% rated Poor

How likely are you to ask for help from a teacher or other school staff when you run into a school/education-related difficulty? 28% rated Almost all the time; 22% rated Often; 47% rated Sometimes; 3% rated Never

Did you participate in any of our distance learning/Zoom classes? 88% responded YES; 13% responded NO

My teacher(s) provided me with enough guidance and support to successfully complete my distance learning/Zoom courses? 73% rated Excellent; 19% rated Above Average; 4% rated Satisfactory; 4% rated Poor

How well did the school support your education-related technology needs? 60% rated Excellent; 27% rated Above Average; 10% rated Satisfactory; 3% rated Poor

Overall how would you rate your mental health? 44% rated Always good; 38% rated Usually good; 19% rated Sometimes poor; 0% rated Usually poor

Have you had any problems this school year with your schoolwork or daily life due to any emotional difficulties, such as feeling depressed, stressed, or anxious? 19% responded YES; 81% responded NO

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

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

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

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

1) Mountain Home School Charter offers highly personalized educational plans for each student. Each TK-8th grade student's academic program is personalized to meet the needs of that individual student. We provide independent study students and their families with four types of resources:

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

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

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

3) Mountain Home School Charter strives to provide all students a broad course of study. Our personalized learning model allows us to serve all students which include English learners, students with disabilities, socioeconomically disadvantaged, and regardless of students with differing backgrounds, personal characteristics, or varying academic achievements. All students have the opportunity to flourish in our personalized learning model. As we are an independent study school, every student is allowed the opportunity to participate in onsite courses, activities, and field trips. As detailed in our 2021-22 LCAP, Mountain Home is working towards providing greater guidance, support, and opportunities for students, providing high quality and effective educational services and products to support student learning, and engagement and school connectedness under the daily guidance of their parent.

4) Our revisions, decisions, and new goals and actions will ensure that all students have access to a broad course of study. See our LCAP document for 2021-22.

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

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

Rating Scale (lowest to highest) -

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

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

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

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

Rating Scale (lowest to highest) -

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

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

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

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

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

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

Goal 1

Increase the utilization and application of the Common Core State Standards in Mathematics

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Student Improvement in math as measured by internal assessment measures and/or SBAC. 19-20 Student improvement in math as measured by internal assessment measures and/or SBAC. Baseline Aggregate student math performance improvement on either the internal assessment or the SBAC.	Due to the impact of the COVID-19 pandemic, all end of year CAASPP and our own internal benchmark testing with NWEA was suspended. Mountain Home School submitted a COVID-19 Operations Written Report. Instructional staff continued to receive ongoing training in assessment interpretation at regular, monthly staff meetings as well as NWEA webinars.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to research, develop, and evaluate targeted instructional math resources for differentiated instruction based on test performance data.	1000-1999: Certificated Personnel Salaries LCFF 1500	1000-1999: Certificated Personnel Salaries LCFF 1500
Implement targeted instructional resources and technology to support CC math implementation.	1000-1999: Certificated Personnel Salaries LCFF 1500	1000-1999: Certificated Personnel Salaries LCFF 1500

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures LCFF 2000	5000-5999: Services And Other Operating Expenditures LCFF 2000
Provide ongoing staff development and articulation to support CC math implementation.	1000-1999: Certificated Personnel Salaries Other 694750	1000-1999: Certificated Personnel Salaries LCFF 785330.68

Goal Analysis

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

All intended actions for the implementation of this goal completed. Due to the COVID-19 pandemic, we were able to continue providing staff development, but were unable to hold end-of-year CAASPP or NWEA testing to document student improvement in mathematics.

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

All intended actions for the implementation of this goal completed. Due to the COVID-19 pandemic, we were able to continue providing staff development, but were unable to hold end-of-year CAASPP or NWEA testing to document student improvement in mathematics.

Goal 2

Provide training and support for all staff for effective and consistent school program and policy implementation.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Student improvement in math as measured by internal assessment measures and/or SBAC. 19-20 Conduct training meetings for all credentialed staff. Baseline Aggregate student math performance improvement on either the internal assessment or the SBAC.	Due to the impact of the COVID-19 pandemic, all end of year CAASPP and our own internal benchmark testing with NWEA was suspended. Glacier High School submitted a COVID-19 Operations Written Report. Instructional staff continued to monitor student improvement in all core subjects, including math, through the end of the 2019-20 school year. All staff meetings and trainings continued.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Improve our systems of communication by providing designated trainings on school program policy topics at regularly scheduled staff meetings.	Amount in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0	Amount in other budget item 0001-0999: Unrestricted: Locally Defined LCFF 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Improve our systems of communication by providing designated trainings on curriculum knowledge at regularly scheduled staff meetings.	Amount in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0	Amount in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0
Improve our systems of communication with administrative meetings devoted to assessing and refining our staff trainings and procedures.	Amount in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0	Amount in Other Budget Item 1000-1999: Certificated Personnel Salaries LCFF 0
	Amount in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0	Amount in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0

Goal Analysis

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

All intended actions for the implementation of this goal completed. Due to the COVID-19 pandemic, we were able to continue providing staff development, but were unable to hold end-of-year CAASPP or NWEA testing to document student improvement in mathematics.

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

All intended actions for the implementation of this goal completed. Due to the COVID-19 pandemic, we were able to continue providing staff development, but were unable to hold end-of-year CAASPP or NWEA testing to document student improvement in mathematics.

Goal 3

Provide greater guidance, support, and opportunities for students in the areas of college and career readiness.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Implement a new teacher induction procedure and conduct training meetings for newly hired credentialed staff.</p> <p>19-20 Teachers will turn in student A-G Checklist of at least 75% of GHS students. One CTE Pathway established. CTE tracking document or process established.</p> <p>Baseline A staff handbook of policies and procedures and a new teacher induction procedure have been created. Training meetings were held.</p>	<p>This goal continued even with the COVID-19 pandemic. All Advising Teachers and those who are newly hired were trained on how to monitor student enrollment of A-G coursework and provided with guidance in A-G completion as well as CTE pathways. As Glacier High staff continue to monitor every student's enrollment in and completion of A-G courses using our developed A-G Checklist, all Advising Teachers give copies of checklists to administration. In addition, the hiring of a guidance counselor improved both student and teacher support.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to train and monitor teacher guidance for the purpose of student College and Career Readiness according to the CA Dashboard.	Amount in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0 2000-2999: Classified Personnel Salaries LCFF 148741	Amount in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0 2000-2999: Classified Personnel Salaries LCFF 161012.35
Implement year two of CTE Technology pathway.	Amount in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0 Amount in other budget item 2000-2999: Classified Personnel Salaries LCFF 0	Amount in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0 Amount in other budget item 2000-2999: Classified Personnel Salaries LCFF 0
Continue to seek out personnel for additional CTE pathways. Provide support, as needed, to guide such personnel through the process of obtaining subject area competency.	Amount in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0	Amount in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0
Continue to guide, monitor, and encourage student enrollment in and completion of CTE courses.	Amount in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0 Amount in other budget item 2000-2999: Classified Personnel Salaries LCFF 0	Amount in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0 Amount in other budget item 2000-2999: Classified Personnel Salaries LCFF 0

Goal Analysis

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

All intended actions for the implementation of this goal completed. Even with the COVID-19 pandemic, we continued to provide high quality services to guide and support our students' in the areas of college and career readiness.

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

All intended actions for the implementation of this goal completed. Even with the COVID-19 pandemic, we continued to provide high quality services to guide and support our students' in the areas of college and career readiness.

Goal 4

Provide high quality and effective educational services and products to support student learning, (including necessary and appropriate special education and EL populations), engagement, and school connectedness under the daily guidance of their parent.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator GHS Student A-G Checklist 19-20 Maintain Yellow Performance Level or above for the "All Students" measure of Chronic Absenteeism and Suspension Rate on the State Dashboard. Baseline GHS Student A-G Checklist developed.	Glacier High School Charter provides a voluntary educational alternative for students and their parents. They enroll for a variety of reasons, the most common being that parents desire to exercise greater involvement in their student's education. Glacier High provides these students (& parents) the curricula, onsite instructional classes and guidance in order for these students to obtain a high quality education and be prepared for college or career. We have performed above the Yellow Performance Level for the "All Students" measures of Chronic Absenteeism and Suspension Rate on the CA Dashboard. For 2019, Chronic Absenteeism was GREEN and Suspension Rate was BLUE. The results from our parent and student surveys show Above Average and Excellent ratings.
Metric/Indicator CTE pathway established	A 2 year CTE Technology Pathway has been established and implemented for our high school students.

Expected	Actual
19-20 Two CTE Pathways implemented. Baseline No CTE pathways	
Metric/Indicator CTE tracking document. 19-20 CTE tracking document or process established. Baseline No CTE tracking document.	We have a CTE Tracking Document which we've used with students throughout the year.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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.	Amount in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0	Amount in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0
Deliver academic assessments, including CAASPP (purpose: to meet state requirement) and the school's internal assessment and evaluations, to all students.	Amount in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0	Amount in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0
The school will provide necessary high quality, on-site classes in both the core as well as enrichment academic areas.	Amount in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0	Amount in other budget item 1000-1999: Certificated Personnel Salaries
Every student will be provided with a custom personalized learning plan, including all necessary educational materials. This plan will be built around the student's needs and will be monitored and adapted throughout the school year as needed.	SPED 1000-1999: Certificated Personnel Salaries Other 29681	4000-4999: Books And Supplies LCFF 151570.55 4000-4999: Books And Supplies Lottery 29203
Provide training for teachers to more closely monitor and communicate student engagement with online learning in order to facilitate a higher rate of pupil success.	4000-4999: Books And Supplies LCFF 95870	Amount in other budget item 4000-4999: Books And Supplies LCFF 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures Other 2667	Amount in Other budget item 5000-5999: Services And Other Operating Expenditures Other 0

Goal Analysis

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

All intended actions for the implementation of this goal completed. Even with the COVID-19 pandemic, we continued to provide high quality services to support our students' learning. Teachers continued meeting with students and their parents to provide all needed guidance and support.

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

All intended actions for the implementation of this goal completed. Even with the COVID-19 pandemic, we continued to provide high quality services to support our students' learning. Teachers continued meeting with students and their parents to provide all needed guidance and support.

Goal 5

Develop, improve, and maintain facilities (buildings and grounds) to ensure safety and support the mission of the school.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Maintain Yellow Performance Level or above for the "All Students" measure of Chronic Absenteeism and Suspension Rate on the State Dashboard.</p> <p>19-20 Maintain Yellow Performance Level or above for the "All Students" measure of Chronic Absenteeism and Suspension Rate on the State Dashboard.</p> <p>Baseline From State Dashboard: Chronic Absenteeism - N/A. Suspension Rate - Performance Level - Highest (Blue)</p>	<p>Glacier High School Charter has maintained a Yellow Performance Level or Above for the "All Students" measure of Chronic Absenteeism and Suspension Rate on the CA Dashboard. We were in the Green Performance Level for 2019. Glacier High provides the Basic Services addressed in Priority 1 in that all of our teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching, all students have access to standards aligned curriculum, and our facilities are maintained in good repair.</p> <p>For School Climate in Priority 6, our pupil suspension and expulsion rates were at the Blue Performance Level on the CA Dashboard. In addition, survey results from students and parents showed that we met the measure of safety and school connectedness. For the survey question asked of our parents, "How well do you feel the building and grounds of the school support the safety of our students?" 42.53% rated Excellent; 32.18% rated Above Average; 19.54% rated Satisfactory; 5.75% rated Poor. The survey question we asked students, "My school is safe, clean, and in good condition," 59.62% rated Excellent; 38.46% rated Above Average; 3.85%.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide regular, ongoing janitorial service for the buildings.	Amount in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0	Amount in Other budget item 1000-1999: Certificated Personnel Salaries LCFF 0
Provide regular, ongoing landscape maintenance as needed.	Amount in other budget item 2000-2999: Classified Personnel Salaries LCFF 0	Amount in other budget item 2000-2999: Classified Personnel Salaries LCFF 0
Address all critical safety issues in a timely manner.	Amount in other budget item 2000-2999: Classified Personnel Salaries LCFF 0 4000-4999: Books And Supplies LCFF 0 5000-5999: Services And Other Operating Expenditures LCFF 199783.27 3000-3999: Employee Benefits LCFF 317563 Amount in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0	Amount in Other Budget Item 2000-2999: Classified Personnel Salaries LCFF 0 Amount in other budget item 4000-4999: Books And Supplies LCFF 0 5000-5999: Services And Other Operating Expenditures LCFF 212076.34 3000-3999: Employee Benefits LCFF 265948.63 Amount in other budget item 3000-3999: Employee Benefits Other 136374.99
Plan and perform building modifications to better serve our school's mission as needed.	Amount in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0 Amount in other budget item 2000-2999: Classified Personnel Salaries LCFF 0 Amount in other budget item 3000-3999: Employee Benefits LCFF 0	Amount in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0 Amount in Other budget item 2000-2999: Classified Personnel Salaries LCFF 0 Amount in other budget item 3000-3999: Employee Benefits LCFF 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Amount in other budget item 4000-4999: Books And Supplies LCFF 0	Amount in other budget item 4000-4999: Books And Supplies LCFF 0
	Amount in other budget item 5000-5999: Services And Other Operating Expenditures LCFF 0	Amount in other budget item 5000- 5999: Services And Other Operating Expenditures LCFF 0
	6000-6999: Capital Outlay LCFF 38848.73	6000-6999: Capital Outlay LCFF 48879.82
	6000-6999: Capital Outlay Other 39776.27	6000-6999: Capital Outlay Other 0

Goal Analysis

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

All intended actions for the implementation of this goal completed. In spite of the COVID-19 pandemic, we maintained our facility to ensure cleanliness and safety to support the mission of our school.

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

All intended actions for the implementation of this goal completed. In spite of the COVID-19 pandemic, we maintained our facility to ensure cleanliness and safety to support the mission of our school.

Goal 6

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Maintain Yellow Performance Level or above for the "All Students" measure of Chronic Absenteeism and Suspension Rate on the State Dashboard. 19-20 N/A Baseline From State Dashboard: Chronic Absenteeism - N/A. Suspension Rate - Performance Level - Highest (Blue)	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

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

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

Goal 7

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

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

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

Goal 8

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

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

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

Goal 9

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

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

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

Goal 10

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

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

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

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Glacier High purchased appropriate safety equipment (masks, face shields, plexiglass table dividers, thermometers) to support safe interactions between students, parents, and staff in classrooms, main building, and outdoors on our campus. Glacier High purchased appropriate equipment and materials (hand sanitizers, disinfectant wipes, gloves, spray bottles, etc.) to maintain rigorous conditions of cleanliness. Glacier High purchased signage/posters to be posted in and outside our building (masks required, COVID-19 symptoms). Glacier High purchased shade cloth to provide outside meeting space. Glacier High will follow rigorous safety protocols to ensure the well-being of students, parents, and staff while on campus.	\$1,027.00	1027	Yes

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

Glacier High's Total Budgeted Funds related to in-person instructional offerings was used for the described actions.

Analysis of In-Person Instructional Offerings

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

The safety equipment, materials, and rigorous cleaning protocol allowed our staff to conduct the daily business of our Personalized Learning School by continuing to serve the needs of our students and their families with care and attention.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>1. Devices: Chromebooks made available for all students who need a device to access distance learning at home.</p> <p>2. Additional Technology to Support Distance Learning: desktop computer cameras, document cameras, headsets, and laptops/devices for staff. The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. The components of the LCAP for the 2021-2022 LCAP year must be posted as one document assembled in the following order:</p> <p>LCFF Budget Overview for Parents Annual Update with instructions Plan Summary Stakeholder Engagement Goals and Actions Increased or Improved Services for Foster Youth, English Learners, and Low-income students Expenditure Tables</p> <p>3. Assistive technology for Students with Disabilities to access distance learning instruction from home (for hearing impaired students)</p> <p>4. Maintained teaching and support staffing (high school counselor, SpEd teachers, ELD Coordinator, library, custodial, IT, and office staff)</p>	\$10,670.00	10670	Yes

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

Glacier High's Total Budgeted Funds related to Distance Learning instructional offerings was used for the described actions.

Analysis of the Distance Learning Program

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

Glacier High continued providing high-quality educational options to all students, tailored to the needs and interests of each individual student. With ongoing Distance Learning PD and mentoring throughout this school year, teachers delivered outstanding Distance Learning instruction to all interested students in math, English, the sciences, history, art, and other high school elective courses. All students were offered Chromebooks along with any additional assistive technology needed to access the Distance Learning instruction. Even with the excellent Distance Learning instruction, there were a few challenges. Internet connectivity issues occurred at various times in both our campus and at student's homes. Developing relationships between students and between students and teachers proved more difficult with Distance Learning. Many students also felt isolated and disconnected with their peers.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Glacier purchased Zoom licenses for school use.	\$675.00	675	Yes

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

Glacier High's Total Budgeted Funds related to Pupil Learning Loss was used for the described actions.

Analysis of Pupil Learning Loss

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

Glacier provided services and supports to all students to address learning loss. We did this in 3 primary ways:
1) with on-going collaboration between teacher, student, and parent;
2) closely monitoring student learning; and
3) benchmark NWEA Map testing

Analysis of Mental Health and Social and Emotional Well-Being

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

Because of the strong partnerships we develop between teachers, students, and their parents, we've been able to stay connected and in frequent communication with our families. Students experiencing mental health issues are usually brought to our attention fairly quickly. Even with our strong ties, students did report struggles with mental, social, and/or emotional well-being. Based on our Student Survey results in March, 44% of our high school students responded that they've had problems with their schoolwork or daily life due to emotional difficulties, such as feeling depressed, stressed, sad, or anxious.

Analysis of Pupil and Family Engagement and Outreach

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

To support student and family engagement, Glacier High School Charter used the following communication methods:

1. our school-wide communication system called Parent Square
2. our website which includes a variety of easily accessible forms, newsletters, and announcements
3. communications and meetings were conducted via Zoom, telephone, and email with stakeholders
4. technology support was available to all staff, students, and parents

Analysis of School Nutrition

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

Glacier High's meal program continued to be available to any eligible student qualifying for Free or Reduced meals.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Glacier's breakfast program which provides a daily meal to qualifying students at no cost.	\$900.00	900	Yes

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

There were no substantive differences between Glacier's budgeted expenditures associated with the Learning Continuity Plan's actions.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The 2020-21 SY has informed the development of goals and actions of Glacier High School's 2021-22 LCAP in the following ways:

1. while continued CDPH Covid-19 guidance and mitigation efforts will be followed, our Action 1 for Goal 1 is to resume on-site instruction and learning opportunities for students corollary to our instructional offerings prior to Covid-19 required limitations.
2. to improve upon our College/Career Readiness guidance for all students to increase their preparedness for college and post high school success (Goal 1, Action 10).
3. to further support students, we will 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 (Goal 2, Action 5).
4. increasing 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 (Goal 3).

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

Pupil Learning Loss will continue to be assessed and addressed for ALL students, which include Unduplicated Pupils and those with disabilities, in the 2021-22 LCAP. We do this because every student is provided with a custom personalized learning plan, including all necessary educational materials, curriculum, technology, etc. This plan is built around the student's needs and is monitored and adapted throughout the school year as needed.

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

N/A - Population Served ALL (Not Contributing to Increased/Improved Requirement)

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

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Glacier High School Charter continuously strives to improve services and strengthen student outcomes. We use available State testing data, in-house benchmark test results, and communicate with all of our stakeholders regularly to improve student learning. Our 2021-22 LCAP informs our goals and actions for our continued efforts of serving students and their parents in the best way possible.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources		
	805,806.00	1,629,818.37
	0.00	29,203.00
	766,874.27	136,374.99
	766,874.27	136,374.99

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types		
	0.00	0.00
	727,431.00	788,330.68
	148,741.00	161,012.35
	317,563.00	402,323.62
	95,870.00	180,773.55
	204,450.27	214,076.34
	78,625.00	48,879.82

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources		
		0.00	0.00
		3,000.00	788,330.68
		724,431.00	0.00
		148,741.00	161,012.35
		317,563.00	265,948.63
		0.00	136,374.99
		95,870.00	151,570.55
		0.00	29,203.00
		201,783.27	214,076.34
		2,667.00	0.00
		38,848.73	48,879.82
		39,776.27	0.00
		39,776.27	0.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	699,750.00	790,330.68
Goal 2	0.00	0.00
Goal 3	148,741.00	161,012.35
Goal 4	128,218.00	180,773.55
Goal 5	595,971.27	663,279.78

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$1,027.00	\$1,027.00
Distance Learning Program	\$10,670.00	\$10,670.00
Pupil Learning Loss	\$675.00	\$675.00
Additional Actions and Plan Requirements	\$900.00	\$900.00
All Expenditures in Learning Continuity and Attendance Plan	\$13,272.00	\$13,272.00

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

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$1,027.00	\$1,027.00
Distance Learning Program	\$10,670.00	\$10,670.00
Pupil Learning Loss	\$675.00	\$675.00
Additional Actions and Plan Requirements	\$900.00	\$900.00
All Expenditures in Learning Continuity and Attendance Plan	\$13,272.00	\$13,272.00

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Glacier High School Charter	Mindy Klang, Principal	mklang@wscsfamily.org

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Representatives of our entire school community contributed to the formation of this plan. Students completed a survey and served on focus groups planning the coming school year.

Parents also completed a survey and served on focus groups for planning purposes.

Staff participate staff planning meetings and focus groups.

Our school communicates issues and initiatives to all staff, students and families through our monthly newsletter and our internal school messaging service (Parent Square).

Our surveys and focus groups identified the need to increase support in educational technology.

A description of how students will be identified and the needs of students will be assessed.

All students will be assessed at the beginning and at the end of the school year using the NWEA MAP assessment. Also all students in the appropriate grade levels will be assessed on the CAASPP. These assessments form the backbone of our school's objective student performance data. Additionally, our teachers work

closely with both the students and their parents, building a portfolio of student work for each student throughout the school year. This portfolio and the teachers' observations provide a powerful anecdotal and diagnostic contribution regarding student learning and difficulties.

For students who fall below grade level or demonstrate other concerns noted by their teacher or parent we will create a Student Support Plan (SSP). The SSP includes specific interventions to address the student's areas of need. The SSPs are monitored by administration. Outstanding SSPs are re-evaluated on a calendar. If the student is successful we continue with the plan outlined in the SSP. If the student is not successful with the accommodations outlined in the SSP we call a Student Support Team (SST) meeting. The team will look at additional supports that can be provided. The SST may also lead to a referral to a 504 or the IEP process.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Parents and students will be informed of these supplemental opportunities through:

- Regular communications through our monthly newsletter
- Our school website will also highlight these opportunities
- Through our school mass email system (Parent Square), emails sent to targeted students and families or all families depending on the need and the service being provided.
- Regular monthly parent/ student/ teacher conferences and documentation

A description of the LEA's plan to provide supplemental instruction and support.

Strategy 2 - Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:

A. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.

1. Enhancing and Extending Instructional Support Services

We will provide credentialed and paraprofessional tutoring hours for one-on-one or small group learning support. These tutoring opportunities will be available daily, 8am-4pm Monday through Friday. These staff will be able to accelerate all students' learning but particularly will support and address learning gaps for students caused by the past year's COVID-19 caused instructional disruption.

These tutoring services will prioritize our English Language learners and Special Education students.

Strategy 2 - Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:

B. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.

2. Chromebooks For Every Student

This strategy, providing Chromebooks for all students, will enable our students to powerfully access and engage in our onsite instructional services ie. classes, small group instruction, one on one tutoring, and student study groups. In fact, these Chromebooks will be integral to our site based instruction. Additionally they enable our school to extend and enhance learning opportunities beyond the school site and school day. Teachers will incorporate a wide variety of instructional applications to augment and deepen the students learning experience through applications available on the world wide web. Additionally and perhaps most importantly, this strategy ensures equitable access to these resources by ensuring that **all of our students**, including subgroups may powerfully engage in our program.

A Chromebook for every student will allow our students who are struggling to succeed and are identified though our intervention process, to access targeted supplemental instruction in areas of need. For example, students who are below grade level will be provided support though programs such as Edgenuity, Lexia, and ALEX to name just a few.

Chromebooks will also increase and improve distance learning services for all students and those targeted and in need of additional support. This technology will help students access instruction by distance prior to attending in person instruction.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	\$0	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$55,558	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$0	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$0	[Actual expenditures will be provided when available]

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$0	[Actual expenditures will be provided when available]
Additional academic services for students	\$0	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$0	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$55,558	[Actual expenditures will be provided when available]

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

The ELO Funds are used in a complimentary fashion with our other Covid Relief Funds.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov.

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.
- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA’s plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA’s plan for assessing the needs of those students on a regular basis. The LEA’s plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, “other integrated student supports” are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA’s plan to provide supplemental instruction and support

Describe the LEA’s plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students’ needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The ‘Supplemental Instruction and Support Strategies’ column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the ‘Planned Expenditures’ column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the ‘Actual Expenditures’ column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021

Local Control Accountability Plan

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

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

Plan Summary [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

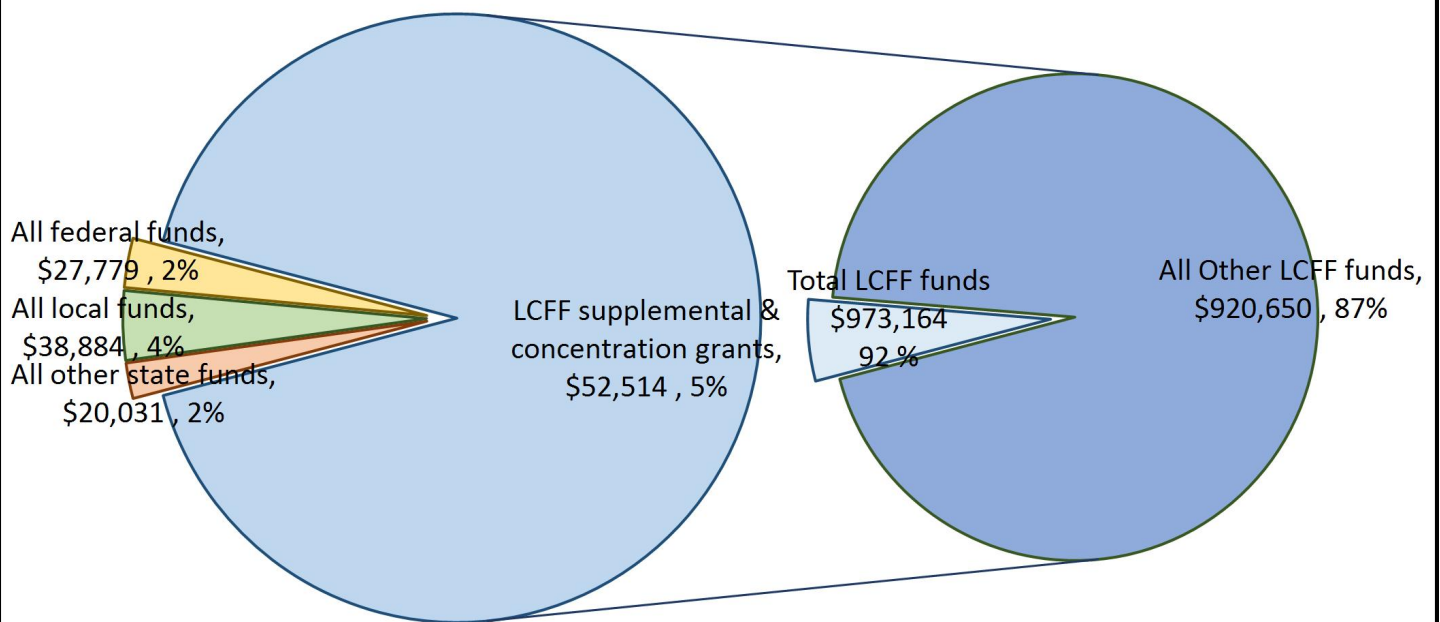
mcox@wscsfamily.org

(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



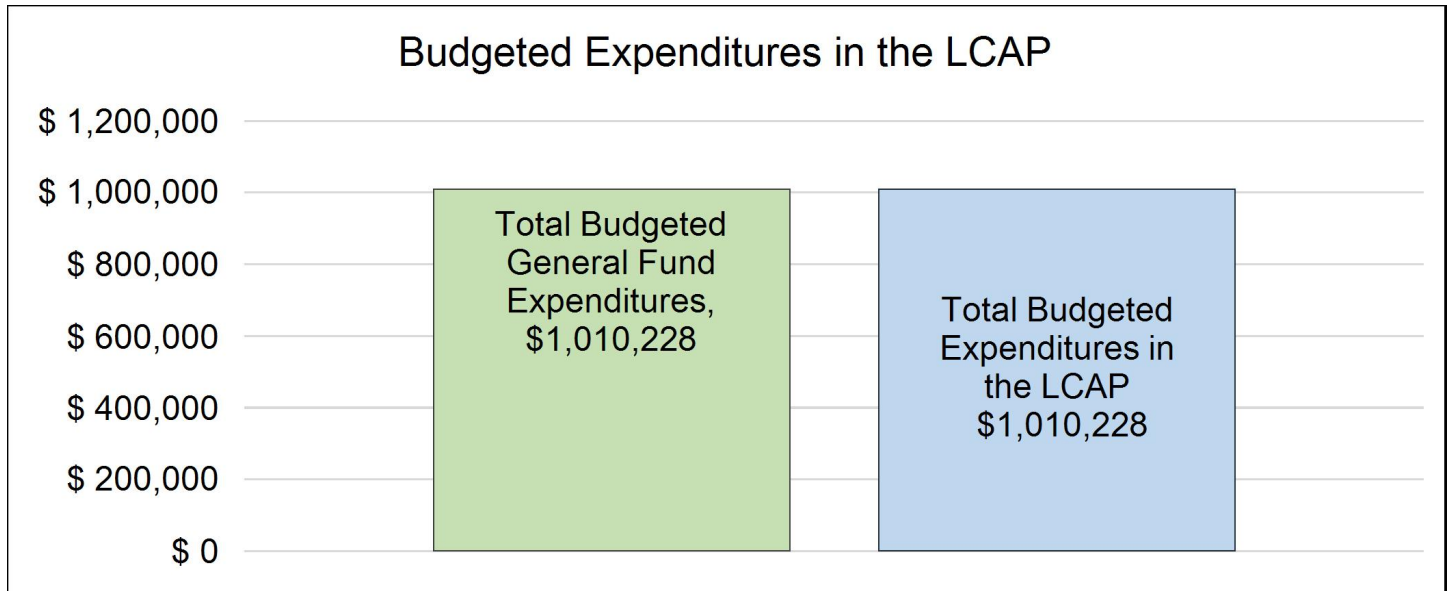
This chart shows the total general purpose revenue Glacier High School Charter expects to receive in the coming year from all sources.

The total revenue projected for Glacier High School Charter is \$1,059,858, of which \$973,164 is Local Control Funding Formula (LCFF), \$20,031 is other state funds, \$38,884 is local funds, and \$27,779 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.

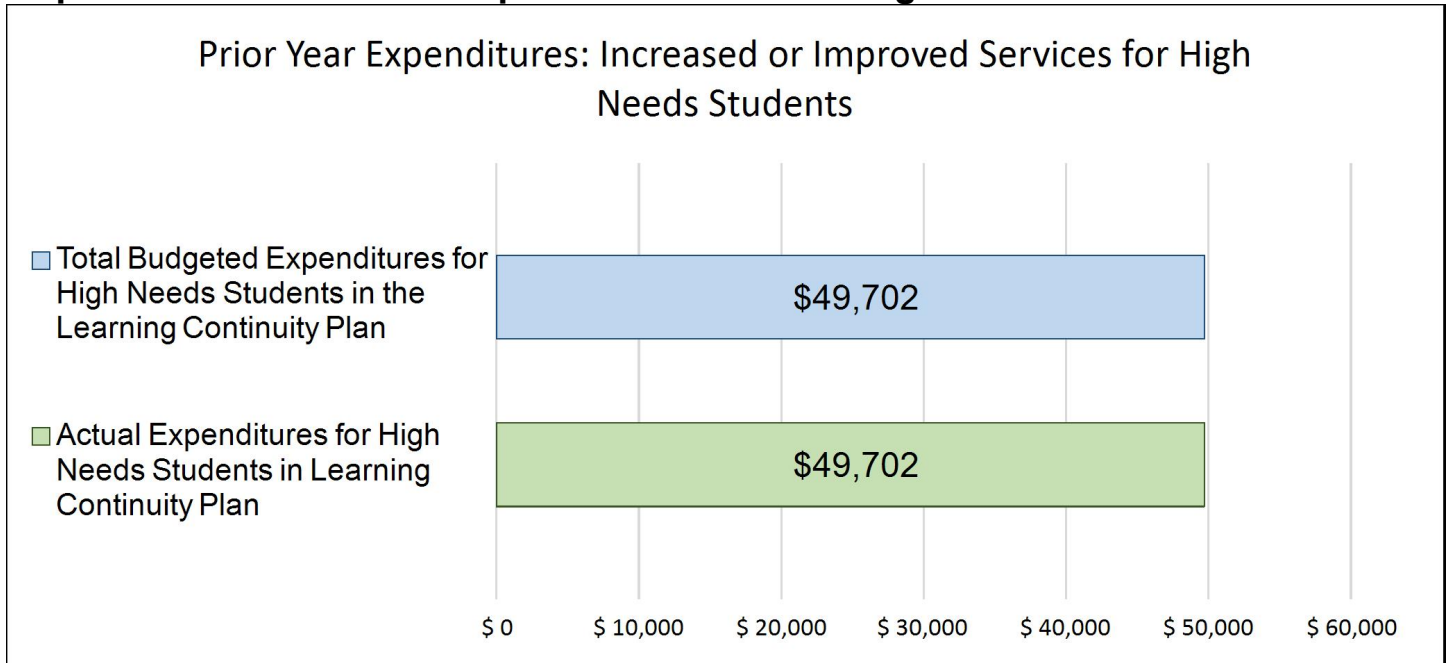
Glacier High School Charter plans to spend \$1010228 for the 2021-22 school year. Of that amount, \$1010228 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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.

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

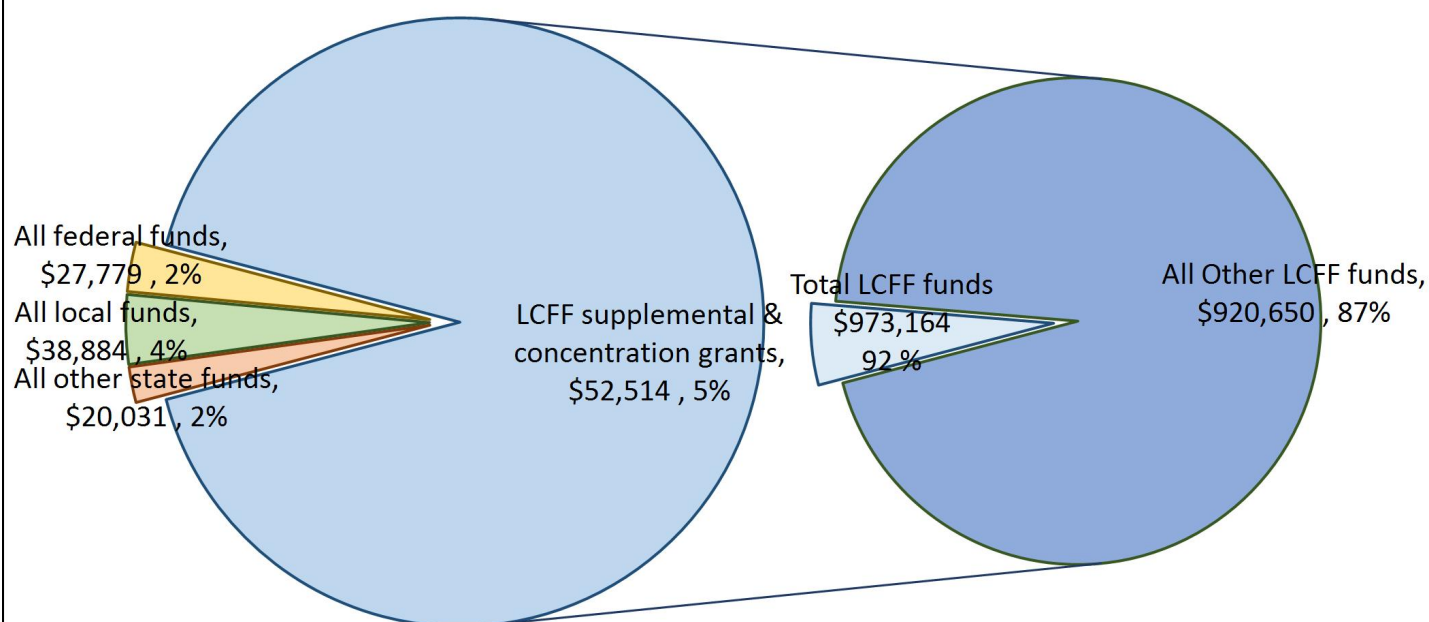
mcox@wscsfamily.org

(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



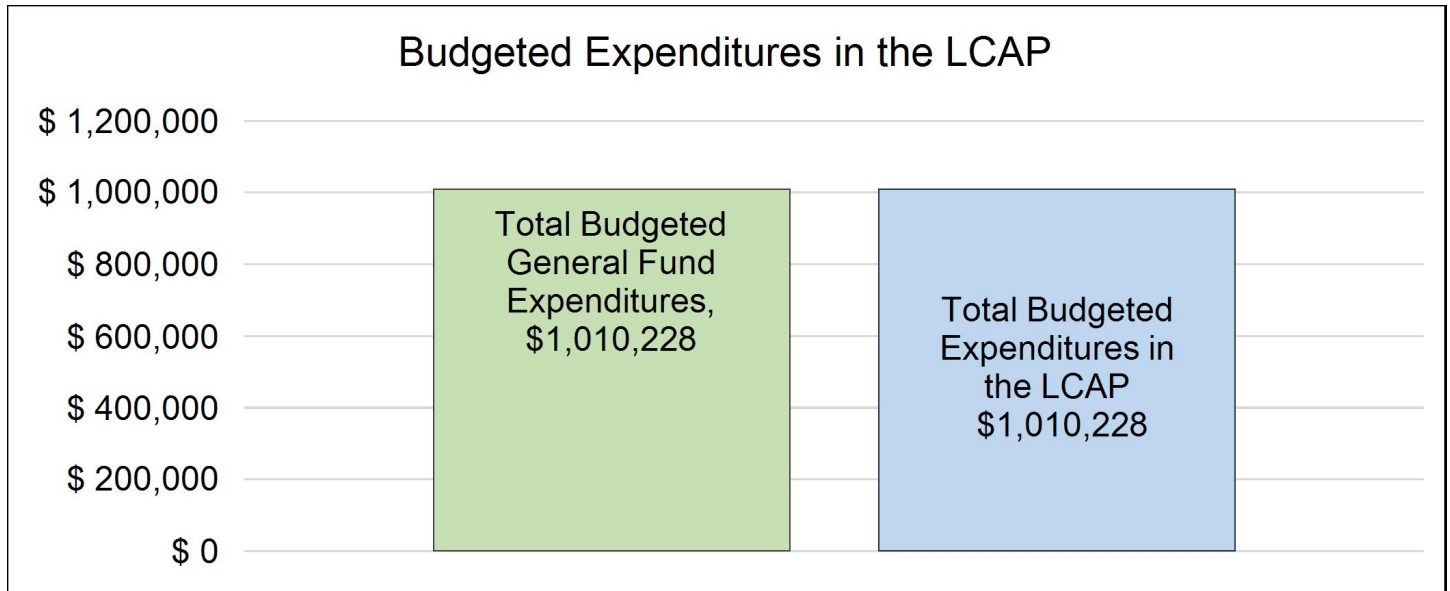
This chart shows the total general purpose revenue Glacier High School Charter expects to receive in the coming year from all sources.

The total revenue projected for Glacier High School Charter is \$1,059,858, of which \$973,164 is Local Control Funding Formula (LCFF), \$20,031 is other state funds, \$38,884 is local funds, and \$27,779 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.

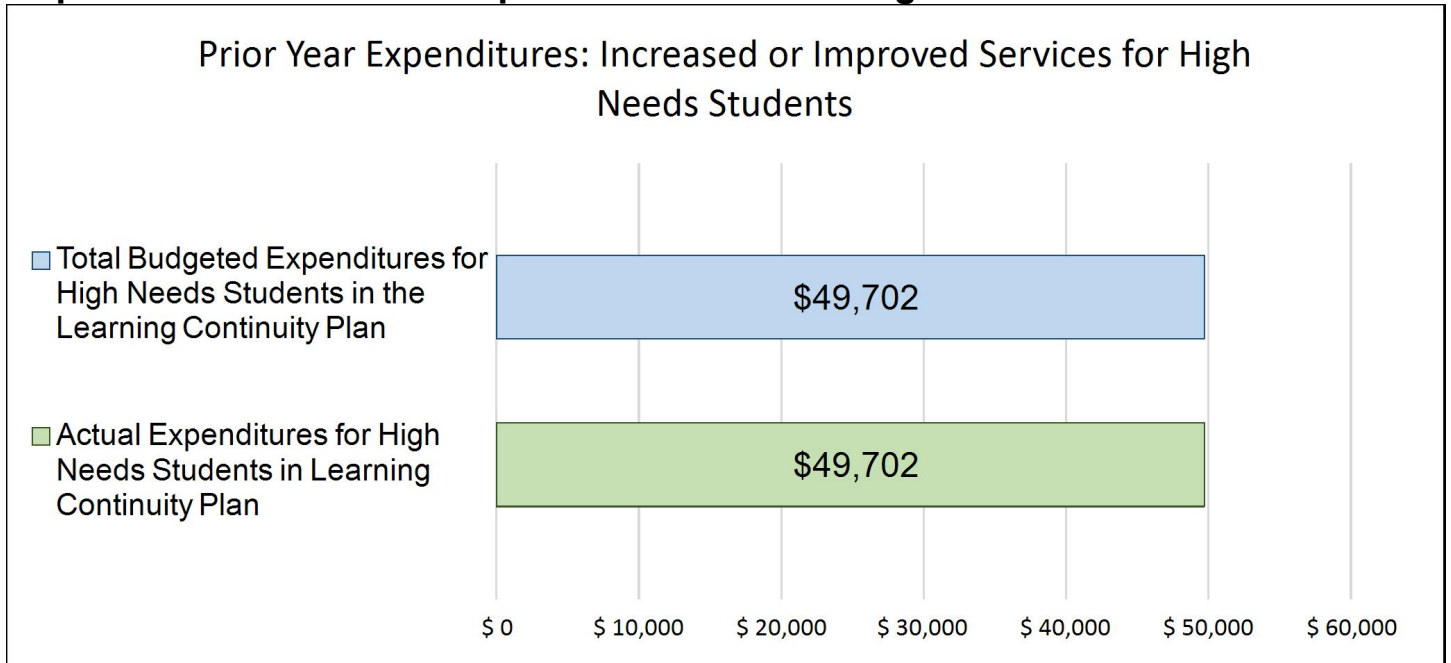
Glacier High School Charter plans to spend \$1010228 for the 2021-22 school year. Of that amount, \$1010228 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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 Performance Indicator Self-Reflection

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

Introduction

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

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

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

Performance Standards

The performance standards for the local performance indicators are:

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

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

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

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

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

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

Rating Scale (lowest to highest) -

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

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

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

Rating Scale (lowest to highest) -

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

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

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

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

Rating Scale (lowest to highest) -

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

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

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

Rating Scale (lowest to highest) -

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

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

Support for Teachers and Administrators

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

Rating Scale (lowest to highest) -

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

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

Optional Narrative (Limited to 1,500 characters)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

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

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

For each statement in the table below -

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

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

Building Relationships

Rating Scale (lowest to highest) -

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

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

Dashboard Narrative Box (Limited to 3,000 characters)

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

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

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

The following information contains the results of our Parent Survey taken in March of this 2020-21 school year. The feedback from this survey contributed to our 2021-22 LCAP goals and actions. 43 parents responded to our local school survey on a variety of topics. The results were as follows:

How would you rate your overall schooling experience with us? 60% rated Excellent; 30% rated Above Average; 9% rated Satisfactory; 0% rated Poor

How well does the school support your needs as the parent teacher? 56% rated Excellent; 33% rated Above Average; 9% rated Satisfactory; 2% rated Poor

My school provides textbooks and other learning materials to meet my child's educational needs. 60% rated Excellent; 29% rated Above Average; 12% rated Satisfactory; 0% rated Poor

How likely are you to ask for help from a teacher or other school staff when you run into a school/education-related difficulty? 43% rated Almost all the time; 26% rated Often; 26% rated Sometimes; 5% rated Never

Did your child participate in any of our distance learning/Zoom classes? 93% responded YES; 7% responded NO

Did your child's teacher(s) provide enough guidance and support for your child to successfully participate in the distance learning/Zoom courses? 44% rated Excellent; 36% rated Above Average; 15% rated Satisfactory; 5% rated Poor

How well did the school support your child's education-related technology needs? 38% rated Excellent; 33% rated Above Average; 24% rated Satisfactory; 5% rated Poor

I feel my Advising Teacher (and other classroom teachers) take the time to discuss my student's grades, academic progress and success, or areas for improvement with me. 62% rated Excellent; 29% rated Above Average; 7% rated Satisfactory; 2% rated Poor

I feel safe when on campus with the COVID safety measures that have been implemented. 90% responded YES; 10% responded NO

Do the buildings and classrooms support a positive and focused environment appropriate for learning? 62% rated Excellent; 29% rated Above Average; 10% rated Satisfactory; 0% rated Poor

I feel welcomed, valued, and connected to others in our school community. 55% rated Excellent; 21% rated Above Average; 19% rated Satisfactory; 5% rated Poor

Rate how well the school communicates to you about school events & procedures. 62% rated Excellent; 26% rated Above Average; 12% rated Satisfactory; 0% rated Poor

Does our school provide you the knowledge & support you need for future (college/career) academic goals & planning for your student? 40% rated Excellent; 29% rated Above Average; 12% rated Satisfactory; 10% rated Poor; 10% responded "Does not apply at this time for my child"

It is Glacier's purpose that all students graduate completing the full A-G (college prep) course requirements. Is your student on track to complete the full A-G course requirements for graduation? 85% responded YES; 2% responded NO; 12% responded, "I don't know"

Would you recommend our school to your friends and family? 93% responded YES; 7% responded NO

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

Building Partnerships for Student Outcomes

Rating Scale (lowest to highest) -

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

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

Dashboard Narrative Box (Limited to 3,000 characters)

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

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

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

Feedback from the results of our Parent Survey taken in March of this 2020-21 school year are sited under the heading, "Building Relationships."

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

Seeking Input for Decision Making

Rating Scale (lowest to highest) -

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

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

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

Dashboard Narrative Box (Limited to 3,000 characters)

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

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

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

Feedback from the results of our Parent Survey taken in March of this 2020-21 school year are cited under the heading, "Building Relationships."

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

School Climate (LCFF Priority 6)

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

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Glacier High School's 2021-22 LCAP speaks to our ongoing commitment ensuring that we are meeting the diverse needs of our student population. The 3 Goals of the 2021-22 LCAP address improving student guidance and instruction and improving student engagement within a positive school climate.

The following information contains the results of our Student Survey from March 2021 of this school year. The feedback from this survey contributed to our LCAP goals and actions for the 2021-22 school year. 48 Glacier High School Charter students from the grade spans 9-12 responded to our local school survey on a variety of topics. The results were as follows:

I receive encouragement from teachers and other school staff. 54% rated Excellent; 31% rated Above Average; 15% rated Satisfactory; 0% rated Poor

The school works with my parent/guardian to help me do my best in school. 54% rated Excellent; 38% rated Above Average; 8% rated Satisfactory; 0% rated Poor

My school is clean and in good condition. 75% rated Excellent; 23% rated Above Average; 2% rated Satisfactory; 0% rated Poor

I feel safe when on campus with the COVID safety measures that have been implemented. 88% responded YES; 13% responded NO

How emotionally safe do you feel with staff and students at our school? 44% rated Excellent; 27% rated Above Average; 27% rated Satisfactory; 2% rated Poor

My school provides textbooks and other learning materials to meet my educational needs. 71% rated Excellent; 17% rated Above Average; 13% rated Satisfactory; 0% rated Poor

I feel my Advising Teacher (and other classroom teachers) take the time to discuss my grades, academic progress and success, or areas for improvement with me and my parents. 56% rated Excellent; 23% rated Above Average; 21% rated Satisfactory; 0% rated Poor

I feel welcomed, valued, and connected to others in my school community. 43% rated Excellent; 23% rated Above Average; 28% rated Satisfactory; 6% rated Poor

How likely are you to ask for help from a teacher or other school staff when you run into a school/education-related difficulty? 27% rated Almost all the time; 33% rated Often; 35% rated Sometimes; 4% rated Never

Did you participate in any of our distance learning/Zoom classes? 90% responded YES; 10% responded NO

My teacher(s) provided me with enough guidance and support to successfully complete my distance learning/Zoom courses? 50% rated Excellent; 26% rated Above Average; 24% rated Satisfactory; 0% rated Poor

How well did the school support your education-related technology needs? 48% rated Excellent; 37% rated Above Average; 15% rated Satisfactory; 0% rated Poor

It is Glacier's purpose that all students graduate completing the full A-G (college prep) course requirements. Are you on track to complete the full A-G course requirements for graduation? 74% responded YES; 2% responded NO; 24% responded, "I don't know"

Does our school provide you the knowledge & support you need for future (college/career) academic goals & planning? 24% rated Excellent; 46% rated Above Average; 28% rated Satisfactory; 2% rated Poor

Overall how would you rate your mental health? 31% rated Always good; 31% rated Usually good; 24% rated Sometimes poor; 13% rated Usually poor

Have you had any problems this school year with your schoolwork or daily life due to any emotional difficulties, such as feeling depressed, stressed, or anxious? 44% responded YES; 56% responded NO

What support/s have you used to help you this school year with your schoolwork or daily life due to any emotional difficulties, such as feeling depressed, stressed, sad, or anxious? (mark all that apply): 68% marked that they Reached out to a friend; 42% Reached out to a parent; 32% Didn't ask for help; 21% stated Other; 16% Attended counseling; and 11% Reached out to their Advising Teacher or other staff member

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

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

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

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

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

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

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

3) Glacier High School Charter strives to provide all students a broad course of study. Our personalized learning model allows us to serve all students which include English learners, students with disabilities, socioeconomically

disadvantaged, and regardless of students with differing backgrounds, personal characteristics, or varying academic achievements. All students have the opportunity to flourish in our personalized learning model. As we are an independent study school, every student is allowed the opportunity to participate in onsite courses, activities, and field trips. As detailed in our 2021-22 LCAP, Glacier High is working towards providing greater guidance, support, and opportunities for students, providing high quality and effective educational services and products to support student learning, and engagement and school connectedness under the daily guidance of their parent.

4) Our revisions, decisions, and new goals and actions will ensure that all students have access to a broad course of study. See our LCAP document for 2021-22.

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

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

Rating Scale (lowest to highest) -

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

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

Coordinating Instruction	1	2	3	4	5
dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

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

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

Rating Scale (lowest to highest) -

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

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					

Coordinating Services	1	2	3	4	5
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Endeavor Charter School	Eric Hagen, Principal	ehagen@wscsfamily.org

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Representatives of our entire school community contributed to the formation of this plan. Students completed a survey and served on focus groups planning the coming school year.

Parents also completed a survey and served on focus groups for planning purposes.

Staff participate staff planning meetings and focus groups.

Our school communicates issues and initiatives to all staff, students and families through our monthly newsletter and our internal school messaging service (Parent Square).

Our surveys and focus groups identified the need to increase support in educational technology.

A description of how students will be identified and the needs of students will be assessed.

All students will be assessed at the beginning and at the end of the school year using the NWEA MAP assessment. Also all students in the appropriate grade levels will be assessed on the CAASPP. These assessments form the backbone of our school's objective student performance data. Additionally, our teachers work

closely with both the students and their parents, building a portfolio of student work for each student throughout the school year. This portfolio and the teachers' observations provide a powerful anecdotal and diagnostic contribution regarding student learning and difficulties.

For students who fall below grade level or demonstrate other concerns noted by their teacher or parent we will create a Student Support Plan (SSP). The SSP includes specific interventions to address the students' areas of need. The SSPs are monitored by administration. Outstanding SSPs are re-evaluated on a calendar. If the student is successful we continue with the plan outlined in the SSP. If the student is not successful with the accommodations outlined in the SSP we call a Student Support Team (SST) meeting. The team will look at additional supports that can be provided. The SST may also lead to a referral to a 504 or the IEP process.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Parents and students will be informed of these supplemental opportunities through:

- Regular communications through our monthly newsletter
- Our school website will also highlight these opportunities
- Through our school mass email system (Parent Square), emails sent to targeted students and families or all families depending on the need and the service being provided.
- Regular monthly parent/ student/ teacher conferences and documentation

A description of the LEA's plan to provide supplemental instruction and support.

Strategy 2 - Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:

A. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.

1. Enhancing and Extending Instructional Support Services

We will provide credentialed and paraprofessional tutoring hours for one-on-one or small group learning support. These tutoring opportunities will be available daily, 8am-4pm Monday through Friday. These staff will be able to accelerate all students' learning but particularly will support and address learning gaps for students caused by the past year's COVID-19 caused instructional disruption.

These tutoring services will prioritize our English Language learners and Special Education students.

Strategy 2 - Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:

B. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.

2. Chromebooks For Every Student

This strategy, providing Chromebooks for all students, will enable our students to powerfully access and engage in our onsite instructional services ie. classes, small group instruction, one on one tutoring, and student study groups. In fact, these Chromebooks will be integral to our site based instruction. Additionally they enable our school to extend and enhance learning opportunities beyond the school site and school day. Teachers will incorporate a wide variety of instructional applications to augment and deepen the students learning experience through applications available on the world wide web. Additionally and perhaps most importantly, this strategy ensures equitable access to these resources by ensuring that **all of our students**, including subgroups may powerfully engage in our program.

A Chromebook for every student will allow our students who are struggling to succeed and are identified through our intervention process, to access targeted supplemental instruction in areas of need. For example, students who are below grade level will be provided support through programs such as Edgenuity, Lexia, and ALEX to name just a few.

Chromebooks will also increase and improve distance learning services for all students and those targeted and in need of additional support. This technology will help students access instruction by distance prior to attending in person instruction.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	\$0	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$145,930	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$0	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$0	[Actual expenditures will be provided when available]

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$0	[Actual expenditures will be provided when available]
Additional academic services for students	\$0	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$0	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$145,930	[Actual expenditures will be provided when available]

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

Our school did not receive any federal Emergency Relief funds.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov.

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.
- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA’s plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA’s plan for assessing the needs of those students on a regular basis. The LEA’s plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, “other integrated student supports” are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA’s plan to provide supplemental instruction and support

Describe the LEA’s plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students’ needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The ‘Supplemental Instruction and Support Strategies’ column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the ‘Planned Expenditures’ column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the ‘Actual Expenditures’ column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

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

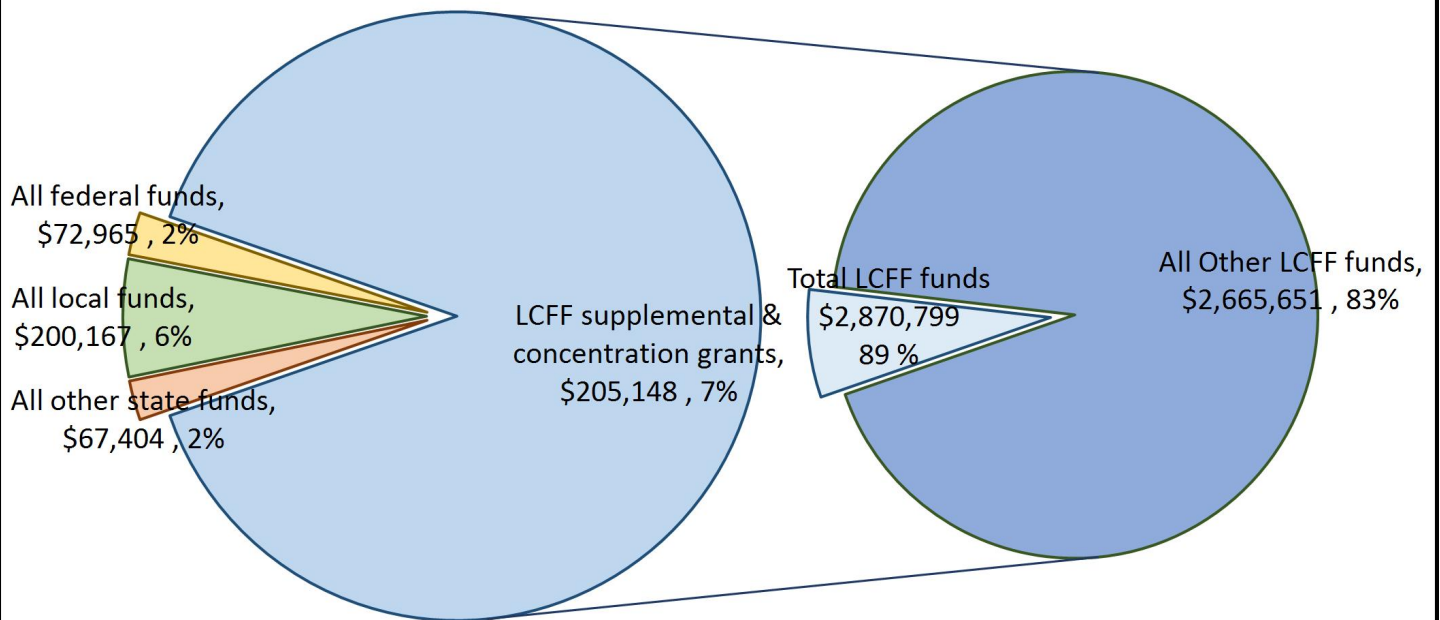
mcox@wscsfamily.org

(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



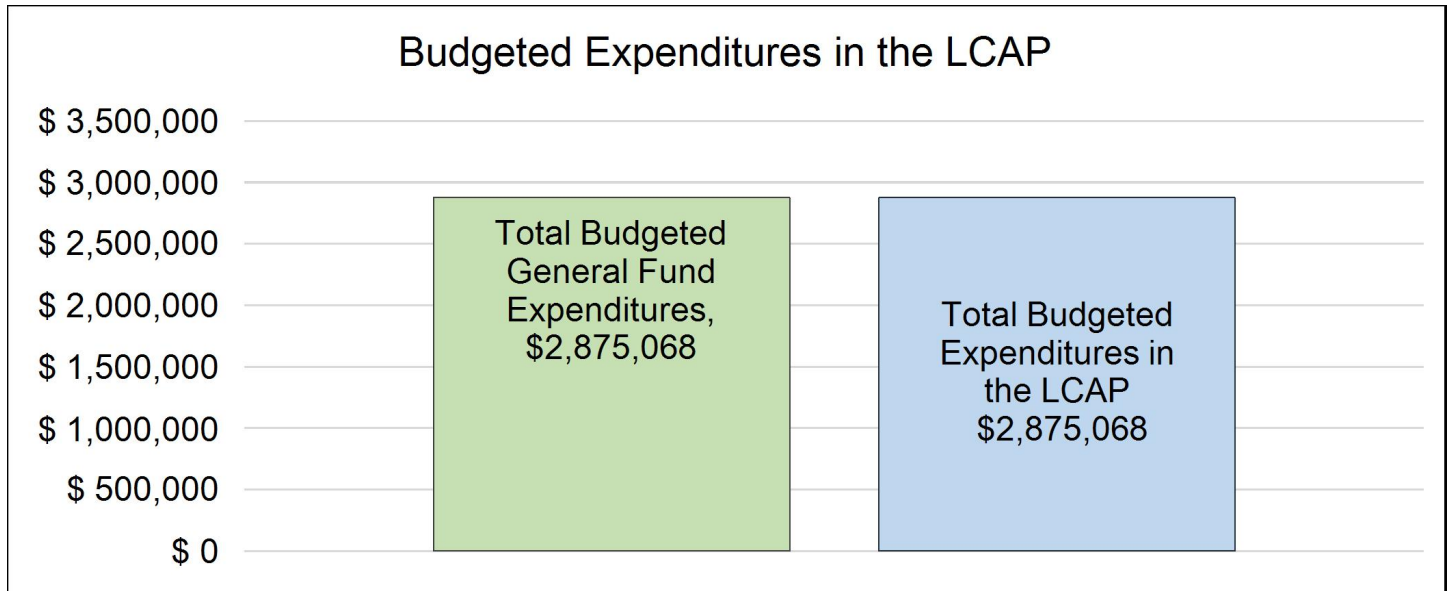
This chart shows the total general purpose revenue Endeavor Charter School expects to receive in the coming year from all sources.

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.

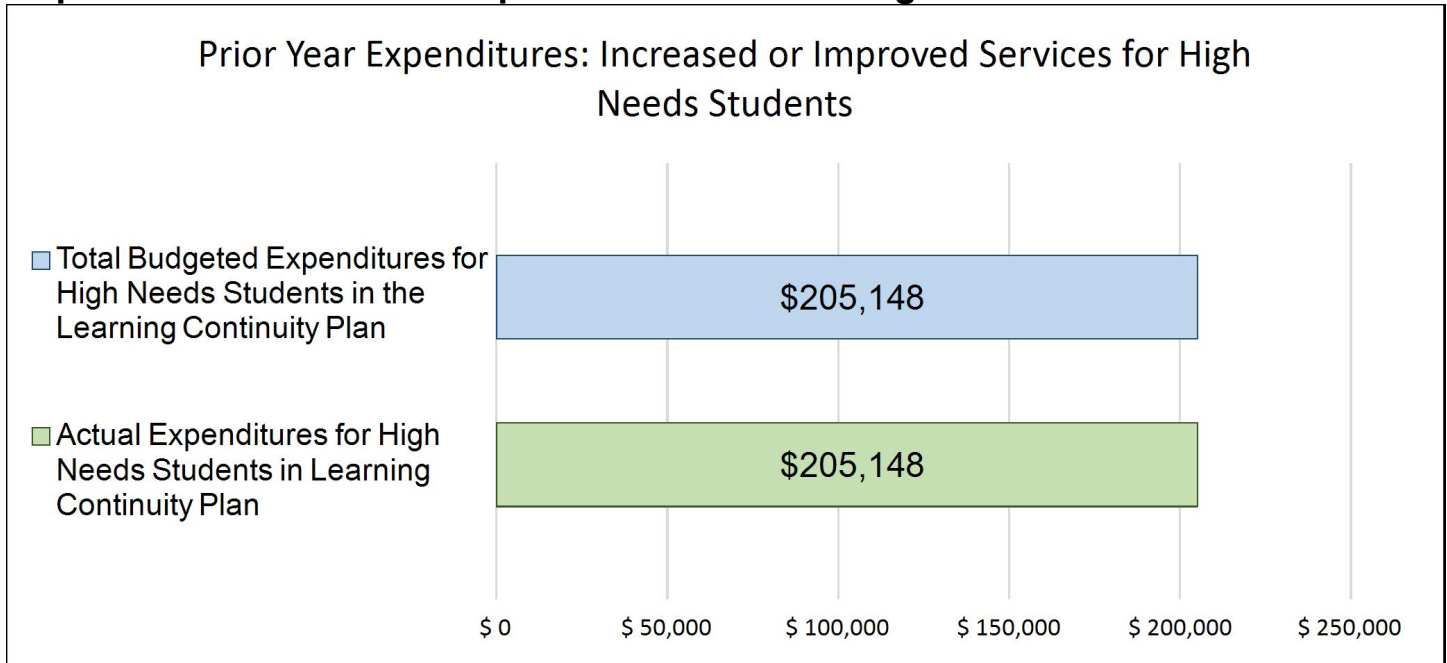
Endeavor Charter School plans to spend \$2875068 for the 2021-22 school year. Of that amount, \$2875068 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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.

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

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

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

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

Goal 1

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
----------	--------

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
-----------------------------	--------------------------	------------------------

Goal Analysis

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

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

Goal 2

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
----------	--------

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
-----------------------------	--------------------------	------------------------

Goal Analysis

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

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

Goal 3

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
----------	--------

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
-----------------------------	--------------------------	------------------------

Goal Analysis

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

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

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
----------	--------

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
-----------------------------	--------------------------	------------------------

Goal Analysis

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

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

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
----------	--------

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
-----------------------------	--------------------------	------------------------

Goal Analysis

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

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

Goal 6

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
----------	--------

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
-----------------------------	--------------------------	------------------------

Goal Analysis

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

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

Goal 7

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
----------	--------

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
-----------------------------	--------------------------	------------------------

Goal Analysis

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

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

Goal 8

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
----------	--------

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
-----------------------------	--------------------------	------------------------

Goal Analysis

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

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

Goal 9

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

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

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

Goal 10

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

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

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

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Endeavor purchased appropriate safety equipment (masks, face shields, plexiglass table dividers, thermometers) to support safe interactions between students, parents, and staff in classrooms, main building, and outdoors on our campus. Endeavor purchased appropriate equipment and materials (hand sanitizers, disinfectant wipes, gloves, spray bottles, etc.) to maintain rigorous conditions of cleanliness. Endeavor purchased signage/posters to be posted in and outside our building (masks required, COVID-19 symptoms). Endeavor purchased shade cloth to provide outside meeting space. Endeavor will follow rigorous safety protocols to ensure the well-being of students, parents, and staff while on campus.	\$3217.00	3217	Yes

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

Endeavor's Total Budgeted Funds related to in-person instructional offerings was used for the described actions.

Analysis of In-Person Instructional Offerings

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

The safety equipment, materials, and rigorous cleaning protocol allowed our staff to conduct the daily business of our Personalized Learning School by continuing to serve the needs of our students and their families with care and attention.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1. Devices: Chromebooks made available for all students who need a device to access distance learning at home. 2. Additional Technology to Support Distance Learning: desktop computer cameras, document cameras, headsets, and laptops/devices for staff. 3. Assistive technology for Students with Disabilities to access distance learning instruction from home (for hearing impaired students) 4. Maintained teaching and support staffing (high school counselor, SpEd teachers, ELD Coordinator, library, custodial, IT, and office staff)	\$32,825.00	32825	Yes

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

Endeavor's Total Budgeted Funds related to Distance Learning instructional offerings was used for the described actions.

Analysis of the Distance Learning Program

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

Endeavor Charter continued providing high-quality educational options to all students, tailored to the needs and interests of each individual student. With ongoing Distance Learning PD and mentoring throughout this school year, teachers delivered outstanding Distance Learning instruction to all interested students in math, English, the sciences, history, art, and other high school elective courses. All students were offered Chromebooks along with any additional assistive technology needed to access the Distance Learning instruction. Even with the excellent Distance Learning instruction, there were a few challenges. Internet connectivity issues occurred at various times in both our campus and at student's homes. Developing relationships between students and between students and teachers proved more difficult with Distance Learning. Many students also felt isolated and disconnected with their peers.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Endeavor purchased Zoom licenses for school use.	\$2,115.00	2115	Yes

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

Endeavor's Total Budgeted Funds related to Pupil Learning Loss was used for the described actions.

Analysis of Pupil Learning Loss

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

Endeavor provided services and supports to all students to address learning loss. We did this in 3 primary ways:

- 1) with on-going collaboration between teacher, student, and parent;
- 2) closely monitoring student learning; and
- 3) benchmark NWEA Map testing

Analysis of Mental Health and Social and Emotional Well-Being

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

Because of the strong partnerships we develop between teachers, students, and their parents, we've been able to stay connected and in frequent communication with our families. Students experiencing mental health issues are usually brought to our attention fairly quickly. Even with our strong ties, students did report struggles with mental, social, and/or emotional well-being. Based on our Student Survey results in March, 44% of our high school students responded that they've had problems with their schoolwork or daily life due to emotional difficulties, such as feeling depressed, stressed, sad, or anxious.

Analysis of Pupil and Family Engagement and Outreach

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

To support student and family engagement, Endeavor Charter School used the following communication methods:

1. our school-wide communication system called Parent Square
2. our website which includes a variety of easily accessible forms, newsletters, and announcements
3. communications and meetings were conducted via Zoom, telephone, and email with stakeholders
4. technology support was available to all staff, students, and parents

Analysis of School Nutrition

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

Endeavor's meal program continued to be available to any eligible student qualifying for Free or Reduced meals.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Endeavor's breakfast program which provides a daily meal to qualifying students at no cost.	\$2,820.00	2820	Yes

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

There were no substantive differences between Endeavor's budgeted expenditures associated with the Learning Continuity Plan's actions.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The 2020-21 SY has informed the development of goals and actions of Endeavor Charter's 2021-22 LCAP in the following ways:

1. while continued CDPH Covid-19 guidance and mitigation efforts will be followed, our Action 1 for Goal 1 is to resume on-site instruction and learning opportunities for students corollary to our instructional offerings prior to Covid-19 required limitations.
2. to improve upon our College/Career Readiness guidance for all students to increase their preparedness for college and post high school success (Goal 1, Action 10).
3. to further support students, we will 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 (Goal 2, Action 5).
4. increasing 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 (Goal 3).

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

Pupil Learning Loss will continue to be assessed and addressed for ALL students, which include Unduplicated Pupils and those with disabilities, in the 2021-22 LCAP. We do this because every student is provided with a custom personalized learning plan, including all necessary educational materials, curriculum, technology, etc. This plan is built around the student's needs and is monitored and adapted throughout the school year as needed.

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

N/A - Population Served ALL (Not Contributing to Increased/Improved Requirement)

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

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Endeavor Charter continuously strives to improve services and strengthen student outcomes. We use available State testing data, in-house benchmark test results, and communicate with all of our stakeholders regularly to improve student learning. Our 2021-22 LCAP informs our goals and actions for our continued efforts of serving students and their parents in the best way possible.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources		

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types		

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources		

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$3,217.00	\$3,217.00
Distance Learning Program	\$32,825.00	\$32,825.00
Pupil Learning Loss	\$2,115.00	\$2,115.00
Additional Actions and Plan Requirements	\$2,820.00	\$2,820.00
All Expenditures in Learning Continuity and Attendance Plan	\$40,977.00	\$40,977.00

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

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$3,217.00	\$3,217.00
Distance Learning Program	\$32,825.00	\$32,825.00
Pupil Learning Loss	\$2,115.00	\$2,115.00
Additional Actions and Plan Requirements	\$2,820.00	\$2,820.00
All Expenditures in Learning Continuity and Attendance Plan	\$40,977.00	\$40,977.00

Local Performance Indicator Self-Reflection

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

Introduction

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

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

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

Performance Standards

The performance standards for the local performance indicators are:

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

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

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

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

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

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

Rating Scale (lowest to highest) -

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

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

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

Rating Scale (lowest to highest) -

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

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

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

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

Rating Scale (lowest to highest) -

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

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

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

Rating Scale (lowest to highest) -

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

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

Support for Teachers and Administrators

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

Rating Scale (lowest to highest) -

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

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

Optional Narrative (Limited to 1,500 characters)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

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

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

For each statement in the table below -

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

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

Building Relationships

Rating Scale (lowest to highest) -

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

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

Dashboard Narrative Box (Limited to 3,000 characters)

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

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

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

The following information contains the results of our Parent Survey taken in March of this 2020-21 school year. The feedback from this survey contributed to our 2021-22 LCAP goals and actions. 96 parents responded to our local school survey on a variety of topics. The results were then broken into parent responses for TK-8 and 9-12:

Parent Survey Responses for Students in TK-8

How would you rate your overall schooling experience with us? 59% rated Excellent; 33% rated Above Average; 8% rated Satisfactory; 0% rated Poor

How well does the school support your needs as the parent teacher? 63% rated Excellent; 27% rated Above Average; 10% rated Satisfactory; 0% rated Poor

My school provides textbooks and other learning materials to meet my child's educational needs. 63% rated Excellent; 26% rated Above Average; 12% rated Satisfactory; 0% rated Poor

How likely are you to ask for help from a teacher or other school staff when you run into a school/education-related difficulty? 44% rated Almost all the time; 38% rated Often; 18% rated Sometimes; 0% rated Never

Did your child participate in any of our distance learning/Zoom classes? 91% responded YES; 9% responded NO

Did your child's teacher(s) provide enough guidance and support for your child to successfully participate in the distance learning/Zoom courses? 56% rated Excellent; 32% rated Above Average; 8% rated Satisfactory; 3% rated Poor

How well did the school support your child's education-related technology needs? 58% rated Excellent; 24% rated Above Average; 17% rated Satisfactory; 1% rated Poor

I feel my Advising Teacher (and other classroom teachers) take the time to discuss my student's grades, academic progress and success, or areas for improvement with me. 71% rated Excellent; 28% rated Above Average; 1% rated Satisfactory; 0% rated Poor

I feel safe when on campus with the COVID safety measures that have been implemented. 99% responded YES; 1% responded NO

Do the buildings and classrooms support a positive and focused environment appropriate for learning? 54% rated Excellent; 38% rated Above Average; 8% rated Satisfactory; 0% rated Poor

I feel welcomed, valued, and connected to others in our school community. 53% rated Excellent; 31% rated Above Average; 17% rated Satisfactory; 0% rated Poor

Rate how well the school communicates to you about school events & procedures. 59% rated Excellent; 33% rated Above Average; 8% rated Satisfactory; 0% rated Poor

Does our school provide you the knowledge & support you need for future (college/career) academic goals & planning for your student? 18% rated Excellent; 9% rated Above Average; 10% rated Satisfactory; 0% rated Poor; 63% responded "Does not apply at this time for my child"

Would you recommend our school to your friends and family? 99% responded YES; 1% responded NO

Parent Survey Responses for Students in 9-12

How would you rate your overall schooling experience with us? 44% rated Excellent; 38% rated Above Average; 19% rated Satisfactory; 0% rated Poor

How well does the school support your needs as the parent teacher? 50% rated Excellent; 31% rated Above Average; 19% rated Satisfactory; 0% rated Poor

My school provides textbooks and other learning materials to meet my child's educational needs. 50% rated Excellent; 34% rated Above Average; 16% rated Satisfactory; 0% rated Poor

How likely are you to ask for help from a teacher or other school staff when you run into a school/education-related difficulty? 41% rated Almost all the time; 34% rated Often; 25% rated Sometimes; 0% rated Never

Did your child participate in any of our distance learning/Zoom classes? 94% responded YES; 6% responded NO

Did your child's teacher(s) provide enough guidance and support for your child to successfully participate in the distance learning/Zoom courses? 53% rated Excellent; 23% rated Above Average; 17% rated Satisfactory; 7% rated Poor

How well did the school support your child's education-related technology needs? 35% rated Excellent; 35% rated Above Average; 31% rated Satisfactory; 0% rated Poor

I feel my Advising Teacher (and other classroom teachers) take the time to discuss my student's grades, academic progress and success, or areas for improvement with me. 72% rated Excellent; 25% rated Above Average; 3% rated Satisfactory; 0% rated Poor

I feel safe when on campus with the COVID safety measures that have been implemented. 94% responded YES; 6% responded NO

Do the buildings and classrooms support a positive and focused environment appropriate for learning? 50% rated Excellent; 47% rated Above Average; 3% rated Satisfactory; 0% rated Poor

I feel welcomed, valued, and connected to others in our school community. 38% rated Excellent; 34% rated Above Average; 25% rated Satisfactory; 3% rated Poor

Rate how well the school communicates to you about school events & procedures. 53% rated Excellent; 38% rated Above Average; 9% rated Satisfactory; 0% rated Poor

Does our school provide you the knowledge & support you need for future (college/career) academic goals & planning for your student? 28% rated Excellent; 38% rated Above Average; 22% rated Satisfactory; 3% rated Poor; 9% responded "Does not apply at this time for my child"

It is Endeavor's purpose that all students graduate completing the full A-G (college prep) course requirements. Is your student on track to complete the full A-G course requirements for graduation? 91% responded YES; 0% responded NO; 9% responded, "I don't know"

Would you recommend our school to your friends and family? 97% responded YES; 3% responded NO

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

Building Partnerships for Student Outcomes

Rating Scale (lowest to highest) -

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

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

Dashboard Narrative Box (Limited to 3,000 characters)

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

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

We make every effort to seek parent involvement and input in school decision-making. Data is collected in a number of ways. 1) Through regular/monthly scheduled PLP meetings; 2) by our parents who make up the majority of our

Western Sierra Charter Schools Board; 3) through our LCAP planning Focus Group meetings; 4) by Parent Workshops held throughout the year; 5) by communicating with families on a regular basis through monthly newsletters and Parent Square messages; and 5) through our local Parent Survey.

Feedback from the results of our Parent Survey taken in March of this 2020-21 school year are sited under the heading, "Building Relationships."

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

Seeking Input for Decision Making

Rating Scale (lowest to highest) -

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

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

Dashboard Narrative Box (Limited to 3,000 characters)

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

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

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

Feedback from the results of our Parent Survey taken in March of this 2020-21 school year are cited under the heading, "Building Relationships."

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

School Climate (LCFF Priority 6)

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

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

Endeavor Charter School's 2021-22 LCAP speaks to our ongoing commitment ensuring that we are meeting the diverse needs of our student population. The 3 Goals of the 2021-22 LCAP address improving student guidance and instruction and improving student engagement within a positive school climate.

The following information contains the results of our Student Survey from March 2021 of this school year. The feedback from this survey contributed to our LCAP goals and actions for the 2021-22 school year. 54 students responded to our local school survey on a variety of topics. The results were then broken into student responses for TK-8 (with 26) and 9-12 (with 28):

Student Responses for TK-8:

I receive encouragement from teachers and other school staff. 77% rated Excellent; 19% rated Above Average; 4% rated Satisfactory; 0% rated Poor

The school works with my parent/guardian to help me do my best in school. 73% rated Excellent; 27% rated Above Average; 0% rated Satisfactory; 0% rated Poor

My school is clean and in good condition. 88% rated Excellent; 12% rated Above Average; 0% rated Satisfactory; 0% rated Poor

I feel safe when on campus with the COVID safety measures that have been implemented. 96% responded YES; 4% responded NO

How emotionally safe do you feel with staff and students at our school? 62% rated Excellent; 23% rated Above Average; 15% rated Satisfactory; 0% rated Poor

My school provides textbooks and other learning materials to meet my educational needs. 85% rated Excellent; 15% rated Above Average; 0% rated Satisfactory; 0% rated Poor

I feel my Advising Teacher (and other classroom teachers) take the time to discuss my grades, academic progress and success, or areas for improvement with me and my parents. 88% rated Excellent; 4% rated Above Average; 8% rated Satisfactory; 0% rated Poor

I feel welcomed, valued, and connected to others in my school community. 81% rated Excellent; 12% rated Above Average; 8% rated Satisfactory; 0% rated Poor

How likely are you to ask for help from a teacher or other school staff when you run into a school/education-related difficulty? 19% rated Almost all the time; 35% rated Often; 38% rated Sometimes; 8% rated Never

Did you participate in any of our distance learning/Zoom classes? 96% responded YES; 4% responded NO

My teacher(s) provided me with enough guidance and support to successfully complete my distance learning/Zoom courses? 68% rated Excellent; 20% rated Above Average; 12% rated Satisfactory; 0% rated Poor

How well did the school support your education-related technology needs? 73% rated Excellent; 23% rated Above Average; 4% rated Satisfactory; 0% rated Poor

Overall how would you rate your mental health? 54% rated Always good; 46% rated Usually good; 0% rated Sometimes poor; 0% rated Usually poor

Have you had any problems this school year with your schoolwork or daily life due to any emotional difficulties, such as feeling depressed, stressed, or anxious? 0% responded YES; 100% responded NO

Student Responses for 9-12:

I receive encouragement from teachers and other school staff. 46% rated Excellent; 32% rated Above Average; 18% rated Satisfactory; 4% rated Poor

The school works with my parent/guardian to help me do my best in school. 43% rated Excellent; 29% rated Above Average; 29% rated Satisfactory; 0% rated Poor

My school is clean and in good condition. 46% rated Excellent; 43% rated Above Average; 11% rated Satisfactory; 0% rated Poor

I feel safe when on campus with the COVID safety measures that have been implemented. 93% responded YES; 7% responded NO

How emotionally safe do you feel with staff and students at our school? 54% rated Excellent; 18% rated Above Average; 29% rated Satisfactory; 0% rated Poor

My school provides textbooks and other learning materials to meet my educational needs. 61% rated Excellent; 29% rated Above Average; 7% rated Satisfactory; 4% rated Poor

I feel my Advising Teacher (and other classroom teachers) take the time to discuss my grades, academic progress and success, or areas for improvement with me and my parents. 50% rated Excellent; 25% rated Above Average; 25% rated Satisfactory; 0% rated Poor

I feel welcomed, valued, and connected to others in my school community. 36% rated Excellent; 29% rated Above Average; 32% rated Satisfactory; 4% rated Poor

How likely are you to ask for help from a teacher or other school staff when you run into a school/education-related difficulty? 14% rated Almost all the time; 54% rated Often; 29% rated Sometimes; 4% rated Never

Did you participate in any of our distance learning/Zoom classes? 100% responded YES; 0% responded NO

My teacher(s) provided me with enough guidance and support to successfully complete my distance learning/Zoom courses? 43% rated Excellent; 21% rated Above Average; 36% rated Satisfactory; 0% rated Poor

How well did the school support your education-related technology needs? 25% rated Excellent; 39% rated Above Average; 29% rated Satisfactory; 7% rated Poor

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

Does our school provide you the knowledge & support you need for future (college/career) academic goals & planning? 29% rated Excellent; 36% rated Above Average; 36% rated Satisfactory; 0% rated Poor

Overall how would you rate your mental health? 37% rated Always good; 41% rated Usually good; 15% rated Sometimes poor; 7% rated Usually poor

Have you had any problems this school year with your schoolwork or daily life due to any emotional difficulties, such as feeling depressed, stressed, or anxious? 44% responded YES; 56% responded NO

What support/s have you used to help you this school year with your schoolwork or daily life due to any emotional difficulties, such as feeling depressed, stressed, sad, or anxious? (mark all that apply): 67% marked that they Reached out to a friend; 25% Reached out to a parent; 25% Didn't ask for help; 8% stated Other; 8% Attended counseling; and 25% Reached out to their Advising Teacher or other staff member

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

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

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

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

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

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

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

3) Endeavor Charter School strives to provide all students a broad course of study. Our personalized learning model allows us to serve all students which include English learners, students with disabilities, socioeconomically

disadvantaged, and regardless of students with differing backgrounds, personal characteristics, or varying academic achievements. All students have the opportunity to flourish in our personalized learning model. As we are an independent study school, every student is allowed the opportunity to participate in onsite courses, activities, and field trips. As detailed in our 2021-22 LCAP, ECS is working towards providing greater guidance, support, and opportunities for students, providing high quality and effective educational services and products to support student learning, and engagement and school connectedness under the daily guidance of their parent.

4) Our revisions, decisions, and new goals and actions will ensure that all students have access to a broad course of study. See our LCAP document for 2021-22.

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

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

Rating Scale (lowest to highest) -

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

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

Coordinating Instruction	1	2	3	4	5
dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

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

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

Rating Scale (lowest to highest) -

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

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					

Coordinating Services	1	2	3	4	5
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

WSCS Staffing Changes for 2021-2022

Resignations and Retirements: Thanks to these wonderful people for their service to our students!

- Amanda Patterson
- Sonny Yang
- Kathy Specht
- Robyn DaPra
- Karen Fruth

Movement and Reassignments:

- Renee Johnson is moving from MHS Advising Teacher to ECS Advising Teacher
- Susan Huey is moving from ECS K-8 Advising Teacher to ECS 9-12 Advising Teacher and English Teacher
- Christine Chugg is moving to Full Time ECS Math Teacher
- Angela Moons will be serving as the GHS and MHS SPED Coordinator and RSP Teacher
- Katelyn Carter will be serving as the ECS SPED Coordinator and RSP Teacher

New Staff Additions:

- Ciara Turner as MHS Advising Teacher
- John Sloas as MHS Advising Teacher

Open Positions:

- ECS K-8 Advising Teacher
- ECS RSP Teacher

Western Sierra Charter Schools
Executive Director Salary for 2021 - 2022

Step	WSCS
	Exec. Director
1	128,318
2	135,324
3	141,700
4	148,806
5	156,391
6	164,178

The Executive Director has been at Step 6 (\$164,178) for the 2020/ 2021 fiscal year and will remain at that step and compensation for the 2021/2022 fiscal year.

Western Sierra Charter Schools

Employee Budgeted Payroll Cost Summary for 2021-22

This summary reflects all employees being moved appropriately on the salary schedules. The total compensation figure includes an estimate of total salary, STRS and PERS contribution, Health Benefit and all other payroll costs.

Mountain Home School Charter Employees

Certificated Teachers:

Advising FTE: 8 – 1 Davis, 1 Sloas, 1 Hill, 1 Turner, 1 Meeks, 1 Oliphant, 1 Rumohr, 1 Vind

Adjunct FTE: .6 – .4 Heidebrecht, .2 Johnson

Certificated Administrative Staff:

FTE: 2.01 (all allocated partial) – .38 Cox (Exec Director), .72 Klang (Principal), .19 Hagen (IT Administrator), .72 Moons (SPED Coordinator)

Certificated Salaries: \$862,984

Certificated Benefits: \$399,026

Classified Administrative Staff:

FTE: 3.16 (all allocated partial) – .38 Jeffers (CBO), .57 Wilhite (Admin), .57 Neulinger (Admin), .35 Jones (Reception), .72 Mendoza (Custodial), .19 Blas (IT Tech), .38 New Employee (Admin)

Classified Salaries: \$192,608

Classified Benefits: \$65,777

Total Salaries: \$1,055,592

Total Benefits: \$464,803

Total Salaries and Benefits: \$1,520,395

Glacier High School Charter Employees

Certificated Teachers:

Advising FTE: 3.8 – 1 Alvarez, 1 Boe, .8 Friesen, 1 Kelly

Adjunct FTE: 1.05 - .25 Blas, .4 Johnson, .4 Richards

Certificated Administrative Staff:

FTE: 1.29 (all allocated partial) – .15 Cox (Exec Director), .28 Klang (Principal), .075 Hagen (IT Admin), .5 Hill (Counselor), .28 Moons (SPED Coordinator)

Certificated Salaries: \$428,584

Certificated Benefits: \$200,514

Classified Teachers:

Adjunct FTE: .4 – .2 Eberle, .2 Gaskins

Classified Administrative Staff:

FTE: 1.25 (all allocated partial) – .15 Jeffers (CBO), .22 Wilhite (Admin), .22 Neulinger (Admin), .15 Jones (Reception), .28 Mendoza (Custodial), .075 Blas (IT Tech), .15 New Employee (Admin)

Classified Salaries: \$98,896

Classified Benefits: \$42,155

Total Salaries: \$527,481

Total Benefits: \$242,669

Total Salaries and Benefits: \$770,150

Endeavor Charter School Employees

Certificated Teachers:

Advising FTE: 11.7 – .8 Buca, 1 DenHartog, 1 Turner, .5 Ganzenhuber, 1 Hammond, .6 Hirata, 1 Huey., .8 Neptune, 1 Reeve, 1 Vaccaro, 1 Chugg, 1 New Employee, 1 New Employee

Adjunct FTE: 2.45 - .4 Llanos, 1 Mallard, .4 McGough, Blas .25, .4 Souza

Certificated Administrative Staff:

FTE: 3.41 (all allocated partial) – .47 Cox (Exec Director), .74 Hagen (Co-Principal/IT Admin), .7 Garcia (Co-Principal), .5 G.Hill (Counselor), 1 Carter (SPED Coordinator).

Certificated Salaries: \$1,151,175 Certificated Benefits: \$377,212

Classified Teachers:

Adjunct FTE: 2.6 – .7 Mena, .5 Gaviria, 1 Flynn, .4 Mulick

Classified Administrative Staff:

FTE: 4.0 (all allocated partial) – .47 Jeffers (CBO), 1 Carrasco (Reception) .21 Wilhite (Admin), .21 Neulinger (Admin), 1 M.Lord (Admin), .4 K.Lord (Admin), .235 Blas (IT Tech), .47 New Employee

Classified Salaries: \$340,381 Classified Benefits: \$128,052

Total Salaries: \$1,491,555 Total Benefits: \$505,264

Total Salaries and Benefits: \$1,996,820

AB 1316 Summary

Courtesy of Young, Minney and Corr

Impacts All Charter Schools

Eliminates Multi-track Calendar
Increases Audit Requirements, Procedures and Schedule
Applies Minimum Daily Instructional Minutes
Requires Use of School District Financial Reporting (SACS Accounting)
All Teachers Must be Employees - Independent Contractors
Vendor Limitations - Must Have Credentials
Increases District Supervisorial Oversight Fees
Enrichment Activities Must Be In Charter School to Count as Instructional Minutes
Applies Public Contracts Code - i.e. Bidding Requirements

Impacts Non-Classroom- Based Charter Schools

30% Funding Reduction
Authorizer Limitation by Size of Authorizer in Comparison to Charter
Increased Reporting Requirements to Authorizer

Must Offer a Classroom Based Option

Students Must Reside In-County
Student/ Teacher Contact Every 3 School Days
Increased Requirements for IS Board Policy

Increased Requirements for Master Agreements

Increased Obligations for Supervising Teachers

Mike's Board Update 5/18/21

Assembly Bill 1316 is a bill currently pending in the Legislature that will have a dramatic and profound negative impact upon all charter schools in California — including:

- Increasing authorizer oversight fees to 3%,
- increasing audit guide requirements,
- requiring implementation of the expensive and cumbersome Standardized Account Code Structure,
- requiring credentials for vendors serving your students,
- limiting the size of non-classroom-based charter schools based upon the size of authorizing school districts,
- reducing funding of non-classroom-based charter schools by 30% as a baseline and limiting enrollment to in-county students,
- requiring that all non-classroom-based charter schools have a classroom-based option,
- and a multitude of other legal compliance issues.

Mountain Home School 2020-21 Financial Report As of 4/30/21

Category		Budget			Actual	Comments
		Adopted Budget (Annual)	Budget Adjustments (Annual)	Working Budget (Annual)	Actual Rev/Exp Year-to-date	Revision Notes
Revenue						
State Aid Block Grant (LCFF)	8011	620,900	31,078	651,978	746,486	LCFF Calculator ADA of 197.3 Actual Current Enrollment: 204
Education Protection Account "EPA" (LCFF)	8012	169,746	(130,288)	39,458	164,459	
In Lieu Prop Tax (LCFF)	8096	959,202	76,273	1,035,475	1,006,650	
Lottery	8560	42,048	0	42,048	41,497	Learning Loss Mitigation Fund
Interest	8660	4,850	0	4,850	4,490	
Mandate Block Grant	8550	3,058	0	3,058	3,326	
One-time Funding LLMF	8550	0	26,851	26,851	26,851	
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	-	50% of ELO apportioned in 20-21
Other Local Revenue	8699	38,000	(36,000)	2,000	2,843	
SPED Revenue (6500)	8792	57,166	0	57,166	50,426	
Total Revenue		2,028,023	28,251	2,056,274	2,047,028	Total Revenue
Category		Budget			Actual	Comments
		(Annual)	(Annual)	(Annual)	Year-to-date	
Expense						
Salaries (Certificated and Classified)		928,734	13,539	942,273	875,673	
Benefits (All Combined)		442,628	(129)	442,499	307,961	
Total Salary & Benefits		1,371,362	13,410	1,384,772	1,183,633	
	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	26,132	
Instructional Equipment (\$500-\$4900)	4400	0	-	0	-	
Travel & Conference	5200	500	-	500	126	
Contracted Services	5800	39,246	4,000	43,246	37,378	
Communications	5900	4,312	2,079	6,391	4,976	
Equipment	6400	-	-	-	-	
Building (Func. 8100)						
Supplies	4300	10,000	(2,000)	8,000	5,507	
Equipment	4400	1,025	-	1,025	-	
Utilities	5500	8,805	(5,000)	3,805	2,708	
Rentals, Leases & Repairs	5600	0	-	0	-	
Custodial/Site Expense	5800	0	15,063	15,063	15,050	
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	3,072	
Admin. Equipment	4400	500	-	500	-	
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	3,000	5,951	5,662	
Contracted Services-Business Svc Fees	5800	42,871	(578)	42,293	-	
Communications	5900	4,673	-	4,673	4,314	
Equipment	6400	-	-	-	-	
Health Services (Func. 3120 &3140)						
Contracted Services	5800	17,962	-	17,962	9,666	
Food (Func. 3700)						
Food Costs	4700	2,280	(1,000)	1,280	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	53,704	1,686,427	1,339,805	Total Expense
Revenue Less Expenses		395,300		369,847	707,223	
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		914,261		
Carryover as a Percentage of Total Expenses		57.6%		54.2%		
Net Income		395,300		369,847		
Net Income as a percentage of Total Revenue		19.5%		18.0%		
Extraordinary Items						
One-time Expenditures		-	26,851	26,851		
One-time Funding Income		(38,000)	9,149	(28,851)		
Total		(38,000)	36,000	(2,000)		
Net Income Adjusted for Extraordinary Items		357,300		367,847		
Adjusted Net Income as a percentage of Total Revenue		17.6%		17.9%		

Glacier High School 2020-21 Financial Report As of 4/30/21

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	289,691	
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	371,512	GHS is receiving funding for GHS and part of ECS until Feb. 2021
Lottery	8560	20,269	0	20,269	13,728	
Interest	8660	1,500	0	1,500	2,002	
Mandate Block Grant	8550	2,943	0	2,943	3,695	
One-time Funding LLMF	8550	0	7,911	7,911	8,280	Learning Loss Mitigation
State STRS Contribution on Behalf - Paper Transaction	8590	62,763	0	62,763	-	
Enhanced Learning Opportunities Grant	7245/7426	0	27,779	27,779	-	50% of ELO apportioned in 20-21
Other Local Revenue	8699	16,000	(14,000)	2,000	789	
SPED Revenue (6500)	8792	21,804	0	21,804	18,096	
Total Revenue		971,169	(22,484)	948,685	826,246	Total Revenue
Category		Budget			Actual	Comments
Expenses		(Annual)	(Annual)	(Annual)	Year-to-date	
Salaries (Certificated and Classified)		485,457	1,836	487,293	404,098	
Benefits (All Combined)		230,399	1,323	231,722	140,423	
Total Salary & Benefits		715,856	3,159	719,015	544,521	
Instructional (Func.1000)	Object Code					
Textbooks and Core Curricula	4100	5,988	-	5,988	4,042	
Books and Ref Mat	4200	1,488	-	1,488	-	
Instructional Supplies (>\$500)	4300	8,365	6,702	15,067	9,233	
Instructional Equipment (\$500-\$4900)	4400	-	-	-	-	
Travel & Conference	5200	500	500	1,000	942	
Contracted Services	5800	15,492	5,000	20,492	18,360	
Communications	5900	1,576	700	2,276	2,234	
Equipment	6400	-	-	-	-	
Building (Func. 8100)						
Supplies	4300	5,035	(2,000)	3,035	2,055	
Equipment	4400	475	-	475	-	
Utilities	5500	3,424	(1,500)	1,924	1,154	
Rentals, Leases & Repairs	5600	-	-	-	-	
Custodial/Site Expense	5800	-	6,342	6,342	6,342	
Equipment	6400	-	-	-	-	
Facilities Construct (Func. 8500)						
Site Improvement	6100	-	-	-	-	
Building Improvements	6200/6250	-	-	-	-	
Administrative (Func. 2700)						
Admin. Supplies	4300	3,000	-	3,000	2,347	
Admin. Equipment	4400	500	-	500	-	
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	3,083	
Contracted Services-Business Svcs	5800	20,724	(1,017)	19,707	-	
Communications	5900	1,746	500	2,246	2,015	
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	1,453	
Total Expense		821,989	22,858	844,847	610,094	Total Expense
Revenue Less Expenses		149,180		103,838	216,152	
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 4/30/21

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	217,498	
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	187,468	
Lottery	8560	0	0	0	-	
Interest	8660	0	458	458	(722)	
Mandate Block Grant	8550	0	5,427	5,427	5,427	
One-time Funding LLMF	8550	0	37,156	37,156	37,156	Learning Loss Mitigation Funding
State STRS Contribution on Behalf - Paper Trans	7690-8590	0	0	0	-	STRS On Behalf Entry
Enhanced Learning Opportunities Grant	7425/6-8590	0	72,965	72,965	-	Enhanced Learning Opportunities Grant
Other Local Revenue	8699	1,000	0	1,000	-	
SPED Revenue (6500)	8792	138,239	0	138,239	-	
Total Revenue		2,510,451	(144,129)	2,366,322	789,731	Total Revenue
Category		Budget			Actual	Comments
		(Annual)	(Annual)	(Annual)	Year-to-date	
Expense						
Salaries (Certificated and Classified)		1,268,247	625	1,268,872	1,101,961	
Benefits (All Combined)		425,224	51,292	476,516	395,121	
Total Salary & Benefits		1,693,471	51,917	1,745,388	1,497,082	
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		
Instructional Supplies (>\$500)	4300	41,402	7,000	48,402	47,718	
Instructional Equipment (\$500-\$4900)	4400	50,000	(47,488)	2,512	999	
Travel & Conference	5200	3,000		3,000	1,354	
Contracted Services	5800	49,541		49,541	43,703	
Communications	5900	7,019		7,019	4,189	
Equipment	6400	-		-	-	
Building (Func. 8100)						
Supplies	4300	8,605	2,925	11,530	3,217	
Equipment	4400	3,117		3,117	-	
Utilities	5500	15,577	1,000	16,577	15,018	
Rentals, Leases & Repairs	5600	136,200		136,200	124,850	
Custodial/Site Expense	5800	30,000		30,000	26,020	
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	3,219	
Admin. Equipment	4400	500		500	-	
Travel & Conference	5200	4,230	4,000	8,230	7,174	
Service Memberships/ Fees	5300	14,077		14,077	6,476	
Insurance 7200	5400	7,329	3,380	10,709	10,709	
Contracted Services	5800	3,650	12,000	15,650	14,343	
Contracted Services-Business Svc Fees	5800	58,095	(6,374)	51,721	-	
Communications	5900	6,835		6,835	4,894	
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	494	
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	8,461	
Business Services (3.5% of Rev)	5800	24,898	(2,602)	22,296	-	
Fiscal Services (Func. 9200)						
Special Education		55,773	(21,688)	34,085	33,503	
Total Expense	5750	2,311,611	(32,140)	2,279,471	1,862,225	Total Expense
Revenue Less Expenses		198,840		86,851	(1,072,495)	
Carryover from Prior Year		-		-		
Carryover as a Percentage of Total Expenses		0.0%		0.0%		
Ending Balance/Future Carryover		198,840		86,851		
Carryover as a Percentage of Total Expenses		8.6%		3.8%		
Net Income		198,840		86,851		
Net Income as a percentage of Total Revenue		7.9%		3.7%		
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		86,851		
Adjusted Net Income as a percentage of Total Revenue		7.9%		3.7%		

Western Sierra Charter Schools Combined 20-21 Financial Report As of 4/30/21

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	(572,575)	2,401,384	1,253,675	
EPA	8012	359,739	196,042	555,781	625,816	
In Lieu Prop Tax	8096	1,633,252	49,287	1,682,539	1,565,630	
Lottery	8560	62,317	-	62,317	55,225	
Interest	8660	6,350	458	6,808	5,770	
Mandate Block Grant	8550	6,001	5,427	11,428	12,448	
One-time Funding	8550	-	71,918	71,918	72,287	
State STRS Contribution on Behalf - Paper Transacti	8590	195,816	-	195,816	-	
Low Performing Student Block Grant	8590	-	161,081	161,081	-	
Other Local Revenue	8699	55,000	(50,000)	5,000	3,632	
SPED Revenue (6500)	8792	217,209	-	217,209	68,522	
Total Revenue		5,509,643	(138,362)	5,371,281	3,663,005	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	2,381,732	
Benefits (All Combined)		1,098,251	52,486	1,150,737	843,504	
Total Salary & Benefits		3,780,689	68,486	3,849,175	3,225,236	
Instructional (Func.1000)	Object Code					
Textbooks and Core Curricula	4100	32,575	(13,152)	19,423	11,601	
Books and Ref Mat	4200	35,345	(26,000)	9,345	-	
Instructional Supplies (>\$500)	4300	80,793	13,702	94,495	83,083	
Instructional Equipment (\$500-\$4900)	4400	50,000	(47,488)	2,512	999	
Travel & Conference	5200	4,000	500	4,500	2,423	
Contracted Services	5800	104,279	9,000	113,279	99,441	
Communications	5900	12,907	2,779	15,686	11,399	
Equipment	6400	0	-	-	-	
Building (Func. 8100)						
Supplies	4300	23,640	(1,075)	22,565	10,779	
Equipment	4400	4,617	-	4,617	-	
Utilities	5500	27,806	(5,500)	22,306	18,880	
Rentals, Leases & Repairs	5600	136,200	-	136,200	124,850	
Custodial/Site Expense	5800	30,000	21,405	51,405	47,413	
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	8,638	
Admin. Equipment	4400	1,500	-	1,500	-	
Travel & Conference	5200	9,000	4,000	13,000	10,054	
Service Memberships/ Fees	5300	29,951	-	29,951	18,014	
Insurance	5400	15,593	7,192	22,785	22,784	
Contracted Services	5800	7,766	17,000	24,766	23,089	
Contracted Services-Business Svcs	5800	121,690	(7,969)	113,721	-	
Communications	5900	13,254	500	13,754	11,223	
Equipment	6400	0	-	-	-	
Health Services (Func. 3140)						
Contracted Services	5800	28,808	-	28,808	13,313	
Food (Func. 3700)						
Food Costs	4700	6,000	(4,082)	1,918	1,045	
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	10,621	
Business Services (3.5% of Rev)	5800	52,153	(3,286)	48,867	-	
Fiscal Services (Func. 9200)						
Special Education	7141	58,088	11,793	69,881	42,725	
Total Expense		4,766,323	44,422	4,810,744	3,812,125	Total Expense
Revenue Less Expenses		743,320		560,537	\$ (149,119)	
Carryover from Prior Year		849,591		849,591		
Carryover as a Percentage of Total Expenses		17.8%		17.7%		
Ending Balance/Future Carryover		1,592,911		1,410,128		
Carryover as a Percentage of Total Expenses		33.4%		29.3%		
Net Income		743,320		560,537		
Net Income as a percentage of Total Revenue		13.5%		10.4%		
Extraordinary Items						
One Time Expenditures		-	75,709	75,709		
One-time Funding Income		(52,000)	(34,096)	(86,096)		
Total		(52,000)	41,613	(10,387)		
Net Rev. Adjusted for Extraordinary Items		691,320		550,150		
Adjusted Net Income as a percentage of Adj. Total Revenue		12.5%		10.2%		

Preliminary WSCS Combined Projected Budget for 21-22 as of 5/12/21

Category						Comments
		Mountain Home	Glacier	Endeavor	WSCS Combined	
Revenue		(Annual)	(Annual)	(Annual)	Annual	
State Aid Block Grant (LCFF)	8011	900,994	450,519	2,339,353	3,690,866	Enrollment 235/95/310 ADA 229.13/92.63/302.25
Education Protection Account "EPA" (LCFF)	8012	154,181	108,854	298,173	561,208	
In Lieu Prop Tax (LCFF)	8096	1,035,475	413,791	233,273	1,682,539	
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	-	-	-	-	
Enhanced Learning Opportunities Grant	8590	60,337	27,779	72,965	161,081	
Other Local Revenue	8699	-	-	-	-	
SPED Revenue (6500)	8792	112,516	37,884	199,667	350,067	
Total Revenue		2,307,668	1,059,858	3,211,335	6,578,862	
Category						Comments
Expenses		(Annual)	(Annual)	(Annual)		
Salaries - Certificated & Classified		1,055,592	527,481	1,491,555	3,074,628	70% of Fee for MCOE (3.5% of LCFF Revenues)
Benefits (All Combined)		464,803	242,669	505,264	1,212,736	
Total Salary & Benefits		1,520,395	770,150	1,996,820	4,287,364	
Instructional (Func.1000)						
Textbooks and Core Curriculum	4100	23,662	9,952	19,208	52,822	
Books and Reference Materials	4200	12,340	5,000	59,026	76,366	
Instructional Supplies (>\$500)	4300	88,478	37,451	122,792	248,721	
Instructional Equipment (\$500-\$4900)	4400	9,051	4,167	13,507	26,724	
Travel & Conference	5200	2,500	3,000	9,000	14,500	
Contracted Services	5800	111,949	54,771	126,494	293,213	
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	11,242	95,256	128,043	
Total Expense		2,022,056	1,010,228	2,875,068	5,907,352	
Revenue Less Expenses		285,612	49,630	336,267	671,510	
Carryover from Prior Year		918,261	409,015	86,851	1,414,127	
Carryover as a Percentage of Total Expenses		45.4%	40.5%	3.0%	23.9%	
Ending Balance/Future Carryover		1,203,873	458,645	423,118	2,085,637	
Carryover as a Percentage of Total Expenses		59.5%	45.4%	14.7%	35.3%	
Net Income		285,612	49,630	336,267	671,510	
Net Income as a percentage of Total Revenue		12.4%	4.7%	10.5%	10.2%	
Extraordinary Items						
One-time Expenditures		-	-	-	-	
One-time Funding Income		-	-	-	-	
Total		-	-	-	-	
Net Rev. Adjusted for Extraordinary Items		285,612	49,630	336,267	671,510	
Adjusted Net Income as a percentage of Total Revenue		12.4%	4.7%	10.5%	10.2%	