Western Sierra Charter School
Board of Directors Meeting
Tuesday, June 13, 2023
Open Session Board Meeting – **2:00 PM**
Meeting Held At: 777 West Shaw Ave. Fresno, CA 93704

Members of the public may view and/or participate in the meeting at the Fresno address or virtually at our Oakhurst location at 41267 Highway 41, Oakhurst, CA 93644. Additionally, the meeting may be viewed virtually at: https://www.wscsfamily.org/live-broadcast.html

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. *****Action: Board Meeting Agenda for June 13, 2023

4. *****Action: Minutes from May 16, 2023

5. Hearing of Persons Wishing to Address the Board

6. Written Communications *(if any)*

7. Much Gratitude and Farewell to Mindy Klang and Brian Fulce!

8. *Action: Warrant Reports for 5-10-23 to 6-8-23

9. *****Action: 2023/2024 Budget for Mountain Home School – Jody Jeffers

10. *****Action: 2023/2024 Budget for Glacier High School – Jody Jeffers

11. *****Action: 2023/2024 Budget for Endeavor Charter School – Jody Jeffers

12. Information Item: LCAP Local Performance Indicator Self Reflection Reports for: MHS, GHS and ECS – Mindy Klang

13. *****Action: 2023/2024 Local Control Accountability Plans (LCAP) and Budget Overview for Parents (BOP) for Mountain Home School – Mindy Klang

14. *****Action: 2023/2024 Local Control Accountability Plans (LCAP) and Budget Overview for Parents (BOP) for Glacier High School – Mindy Klang

15. *****Action: 2023/2024 Local Control Accountability Plans (LCAP) and
   Budget Overview for Parents (BOP) for Endeavor Charter School – Mindy Klang

16. *****Action: EPA Resolution for 2023/2024 SY #2022-2023-03 - Mountain Home School – Jody Jeffers

17. *****Action: EPA Resolution for 2022/2024 SY #2022-2023-04 - Glacier High School – Jody Jeffers

18. *****Action: EPA Resolution for 2022/2024 SY #2022-2023-05 - Endeavor Charter School – Jody Jeffers

19. *****Action: Approval Hiring New Staff: Shawna Adams (ECS Teacher), Andrea King (ECS Teacher),
   Courtney Alves (GHS Teacher), Aaron Kiang (WSCS IT Tech), Reghina Crump (GHS P.T. ROV)

20. *****Action: Glacier High School Charter Petition Reauthorization (Term July 1, 2024 – June 30, 2029)

21. *****Action: Amendment WSCS Admissions, Enrollment and Public Random Drawing Policy

22. **Information Item:** Charter School Capital Presentation re: Endeavor New Building Funding

23. **Reports**
   a). Executive Directors Report – Michael Cox
   1. Summer curriculum/ instruction project
   2. Preliminary Review of School Safety Evaluations and Security for Endeavor
   3. Proposed WSCS Board Meeting Dates

   b). CBO Report – Jody Jeffers

   c). Endeavor Staff Report – Grace Reeve

   d). Mountain Home School/ Glacier High Staff Report – John Sloas

   e). Endeavor Principal's Report – Nancy Garcia

24. Closed Session

   a). Public Employee Personnel Complaint Investigation Findings

Open Session

25. Report from Closed Session
   a). Report out of Item a.

26. Next Scheduled Board Meeting TBA

27. *****Adjournment

Western Sierra Charter School
Board of Directors Meeting Minutes
<u>Tuesday, May 16, 2023</u>
Open Session Board Meeting – **2:00 PM**
Meeting Held At: 777 West Shaw Ave. Fresno, CA 93704

1. Call to Order
Brian Fulce called the meeting to order at 2:04 PM.

2. Roll Call to Establish Quorum
Quorum established by roll call.

<u>Board Members Present:</u> Brian Fulce, Summer Thomas, Shantal Fosse, Marc Gilchrist, and Ian Whitney

<u>Absent:</u> Lindsay Haussler

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

<u>Liaisons Present:</u> John Sloas, Grace Reeve

3. *Action: Board Meeting Agenda for May 16, 2023
Approved

Motion: <u>Shantal Fosse</u>   Second: <u>Summer Thomas</u>   Vote: <u>5 yes, 0 no</u>

4. *Action: Minutes from March 7, 2023
Approved

Motion: <u>Marc Gilchrist</u>   Second: <u>Ian Whitney</u>   Vote: <u>5 yes, 0 no</u>

5. Hearing of Persons Wishing to Address the Board
None

6. Written Communications *(if any)*
None

7. *Action: Warrant Reports for 3/3/23 – 5/9/23
Jody gave an overview and was available to answer questions.

Approved
Motion: <u>Summer Thomas</u>   Second: <u>Shantal Fosse</u>   Votes: <u>5 yes, 0 no</u>

8. Closed Session
The Board went into Closed Session at 2:15 PM

a). Public Employee Discipline/ Non-Renewal of Contract
b). Public Employee Personnel Complaint Discussion

Open Session
The Board returned from Closed Session at 3:40 PM

9. Report from Closed Session
>   **a). Report out of Item a.**
>>   Board affirmed this action

>   **b). Report out of Item b.**
>>   No action taken

Break – 3:40-3:46 PM

10. Current Budget Update and Presentation of Preliminary Budgets for 2023-2024
>   *Current budget update – Jody Jeffers gave a brief overview of the budget for all three (3) schools. See print-out.*
>   *Preliminary Budgets – Endeavor bears the burden of the property lease. See print-out.*

11. *Action: Salary Schedules for 2023-2024
>   *Jody Jeffers provided clarity. See schedule copies included.*
>   *Approved*
>   Motion: <u>Shantal Fosse</u>   Second: <u>Summer Thomas</u>   Votes: 5 yes, 0 no

12. *Action: Employee Contracts and Pay for 2023-2024
>   *See print-out*
>   *Approved*
>   Motion: <u>Ian Whitney</u>   Second: <u>Shantal Fosse</u>   Votes: 5 yes, 0 no

13. *Action: Executive Director Salary for 2023-2024
>   *See print-out*
>   *Approved*
>   Motion: <u>Summer Thomas</u>   Second: <u>Ian Whitney</u>   Votes: 5 yes, 0 no

14. *Action: Approval of WSCS Safety Plan for 2023-2024
>   *See print-out*
>   *Approved*
>   Motion: <u>Shantal Fosse</u>   Second: <u>Marc Gilchrist</u>   Votes: 5 yes, 0 no

15. *Action: Approval Arts, Music and Instructional Materials Block Grant Plan
>   *This grant was presented to the board by Michael Cox at the 1-10-23 Board Meeting.*
>   *Approved*
>   Motion: <u>Summer Thomas</u>   Second: <u>Ian Whitney</u>   Votes: 5 yes, 0 no

16. *Action: Approval WSCS Credit Card Policy
>   *This policy was presented by Michael Cox and then discussed at the previous board meeting on 3-7-23*
>   *Approved*
>   Motion: <u>Ian Whitney</u>   Second: <u>Shantal Fosse</u>   Votes: 5 yes, 0 no

17. *Action: Amendment WSCS Admissions and Enrollment Policy
>   *This is an existing policy. All proposed changes are noted in green. See included print-out.*
>   *Approved*
>   Motion: <u>Shantal Fosse</u>   Second: <u>Summer Thomas</u>   Votes: 5 yes, 0 no

18. ***Action: Approval Annual Declaration of Need for Fully Qualified Educators for MHS, GHS & ECS**
     See print-out. Approval will be for all three (3) schools. There is a separate form for each school
     Approved
     Motion: <u>Ian Whitney</u>   Second: <u>Marc Gilchrist</u>   <u>Votes: 5 yes, 0 no</u>

19. **Public Hearing**
     Public hearing was opened at 5:08 PM and called to a close at 5:22 PM

     a). The 2022/2023 LCAP for MHSC, GHS, and ECS. *Mindy Klang*
     Mindy Klang gave a brief explanation and overview of the LCAP. See print-outs for more details

20. **Reports**
     a). Executive Directors Report – Michael Cox
     - Mr. Cox updated the board on "Knowledge Saves Lives" (school security training). De-escalation training was held for all staff in Fresno on March 17th. A lot of very good information was presented. The Endeavor site will be looking into possible security staff for the campus.
     - Oakhurst projects in planning stages – new bathrooms, additional office and classroom space
     - GHS Charter renewal draft mark up in the board packet. Final draft will be presented at the June board meeting.
     - Promotion/Graduation – Endeavor Charter School at the music building at Fresno State on May 24th, Mountain Home and Glacier High at Mountain Christian Center on May 26th.

     b). Endeavor Staff Report – Grace Reeve
     See Power Point print-out

     c). Mountain Home School/ Glacier High Staff Report – John Sloas
     This is a busy time of year for our teachers. They are all working diligently on completing their student files and holding their final parent meetings. The 8th grade Catalina trip was a huge success although a very wet one.

     d). Endeavor Principal's Report – Nancy Garcia and Eric Hagen
     See Power Point print-out

     e). Mountain Home School/Glacier High Principal's Report – Mindy Klang
     See Power Point print-out

21. **Next Scheduled Board Meeting Tuesday, June 13, 2023 at 2:00 PM.**
     Confirmed

22. ***Adjournment @ 6:09 PM**

Certificate of Secretary

I certify that I am the duly elected Secretary of the Western Sierra Charter Schools, a California nonprofit public benefits corporation; that these minutes are of the Board of Directors held on May 16, 2023.

_____
Diane Neulinger

Minutes prepared and submitted by**:** Diane Neulinger

Checks Dated 05/10/2023 through 06/08/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
0906985	05/16/2023	Allard's INC	0169-4300	PRISMA COLOR PENCILS		220.90
0906986	05/16/2023	CAMPORA INC	0100-5500	HAZMAT FEE/PROPANE	331.88	
			0109-5500	HAZMAT FEE/PROPANE	119.31	451.19
0906987	05/16/2023	DPS MEDIA	0100-5800	PONDEROSA	174.46	
			0109-5800	PONDEROSA	61.30	235.76
0906988	05/16/2023	ELEMENTAL SCIENCE INC.	0100-4300	SASSAFRAS SCIENCE MATERIALS		76.96
0906989	05/16/2023	EXPLORE LEARNING	0100-5800	LICENSE BUNDLE		4,495.00
0906990	05/16/2023	GENERATION GENIUS, INC.	0100-5800	GENERATON GENIUS LICENSE		1,495.00
0906991	05/16/2023	GOODFELLOW OCCUPATIONAL THERAPY, INC.	0169-5800	OT TREATMENT		720.00
0906992	05/16/2023	IMAGE 2000 INC.	0100-5800	CONTRACT 6621-02 4/5/23-5/4/23	302.38	
			0109-5800	CONTRACT 6621-02 4/5/23-5/4/23	106.24	
			0169-5800	CONTRACT 6621-02 4/5/23-5/4/23	616.49	1,025.11
0906993	05/16/2023	JOSTENS INC	0109-4300	GLACIER/ENDEAVOR DIPLOMAS	125.54	
			0169-4300	GLACIER/ENDEAVOR DIPLOMAS	120.61	
				HERITAGE MEDALS	89.68	335.83
0906994	05/16/2023	KNOWLEDGE SAVES LIVES, INC.	0100-5200	K-12 SCHOOL RISK ASSESSMENT REPOR/CUSTOM TRAINING	4,810.00	
			0109-5200	K-12 SCHOOL RISK ASSESSMENT REPOR/CUSTOM TRAINING	1,690.00	
			0169-5200	K-12 SCHOOL RISK ASSESSMENT REPOR/CUSTOM TRAINING	6,500.00	
				SUBJECT MATTER EXPERT CONSULTING/TRAINING	5,900.00	18,900.00
0906995	05/16/2023	LOR'S JANITORIAL	0169-5800	CLEANING SERVICES FOR APRIL 2023		2,750.00
0906996	05/16/2023	SOLIANT HEALTH, LLC	0100-5800	4/30/2023 FELICA, DARLING SCHOOL TELE	1,332.00	
			0109-5800	4/30/2023 FELICA, DARLING SCHOOL TELE	468.00	1,800.00
0906997	05/16/2023	YM&C	0100-5800	LEGAL SERVICES	3,110.58	
			0109-4300	LEGAL SERVICES	585.48	
			0109-5800	LEGAL SERVICES	451.38	
			0169-4300	LEGAL SERVICES	2,537.08	
			0169-5800	LEGAL SERVICES	1,955.98	8,640.50
0907762	05/23/2023	AAA BUSINESS SUPPLIES & INTERIORS	0100-4300	CREDIT FOR BATTERIES	30.28-	
				SUPPLIES	2,966.14	
			0109-4300	CREDIT FOR BATTERIES	10.64-	
				SUPPLIES	1,042.15	
			0169-4300	AIR DUSTER	103.37	

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Checks Dated 05/10/2023 through 06/08/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
0907762	05/23/2023	AAA BUSINESS SUPPLIES & INTERIORS	0169-4300	CERTIFICATE HOLDER/FILE/TAPE	790.25	4,860.99
0907763	05/23/2023	ACE TROPHY SHOP	0109-5800	PLAQUE		226.75
0907764	05/23/2023	Blas, Phillip L	0100-5900	CELL PHONE MAY 2023	13.50	
			0109-5900	CELL PHONE MAY 2023	23.25	
			0169-5900	CELL PHONE MAY 2023	38.25	75.00
0907765	05/23/2023	COMCAST	0169-5900	ACCT 932782554 5/1/23-5/31/23		286.00
0907766	05/23/2023	Cox, Michael S	0109-4300	RMB FOR FUEL/PARKING CAL POLY TOUR 5/9/2023	85.60	
			0109-5800	RMB FOR FUEL/PARKING CAL POLY TOUR 5/9/2023	10.00	95.60
0907767	05/23/2023	Cox, Michael S	0100-5900	CELL PHONE MAY 2023	27.00	
			0109-5900	CELL PHONE MAY 2023	9.00	
			0169-5900	CELL PHONE MAY 2023	39.00	75.00
0907768	05/23/2023	FRESNO COUNTY SUPERINTENDENT OF SCHOOLS	0169-5800	SCHOOL PSY 7/1/22-6/30/23		46,750.00
0907769	05/23/2023	Garcia, Nancy	0169-5900	CELL PHONE MAY 2023		75.00
0907770	05/23/2023	Hagen, Eric A	0100-5900	CELL PHONE MAY 2023	13.50	
			0109-5900	CELL PHONE MAY 2023	4.50	
			0169-5900	CELL PHONE MAY 2023	57.00	75.00
0907771	05/23/2023	HARRY R. SAWL C/O SIEGEL & CO.	0169-5600	RENT JUNE 2023		11,350.00
0907772	05/23/2023	Heidebrecht, JoAnn	0100-5200	RMB FOR MAY 2023 MILEAGE		14.41
0907773	05/23/2023	Hill, Greg	0109-4300	RMB FOR FUEL/PARKING CAL POLY TOUR 5/9/2023	82.93	
			0109-5800	RMB FOR FUEL/PARKING CAL POLY TOUR 5/9/2023	12.50	95.43
0907774	05/23/2023	Hill, Greg	0109-5900	CELL PHONE MAY 2023	37.50	
			0169-5900	CELL PHONE MAY 2023	37.50	75.00
0907775	05/23/2023	Jeffers, Jody L	0100-5900	CELL PHONE MAY 2023	27.00	
			0109-5900	CELL PHONE MAY 2023	9.00	
			0169-5900	CELL PHONE MAY 2023	39.00	75.00
0907776	05/23/2023	Klang, Mindy C	0100-5900	CELL PHONE MAY 2023	55.50	
			0109-5900	CELL PHONE MAY 2023	19.50	75.00
0907777	05/23/2023	Moons, Angela	0100-5200	RMB FOR MAY 2023 MILEAGE	43.43	
			0109-5200	RMB FOR MAY 2023 MILEAGE	15.26	58.69
0907778	05/23/2023	Neulinger, Diane	0100-4300	RMB FOR BEAUTIFUL FEET CURR PLASTIC BINS		55.11
0907779	05/23/2023	Rumohr, John W	0109-4300	RMB FOR REPLACEMENT PARTS ROV		71.32
0907780	05/23/2023	SOLIANT HEALTH, LLC	0100-5800	FELICA, DARLING 5/7/2023 SCHOOL TELE SLP		1,800.00

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

055 - Western Sierra Charter Schools   Generated for Jody Jeffers (JJEFFERS), Jun 9 2023 9:21AM

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
0907781	05/23/2023	TRUE VALUE	0100-4300	GARDEN KNEE PAD	17.53-	
				GUARD BASKET/PLANT/BUBBLER	53.19	
				GUARD BASKET/SOAP/GLOVE	87.76	
				LADDER/FBR	119.59	
			0109-4300	GARDEN KNEE PAD	6.16-	
				GUARD BASKET/PLANT/BUBBLER	18.69	
				GUARD BASKET/SOAP/GLOVE	30.84	
				LADDER/FBR	42.02	328.40
0908545	05/31/2023	AAA BUSINESS SUPPLIES & INTERIORS	0100-4300	BATTERIES	30.28	
			0109-4300	BATTERIES	10.64	40.92
0908546	05/31/2023	BORCHARDT CORONA FAETH & ZAKARIAN	0100-5800	PRELIMINARY AUDIT 6/30/2023	1,361.50	
			0109-5800	PRELIMINARY AUDIT 6/30/2023	1,208.20	
			0169-5800	PRELIMINARY AUDIT 6/30/2023	1,361.50	3,931.20
0908547	05/31/2023	C.A. REDING CO., INC.	0100-5800	CONTRACT 16651-01 5/18/2023-6/17/2023	44.57	
			0109-5800	CONTRACT 16651-01 5/18/2023-6/17/2023	15.66	
			0169-5800	CONTRACT 16651-01 5/18/2023-6/17/2023	120.46	180.69
0908548	05/31/2023	CA DEPT OF EDUCATION	0100-8590	CA PRE K PROG PLNNG & IMLMNTATION	54,746.00	
			0169-8590	CA PRE K PROG PLNNG & IMLMNTATION	25,000.00	79,746.00
0908549	05/31/2023	CDW GOVERNMENT	0100-4400	OWN LABS MTG CAMERA HARD CASE	463.56	
			0109-4400	OWN LABS MTG CAMERA HARD CASE	154.52	
			0169-4400	OWN LABS MTG CAMERA HARD CASE	669.59	
				Unpaid Sales Tax	4.46-	1,283.21
0908550	05/31/2023	Chugg, Christine A	0169-5200	RMB FOR MILEAGE/ REG FEE FOR CHINA PEAK CHAPERONE	85.15	
			0169-5800	RMB FOR MILEAGE/ REG FEE FOR CHINA PEAK CHAPERONE	10.00	95.15
0908551	05/31/2023	COMMERCE BANK	0109-4300	GRAD TASSELS	16.09	
				PIZZA FOR CAL POLY TRIP	162.33	
			0169-4300	CARPET PRO VACUUM CLEANER	982.63	
				PIZZA FOR CAL POLY TRIP	162.34	
				PIZZA FOR CLIMB COMP 4/29/2023	179.43	1,502.82
0908552	05/31/2023	DEPARTMENT OF JUSTICE	0109-4300	FINGERPRINT APP APRIL 2023		32.00
0908553	05/31/2023	Hagen, Eric A	0100-5200	REIMB FOR APRIL 2023 MILEAGE	83.59	
				REIMB FOR FEB/MAR 2023 MILEAGE	142.42	
			0100-5800	RMB FOR DOMAIN RENEWALS	68.20	

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Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
0908553	05/31/2023	Hagen, Eric A	0100-5800	RMB FOR SURVEY SERVICE	168.48	
			0109-5200	REIMB FOR APRIL 2023 MILEAGE	27.86	
				REIMB FOR FEB/MAR 2023 MILEAGE	47.47	
			0109-5800	RMB FOR DOMAIN RENEWALS	23.56	
				RMB FOR SURVEY SERVICE	56.16	
			0169-5200	REIMB FOR APRIL 2023 MILEAGE	352.95	
				REIMB FOR FEB/MAR 2023 MILEAGE	601.35	
			0169-5800	RMB FOR DOMAIN RENEWALS	63.04	
				RMB FOR SURVEY SERVICE	243.36	1,878.44
0908554	05/31/2023	Hill, Greg	0109-5200	RMB FOR MEALS FOR GRAD NIGHT 5/19/23-5/20/23	47.00	
			0169-5200	RMB FOR MEALS FOR GRAD NIGHT 5/19/23-5/20/23	47.00	94.00
0908555	05/31/2023	Jeffers, Jody L	0100-5200	RMB FOR MEALS FOR 360 ACCELERTOR SUMMIT 5/17/23-5/19/23	29.16	
			0109-5200	RMB FOR MEALS FOR GRAD NIGHT 5/19/23-5/20/2023	13.86	
				RMB FOR MEALS FOR 360 ACCELERTOR SUMMIT 5/17/23-5/19/23	9.72	
				RMB FOR MEALS FOR GRAD NIGHT 5/19/23-5/20/2023	4.62	
			0169-5200	RMB FOR MEALS FOR 360 ACCELERTOR SUMMIT 5/17/23-5/19/23	42.12	
				RMB FOR MEALS FOR GRAD NIGHT 5/19/23-5/20/2023	20.02	119.50
0908556	05/31/2023	JOSTENS INC	0169-4300	CORDS		108.69
0908557	05/31/2023	Meeks, Kimberly A	0100-5200	RMB FOR APR/MAY 2023 MILEAGE		112.66
0908558	05/31/2023	PACIFIC GAS & ELECTRIC	0100-5500	ACCOUNT 3898652031-0	7.30	
			0109-5500	ACCOUNT 3898652031-0	2.56	
			0169-5500	ACCOUNT 3898652031-0	2,017.98	2,027.84
0908559	05/31/2023	Reeve, Grace	0169-5200	RMB FOR MEALS FOR GRAD NIGHT 5/19/23-5/20/23		94.00
0908560	05/31/2023	SAFEGUARD BUSINESS SYSTEMS LOCKBOX 229	0100-5800	PREMIUM BANNERS FOR ENDEAVOR/ MHS/GLACIER	175.89	
			0109-5800	PREMIUM BANNERS FOR ENDEAVOR/ MHS/GLACIER	175.89	
			0169-5800	PREMIUM BANNERS FOR ENDEAVOR/ MHS/GLACIER	175.88	
				Unpaid Sales Tax	3.82-	523.84

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

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055 - Western Sierra Charter Schools   Generated for Jody Jeffers (JJEFFERS), Jun 9 2023 9:21AM

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
Checks Dated 05/10/2023 through 06/08/2023						
0908561	05/31/2023	SCHOOL MATE INC.	0169-4300	ELEM VALUE PLANNERS	975.15	
				HIGH SCHOOL VALUE PLANNERS	478.91	
				Unpaid Sales Tax	112.06-	1,342.00
0908562	05/31/2023	SOLIANT HEALTH, LLC	0100-5800	5/14/2023 FELICIA DARLING SCHOOL TELE SLP	1,332.00	
			0109-5800	5/14/2023 FELICIA DARLING SCHOOL TELE SLP	468.00	1,800.00
0908563	05/31/2023	TEACHING TEXTBOOKS	0169-4300	MATH 5 TEXTBOOK/ANSWER KEY	58.49	
				Unpaid Sales Tax	3.57-	54.92
0908564	05/31/2023	TRUE VALUE	0100-4300	BAR/CHAIN OIL /TRMMER	31.87	
				CREDIT FOR SPRING CLAMP/QUICK GRIP CLAMP	15.50-	
				GLOVES/ASPHALT PATCH	79.66	
				QUICK GRIP/BULB HALOGEN/SPRING CLAMP FOR PROMETHEAN BOARDS	20.92	
			0109-4300	BAR/CHAIN OIL /TRMMER	11.20	
				CREDIT FOR SPRING CLAMP/QUICK GRIP CLAMP	5.17-	
				GLOVES/ASPHALT PATCH	27.99	
			0169-4300	QUICK GRIP/BULB HALOGEN/SPRING CLAMP FOR PROMETHEAN BOARDS	6.97	
				CREDIT FOR SPRING CLAMP/QUICK GRIP CLAMP	22.39-	
				MINI QUICKGRIP CLMP	40.93	
				QUICK GRIP/BULB HALOGEN/SPRING CLAMP FOR PROMETHEAN BOARDS	30.23	206.71
0908565	05/31/2023	Vaccaro, Diane	0169-5800	RMB FOR PARKING FEE FOR CAL POLY TRIP		14.00
0908566	05/31/2023	WESTMINSTER PRESBYTERIAN CHURCH	0169-5600	FACILITY USE FOR STAFF MTG 5/12/2023 6/2/2023		220.00
0909028	06/06/2023	360 ACCELERATOR	0100-5800	QTR PAYMENT 22/23 99 ACCELERATOR	1,080.00	
			0109-5800	QTR PAYMENT 22/23 99 ACCELERATOR	360.00	
			0169-5800	QTR PAYMENT 22/23 99 ACCELERATOR	1,560.00	3,000.00
0909029	06/06/2023	AAA BUSINESS SUPPLIES & INTERIORS	0100-4300	PAPER FILLER	76.67	
			0109-4300	PAPER FILLER	26.94	103.61
0909030	06/06/2023	CIF Central Section	0169-5800	CROSS COUNTRY TRACK/FIELD		150.00
0909031	06/06/2023	Culver, Melissa A	0100-5200	RMB FOR MAY MILEAGE 2023	159.21	
			0109-5200	RMB FOR MAY MILEAGE 2023	78.10	
			0169-5200	RMB FOR MAY MILEAGE 2023	213.33	450.64

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

ESCAPE ONLINE

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
Checks Dated 05/10/2023 through 06/08/2023						
0909032	06/06/2023	DE LAGE LANDEN FINANCIAL SERVICES, INC.	0100-5900	CONTRACT 500-50358303 6/1/23-6/30/23	272.73	
			0109-5900	CONTRACT 500-50358303 6/1/23-6/30/23	95.82	
			0169-5900	CONTRACT 500-50358303 6/1/23-6/30/23	348.89	717.44
0909033	06/06/2023	Dent, Tamara	0100-5800	RMB FOR SCRIPT LICENSE		153.90
0909034	06/06/2023	Hagen, Eric A	0100-4300	RMB FOR GASOLINE/MEALS	10.04	
			0100-5200	RMB FOR GASOLINE/MEALS	14.58	
			0109-4300	RMB FOR GASOLINE/MEALS	3.35	
			0109-5200	RMB FOR GASOLINE/MEALS	4.86	
			0169-4300	RMB FOR GASOLINE/MEALS	42.40	
			0169-5200	RMB FOR GASOLINE/MEALS	61.56	136.79
0909035	06/06/2023	Hill, April L	0100-4300	RMB FOR BASKET WEAVING SUPPLIES	64.98	
				RMB FOR PINS/PILLOW INSERT/ZIPPERS FOR SEWING ENRICHMENT	64.18	
			0100-5200	RMB FOR MAY MILEAGE 2023	51.09	180.25
0909036	06/06/2023	Hill, Greg	0109-5200	RMB FOR MEALS FOR GRAD NITE 5/19/23	47.00	
			0169-5200	RMB FOR MEALS FOR GRAD NITE 5/19/23	47.00	94.00
0909037	06/06/2023	JOSTENS INC	0169-5800	CHARTER COVER		170.19
0909038	06/06/2023	Moons, Angela	0100-5200	RMB FOR MAY MILEAGE 5/23/23 SELPA TRAINING	42.46	
			0109-5200	RMB FOR MAY MILEAGE 5/23/23 SELPA TRAINING	14.92	57.38
0909039	06/06/2023	RAPTOR TECHNOLOGIES, LLC	0100-4300	RAPTOR KIOSK SYSTEM	260.98	
			0100-4400	RAPTOR KIOSK SYSTEM	5,272.20	
			0100-5800	RAPTOR KIOSK SYSTEM	1,114.70	
			0109-4300	RAPTOR KIOSK SYSTEM	86.99	
			0109-4400	RAPTOR KIOSK SYSTEM	1,757.40	
			0109-5800	RAPTOR KIOSK SYSTEM	374.92	
			0169-4300	RAPTOR KIOSK SYSTEM	376.97	
			0169-4400	RAPTOR KIOSK SYSTEM	7,615.40	
			0169-5800	RAPTOR KIOSK SYSTEM	1,598.85	18,458.41
0909040	06/06/2023	SAFEGUARD BUSINESS SYSTEMS LOCKBOX 229	0109-4300	BANNER	116.35	
			0169-4300	AWARDS	725.65	
				Unpaid Sales Tax	6.59-	835.41
0909041	06/06/2023	SELF INSURED SCHOOLS OF CALIFO	0100-3402	June23 SISC Billing	.02	
			0100-9514	June23 SISC Billing	20,270.12	
			0109-9514	June23 SISC Billing	8,629.96	
			0169-9514	June23 SISC Billing	27,754.60	56,654.70

ESCAPE ONLINE

Checks Dated 05/10/2023 through 06/08/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
0909042	06/06/2023	SOLIANT HEALTH, LLC	0100-5800	FELICIA DARLING 5/21/23 SCHOOL TELE SLP	1,332.00	
			0109-5800	FELICIA DARLING 5/21/23 SCHOOL TELE SLP	468.00	1,800.00
0909043	06/06/2023	TRUE VALUE	0100-4300	SAW/BLADE FEE/INSECT SPRAY/GLOVES	258.38	
				SPRAYPAINT/ SAFETY GLASSES	68.66	
			0100-5800	SAW/BLADE FEE/INSECT SPRAY/GLOVES	5.74	
			0109-4300	SAW/BLADE FEE/INSECT SPRAY/GLOVES	90.78	
				SPRAYPAINT/ SAFETY GLASSES	24.12	
			0109-5800	SAW/BLADE FEE/INSECT SPRAY/GLOVES	2.01	
			0169-4300	CLAMPS	12.89	462.58
0909044	06/06/2023	Vaccaro, Diane	0169-5200	RMB FOR MEAL FOR GRAD NITE 5/19/23-5/20/23		94.00
0909045	06/06/2023	WESTERN SIERRA GARDEN & GIFTS	0100-4300	POTTING SOIL/FLOWER QUARTS	239.70	
			0109-4300	POTTING SOIL/FLOWER QUARTS	84.22	323.92
				Total Number of Checks	**73**	**286,915.76**

Fund Summary

Fund	Description	Check Count	Expensed Amount
0100	GENERAL FUND	45	111,065.34
0109	INDEPEDENT CHARTER	46	20,100.27
0169	Endeavor Charter School	47	155,880.65
	Total Number of Checks	**73**	287,046.26
	Less Unpaid Sales Tax Liability		130.50
	Net (Check Amount)		**286,915.76**

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

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2023-24 Final Budget Overview (Changes From Preliminary Budget)

Major Elements Affecting Budget Changes From Preliminary

Revenue   - Current 8.22 % COLA vs previous 5.38% COLA in LCFF Calculator rate (per ADA)

Revenue	LCFF Revenue			Total		Final Budgeted Revenue
MHS	47,770			47,770		2,565,683
GHS	83,995			83,995		1,265,973
ECS	92,462			92,462		4,437,607
	224,227			224,227		8,269,263

Expense	Sals/Bens (IT)	Contracted Svcs (IT)	Security	Total		Final Budgeted Expense
MHS	17,990	16,500	-	34,490		2,382,725
GHS	7,085	6,500	-	13,585		1,135,227
ECS	29,438	22,756	84,244	136,438		3,813,577
Total	54,513	45,756	84,244	184,513		7,331,530

Change to Net Income						Final Budgeted Net Inc
MHS				13,280		182,958
GHS				70,410		130,746
ECS				(43,976)		624,030
Total				39,714		937,734

Comments
-Sal/Ben Change - Hire of higher level IT employee than originally projected. (Allocated across schools)

-Contracted IT Services - increase in expected costs of IT related contract expense than orginally projected. (Allocated across schools)

-Security (ECS Only) - Increase in the costs of Procurement of Security Service over than originally projected.

Revenue Projection Elements

Projected Enrollment/ADA (no change of than COLA)

	Mountain Home	Glacier	Endeavor	Total	
Enrollment	205	85	341	631	*MHS/GHS Flat and ECS Growing*
ADA	199.9	82.9	332.5	615.2	
Percentage of Total	33%	13%	54%	100%	*22-23 is 36%/12%/52%*

LCFF Estimated COLA	8.22%	The LCFF Calculator officially changed from 5.38% to 8.22%.

Notes:

- Cost of Living Adjustment (COLA) to the amount of revenue from the state Local Control Funding Formula (LCFF)
  for each unit of ADA (average daily attendance.)

- Enrollment less absences equals ADA

Capital Projects (All Oakhurst)

	MHS	GHS	Total
Build Restrooms	71,000	29,000	100,000
Concrete Ramps	10,650	4,350	15,000
Classroom and Office Addition	213,000	87,000	300,000
Total	294,650	120,350	415,000

Projected Net Increase in Fund Balance (Net Income) & Adjustment for One-time Costs)

	Projected Net Increase	Less Capital Projects (One-time Costs)	Adjusted Net Income (Excluding One-time Costs)
MHS	$182,958	$294,650	$477,608
GHS	$130,746	$120,350	$251,096
ECS	$624,030	$0	$624,030
Total	$937,734	$415,000	$1,352,734

May Revision Addendum

May Revise 23-24 COLA		8.22%	Was 8.13 in January

	MHS	GHS	ECS
23-24 Clawback of LREBG*	(109,719)	(29,915)	(97,779)
Approx. affect of clawback on reducing COLA	-4.83%	-3.02%	-2.60%
Approx. Adjusted COLA	3.39%	5.20%	5.62%
COLA used in LCFF Calc for Budget	8.22%	8.22%	8.22%
Difference of Adjusted COLA to LCFF Calc COLA	-4.83%	-3.02%	-2.60%

	MHS	GHS	ECS
Affect of Loss of Arts, Music, and Inst Supplies Grant	(78,281)	(30,197)	(101,893)

on 22-23 Projected Fund Balance

*Learning Recovery Emergency Block Grant

Note:There are reports that the Legislature does not wan to have these one time funds 22-23 one time funds reduced or clawed back.
     So this particular scenario has a low level of confidence as of today. We will have to wait for the result of the negotiation.

Mountain Home School 2023-24 Projected Budget-Final

Category		Actual	Comments
		Projected Budget	
Revenue			
State Aid Block Grant (LCFF)	8011	934,319	205 Enroll/199.8 ADA
Education Protection Account "EPA" (LCFF)	8012	189,474	
In Lieu Prop Tax (LCFF)	8096	1,203,760	LCFF calc shows 8.22% COLA in funding per ADA
Lottery	8560	47,552	
Interest	8660	4,000	
Mandate Block Grant	8550	3,979	
One-time Funding	8550		
State STRS Contribution on Behalf - Paper Trans	7690-8590	87,546	
Other	7510-8590	-	
Other Local Revenue	8699	-	
SPED Revenue (6500)	8792	95,054	
Total Revenue		**2,565,683**	

Category		Actual	Comments
Expense		Year-to-date	
Salaries (Certificated and Classified)		1,100,727	
Benefits (All Combined)		515,033	
Total Salary & Benefits		**1,615,760**	3.5% increase in costs (7% WSCS-wide)
	Object Code		
Instructional (Func.1000)			
Textbooks and Core Curricula	4100	2,520	General 5% Increase in costs
Books and Ref Mat	4200	11,870	
Instructional Supplies (>$500)	4300	58,466	
Instructional Equipment ($500-$4900)	4400	29,017	
Travel & Conference	5200	4,358	
Contracted Services	5800	92,958	
Communications	5900	10,737	
Equipment	6400	-	
Building (Func. 8100)			
Supplies	4300	13,763	
Equipment	4400	16,364	
Utilities	5500	6,300	
Rentals, Leases & Repairs	5600	1,628	
Custodial/Site Expense	5800	18,879	
Equipment	6400	-	
Facilities Construct(Func. 8500)			
Site Improvement	6100	10,650	Construction Projects
Building Improvements	6200	284,000	Construction Projects
Administrative (Func. 2700)			
Admin. Supplies	4300	8,266	
Admin. Equipment	4400	843	
Travel & Conference	5200	12,142	
Service Memberships/ Fees	5300	11,970	
Insurance 7200	5400	13,848	
Contracted Services	5800	17,666	
Contracted Services-Business Svc Fees	5800	55,855	
Communications	5900	11,399	
Equipment	6400		
Health Services (Func. 3120 &3140)			
Contracted Services	5800	8,400	
Food (Funct. 3700)			
Food Costs	4700	3,859	
Administrative (Func.7191)			
Contracted Services -auditors	5800	7,631	
General Administration (Func.7200/7300)			
YUSD Oversight 1%	5800	22,798	
Business Services (3.5% of Rev)	5800	26,206	
Fiscal Services (Func. 9200)			
Special Education		4,572	
Total Expense		**2,382,725**	

Revenue Less Expenses		**182,958**	
Carryover from Prior Year		2,080,740	
Carryover as a Percentage of Total Expenses		87%	
Ending Balance/Future Carryover		2,263,698	
Carryover as a Percentage of Total Expenses		95%	
Net Income		182,958	
Net Income as a percentage of Total Revenue		7%	
Extraordinary Items			
One-time Expenditures		(294,650)	
One-time Funding Income		-	
Total			
Net Income Adjusted for Extraordinary Items		477,608	
Adjusted Net Income as a percentage of Total Revenue		19%	

Glacier High School 2023-24 Projected Budget-Final

Category		Actual	Comments
		Projected Budget	Revision Notes
Revenue			
State Aid Block Grant (LCFF)	8011	428,313	85 Enroll/82.88 ADA
Education Protection Account "EPA" (LCFF)	8012	200,203	
In Lieu Prop Tax (LCFF)	8096	518,941	LCFF calc shows 8.22% COLA in funding per ADA
Lottery	8560	20,752	
Interest	8660	2,000	
Mandate Block Grant	8550	4,826	
Other	8550	-	
State STRS Contribution on Behalf - Paper Transaction	8590	47,544	
Other	7510-8590	-	
Other Local Revenue	8699	-	
SPED Revenue (6500)	8792	43,394	
Total Revenue		**1,265,973**	

Category		Actual	Comments
Expenses		**Year-to-date**	
Salaries (Certificated and Classified)		554,682	
Benefits (All Combined)		259,144	
Total Salary & Benefits		**813,826**	4% increase in costs (7% WSCS-wide)
	Object Code		
Instructional (Func.1000)			
Textbooks and Core Curricula	4100	7,213	General 5% Increase in costs
Books and Ref Mat	4200	5,612	
Instructional Supplies (>$500)	4300	22,232	
Instructional Equipment ($500-$4900)	4400	5,012	
Travel & Conference	5200	4,540	
Contracted Services	5800	48,226	
Communications	5900	3,675	
Equipment	6400	-	
Building (Func. 8100)			
Supplies	4300	4,724	
Equipment	4400	5,750	
Utilities	5500	1,680	
Rentals, Leases & Repairs	5600	515	
Custodial/Site Expense	5800	6,590	
Equipment	6400	-	
Facilities Construct (Func. 8500)			
Site Improvement	6100	4,350	Construction Projects
Building Improvements	6200/6250	116,000	Construction Projects
Administrative (Func. 2700)			
Admin. Supplies	4300	2,899	
Admin. Equipment	4400	281	
Travel & Conference	5200	5,250	
Service Memberships/ Fees	5300	4,725	
Insurance	5400	4,200	
Contracted Services	5800	3,749	
Contracted Services-Business Svcs	5800	26,055	
Communications	5900	4,785	
Equipment	6400		
Health Services (Func. 3120/3140)			
Contracted Services	5800	4,200	
Food (Funct. 3700)			
Food Costs	4700	1,000	
Administrative (Func.7191)			
Contracted Services -auditors	5800	6,264	
General Administration (Func.7200/7300)			
YUSD Oversight 1%	5800	10,635	
Business Services (3.5% of Rev)	5800	11,166	
Fiscal Services (Func. 9200)			
SPED-Costs		74	
Total Expense		**1,135,227**	

	Actual	
Revenue Less Expenses	**130,746**	
Carryover from Prior Year	**699,467**	
Carryover as a Percentage of Total Expenses	62%	
Ending Balance/Future Carryover	**830,213**	
Carryover as a Percentage of Total Expenses	73%	
Net Income	130,746	
Net Income as a percentage of Total Revenue	10%	
Extraordinary Items		
One-time Expenditures	**120,350**	
One-time Funding Income	0	
Total		
Net Rev. Adjusted for Extraordinary Items	**251,096**	
Adjusted Net Income as a percentage of Total Revenue	20%	

Endeavor Charter School 2023-24 Projected Budget-Final

Category		Actual	Comments
		Projected Budget	Revision Notes
Revenue			
State Aid Block Grant (LCFF)	8011	2,546,319	341 Enroll/332.48 ADA
Education Protection Account "EPA" (LCFF)	8012	1,043,987	
In Lieu Prop Tax (LCFF)	8096	347,042	LCFF calc shows 8.22% COLA in funding per ADA
Lottery	8560	77,200	
Interest	8660	4,000	
Mandate Block Grant	8550	10,336	
One-time funding	8550	-	
State STRS Contribution on Behalf - Paper Trans	7690-8590	101,514	
Other	7510-8590	-	
Other Local Revenue	8699	-	
SPED Revenue (6500)	8792	307,209	
Total Revenue		**4,437,607**	

Category		Actual	Comments
Expense		Year-to-date	
Salaries (Certificated and Classified)		1,902,691	
Benefits (All Combined)		844,563	
Total Salary & Benefits		**2,747,254**	10% increase in costs (7% WSCS-wide)
	Object Code		
Instructional (Func.1000)			
Textbooks and Core Curricula	4100	6,048	General 5% Increase in costs
Books and Ref Mat	4200	9,602	
Instructional Supplies (>$500)	4300	152,733	
Instructional Equipment ($500-$4900)	4400	18,102	
Travel & Conference	5200	9,068	
Contracted Services	5800	177,364	
Communications	5900	6,295	
Equipment	6400	-	
Building (Func. 8100)			
Supplies	4300	15,621	
Equipment	4400	5,250	
Utilities	5500	20,917	
Rentals, Leases & Repairs	5600	142,071	
Custodial/Site Expense	5800	114,276	
Equipment	6400	-	
Facilities Construct(Func. 8500)			
Site Improvement	6100	-	
Building Improvements	6200	-	
Administrative (Func. 2700)			
Admin. Supplies	4300	7,479	
Admin. Equipment	4400	12,979	
Travel & Conference	5200	20,920	
Service Memberships/ Fees	5300	14,781	
Insurance 7200	5400	20,005	
Contracted Services	5800	21,607	
Contracted Services-Business Svc Fees	5800	94,200	
Communications	5900	11,823	
Equipment	6400	-	
Health Services (Func. 3120 &3140)			
Contracted Services	5800	1,242	
Food (Funct. 3700)			
Food Costs	4700	1,593	
Administrative (Func.7191)			
Contracted Services -auditors	5800	7,661	
General Administration (Func.7200/7300)			
District Oversight Fee (1% of LCFF Rev)	5800	38,449	
Business Services (3.5% of Rev)	5800	40,371	
Fiscal Services (Func. 9200)			
Special Education Other Then Payroll		95,867	
Total Expense		**3,813,577**	
Revenue Less Expenses		**624,030**	
Carryover from Prior Year		1,769,546	
Carryover as a Percentage of Total Expenses		46%	
Ending Balance/Future Carryover		2,393,576	
Carryover as a Percentage of Total Expenses		63%	
Net Income		624,030	
Net Income as a percentage of Total Revenue		14%	
Extraordinary Items			
One-time Expenditures		-	
One-time Funding Income		-	
Total			
Net Income Adjusted for Extraordinary Items		**624,030**	
Adjusted Net Income as a percentage of Total Revenue		14%	

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 an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (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 Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies 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 educational partners 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 educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners 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 educational partners 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 educational partners 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 educational partners 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 educational partners 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 educational partners 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 educational partners 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

Implementation of State Academic Standards (LCFF Priority 2)

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
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

Other Adopted Academic Standards

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.**

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction
Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions
This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

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

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to 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 its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners 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 educational partners 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 educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

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

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

      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

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and 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 groups participated in surveys and/or feedback sessions, of meaningful Educational Partner input for the understanding of needs and solutions to make informed decisions:
School Administrators, including Site Principals
Teachers
Classified Staff
Western Sierra Charter Schools Board made up of parents, community members, and non-voting teachers
Parents/Guardians and students who are in close communication with teachers, classified support staff, and administrative personnel
LCAP Planning Focus Group which included Parents, Students, Teachers, and Administrative personnel

Educational Partner engagement occurs routinely and purposefully throughout the school year and was considered prior to finalizing the LCAP. All students, including those with exceptional needs, along with their parent/guardian, have frequent interactions with Advising & special education teachers and classified support staff. Regularly scheduled staff meetings are held each month, sometimes more, and administrative personnel meet on a regular basis. WSCS Board meetings occur throughout the school year. The members of our LCAP Focus Group shared their observations and ideas for student and school-wide improvement. We also reviewed student and parent feedback from our March 2023 surveys.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Educational Partner engagement occurs routinely and purposefully throughout the school year and was considered prior to finalizing the LCAP. All students, including those with exceptional needs, along with their parent/guardian, have frequent interactions with Advising & special education teachers and classified support staff. Regularly scheduled staff meetings are held each month, sometimes more, and administrative personnel meet on a regular basis. WSCS Board meetings occur throughout the school year. The members of our LCAP Focus Group shared their observations and ideas for student and school-wide improvement. We also reviewed student and parent feedback from our March 2023 surveys.

Feedback occurred during the course of frequent interactions with teachers and represented on our local parent and student survey responses.
Teachers, Classified Staff, and Administrator Feedback: Feedback occurred throughout the school year and discussed at regularly-scheduled meetings and professional development opportunities:

Outreach to students and parents/guardians was extensive and frequent throughout the 2022-23 school year. Formal and informal progress monitoring meetings were conducted in-person, but sometimes held virtually on Zoom and included communications via Parent Square, phone calls, and email. Pupils with exceptional needs were provided their required services, such as tutoring, and the student and their parent met more frequently with their assigned Advising Teacher as well as the Special Education teacher.

Our focus area for improvement in Building Relationships between school staff and families is detailed in our 2023-24 LCAP Goal 3 and its 5 Actions.
Goal 3 states: School will provide opportunities for our Educational Partners (parents, students, staff, community members, and organizations) to participate in various aspects of the educational environment to support and enhance student success.
Actions 1-5 state:
Action 1: Provide parent training and workshops to support student achievement and their role as an important leader in the life of their student. (This may include both specific workshops but also during the PLP meeting)
Action 2: Provide methods of communication between home and school via Parent Square, social media, school websites, newsletters, advising, and other meetings between teachers, parent/guardian, and students.
Action 3: Provide opportunities for involvement, input, and feedback from all Educational Partners on aspects of our school program, safety, and culture to enhance student success.
Action 4: Develop, as needed, Advisory Groups and opportunities for Educational Partner engagement. Existing and future Advisory Groups could focus on issues such as:
Technology development
Professional development for staff
School Safety
Curriculum
LCAP goals
Community impact and increased diversity
Action 5: Provide opportunities for our students to explore and engage with the greater community around them through educational and service-related field experiences. (For example: Reagan Library, Catalina CIMI science trip, science & art exploration trips, visits and interviews with businesses, university tours and community service)

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and 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.

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The following information contains the results of our Parent Survey taken in March of this 2022-23 school year. The feedback from this survey contributed to our 2023-24 LCAP goals and actions. 49 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? 100% rated Excellent, Above Average, or Satisfactory.
How well does the school support your needs as the parent teacher? 100% rated Excellent, Above Average, or Satisfactory.
My school provides textbooks and other learning materials to meet my child's educational needs. 100% rated Excellent, Above Average, or Satisfactory.
How likely are you to ask for help from a teacher or other school staff when you run into a school/education-related difficulty? 63% rated Almost all the time; 18% rated Often, 18% rated Sometimes.
Did your child participate in any of our teacher-led class offerings? 88% responded YES
How well did the school support your child's education-related technology needs? 100% rated Excellent, Above Average, or Satisfactory.
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. 100% rated Excellent, Above Average, or Satisfactory.
Do the buildings and classrooms support a positive and focused environment appropriate for learning? 100% rated Excellent, Above Average, or Satisfactory.
I feel welcomed, valued, and connected to others in our school community. 98% rated Excellent, Above Average, or Satisfactory.
Rate how well the school communicates to you about school events & procedures. 100% rated Excellent, Above Average, or Satisfactory.
Does our school provide you the knowledge & support you need for future (college/career) academic goals & planning for your student? 47% rated Excellent, Above Average, or Satisfactory. 51% responded "Does not apply at this time for my child."
Would you recommend our school to your friends and family? 100% responded YES

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

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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
5. 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
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.					5
7. 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
8. 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

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

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.

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have frequent interactions with Advising & special education teachers and classified support staff. Regularly scheduled staff meetings are held each month, sometimes more, and administrative personnel meet on a regular basis. WSCS Board meetings occur throughout the school year. The members of our LCAP Focus Group shared their observations and ideas for student and school-wide improvement. We also reviewed student and parent feedback from our March 2023 surveys.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Educational Partner engagement occurs routinely and purposefully throughout the school year and was considered prior to finalizing the LCAP. All students, including those with exceptional needs, along with their parent/guardian, have frequent interactions with Advising & special education teachers and classified support staff. Regularly scheduled staff meetings are held each month, sometimes more, and administrative personnel meet on a regular basis. WSCS Board meetings occur throughout the school year. The members of our LCAP Focus Group shared their observations and ideas for student and school-wide improvement. We also reviewed student and parent feedback from our March 2023 surveys.

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Our focus area for improvement in Building Relationships between school staff and families is detailed in our 2023-24 LCAP Goal 3 and its 5 Actions.
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School Safety
Curriculum
LCAP goals
Community impact and increased diversity
Action 5: Provide opportunities for our students to explore and engage with the greater community around them through educational and service-related field experiences. (For example: Reagan Library, Catalina CIMI science trip, science & art exploration trips, visits and interviews with businesses, university tours and community service)

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

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How likely are you to ask for help from a teacher or other school staff when you run into a school/education-related difficulty? 63% rated Almost all the time; 18% rated Often, 18% rated Sometimes.
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Rate how well the school communicates to you about school events & procedures. 100% rated Excellent, Above Average, or Satisfactory.
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Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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
9. 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	
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. 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	
12. 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	

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

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2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

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Community impact and increased diversity
Action 5: Provide opportunities for our students to explore and engage with the greater community around them through educational and service-related field experiences. (For example: Reagan Library, Catalina CIMI science trip, science & art exploration trips, visits and interviews with businesses, university tours and community service)

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

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How well does the school support your needs as the parent teacher? 100% rated Excellent, Above Average, or Satisfactory.
My school provides textbooks and other learning materials to meet my child's educational needs. 100% rated Excellent, Above Average, or Satisfactory.
How likely are you to ask for help from a teacher or other school staff when you run into a school/education-related difficulty? 63% rated Almost all the time; 18% rated Often, 18% rated Sometimes.
Did your child participate in any of our teacher-led class offerings? 88% responded YES
How well did the school support your child's education-related technology needs? 100% rated Excellent, Above Average, or Satisfactory.
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. 100% rated Excellent, Above Average, or Satisfactory.
Do the buildings and classrooms support a positive and focused environment appropriate for learning? 100% rated Excellent, Above Average, or Satisfactory.
I feel welcomed, valued, and connected to others in our school community. 98% rated Excellent, Above Average, or Satisfactory.
Rate how well the school communicates to you about school events & procedures. 100% rated Excellent, Above Average, or Satisfactory.
Does our school provide you the knowledge & support you need for future (college/career) academic goals & planning for your student? 47% rated Excellent, Above Average, or Satisfactory. 51% responded "Does not apply at this time for my child."
Would you recommend our school to your friends and family? 100% responded YES

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

School Climate (LCFF Priority 6)

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

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Mountain Home School's 2023-24 LCAP speaks to our ongoing commitment ensuring that we are meeting the diverse needs of our student population. The 3 Goals of the 2023-24 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 2023 of this school year. The feedback from this survey contributed to our LCAP goals and actions for the 2023-24 school year. 40 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. 98% rated Excellent, Above Average, or Satisfactory.
The school works with my parent/guardian to help me do my best in school. 98% rated Excellent, Above Average, or Satisfactory.
My school is clean and in good condition. 100% rated Excellent, Above Average, or Satisfactory.
How emotionally safe do you feel with staff and students at our school? 100% rated Excellent, Above Average, or Satisfactory.
My school provides textbooks and other learning materials to meet my educational needs. 100% rated Excellent, Above Average, or Satisfactory.
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. 100% rated Excellent, Above Average, or Satisfactory.
I feel welcomed, valued, and connected to others in my school community. 98% rated Excellent, Above Average, or Satisfactory.
How likely are you to ask for help from a teacher or other school staff when you run into a school/education-related difficulty? 12% rated Almost all the time; 41% rated Often; 39% rated Sometimes; 7% rated Never
Did you participate in any of our teacher-led class offerings? 85% responded YES
How well did the school support your education-related technology needs? 98% rated Excellent, Above Average, or Satisfactory.
Overall how would you rate your mental health? 69% rated Always good; 31% rated Usually good
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? 8% responded YES; 92% 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)

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 2023-24 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 2023-24.

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)

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.

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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 2023-24 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 2023-24.

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)

There is no barrier preventing Mountain Home from providing access to a broad course of study for all 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. As a school, we set before students and their parents/guardians 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.

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 2023-24 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 2023-24.

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.					

Coordinating Services	1	2	3	4	5
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.					

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 an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (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 Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies 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 educational partners 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 educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners 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 educational partners 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 educational partners 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 educational partners 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 educational partners 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 educational partners 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 educational partners 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

Implementation of State Academic Standards (LCFF Priority 2)

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
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

Other Adopted Academic Standards

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	1				
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.**

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction
Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

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

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to 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 its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners 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 educational partners 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 educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

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

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and 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 groups participated in surveys and/or feedback sessions, of meaningful Educational Partner input for the understanding of needs and solutions to make informed decisions:
School Administrators including Site Principals
Teachers
Classified Staff
Western Sierra Charter Schools Board made up of parents and community members, and non-voting teachers.
Parents/Guardians and students who are in close communication with teachers, classified support staff, and administrative personnel
LCAP Planning Focus Group which included Parents, Students, Teachers, and Administrative personnel

Educational Partner engagement occurs routinely and purposefully throughout the school year and was considered prior to finalizing the LCAP. All students, including those with exceptional needs, along with their parent/guardian, have frequent interactions with Advising and special education teachers and classified support staff. Regularly scheduled staff meetings are held each month, sometimes more, and administrative personnel meet on a regular basis. WSCS Board meetings occur throughout the school year. The members of our LCAP Focus Group shared their observations and ideas for student and school-wide improvement. We also reviewed student and parent feedback from our March 2023 surveys.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Educational Partner engagement occurs routinely and purposefully throughout the school year and was considered prior to finalizing the LCAP. Students, along with their parent/guardian, have frequent interactions with teachers and classified support staff. Regularly scheduled staff meetings are held each month, sometimes more, and administrative personnel meet on a regular basis. WSCS Board meetings occur throughout the school year. The members of our LCAP Focus Group shared their observations and ideas for student and school-wide improvement. We also reviewed student and parent feedback from our March 2023 surveys.

Feedback occurred during the course of frequent interactions with teachers and represented on our local parent and student survey responses.
Teachers, Classified Staff, and Administrator Feedback: Feedback occurred throughout the school year and discussed at regularly-scheduled meetings and professional development opportunities.

Outreach to students and parents/guardians was extensive and frequent throughout the 2022-23 school year. Formal and informal progress monitoring meetings were usually conducted in-person but sometimes held virtually on Zoom and included communications via Parent Square, phone calls, and email. Pupils with exceptional needs were provided their required services, such as tutoring, and the student and their parent met more frequently with their assigned Advising Teacher as well as the Special Education teacher.

Our focus area for improvement in Building Relationships between school staff and families is detailed in our 2023-24 LCAP Goal 3 and its 5 Actions.
Goal 3 states: School will provide opportunities for our Educational Partners (parents, students, staff, community members, and organizations) to participate in various aspects of the educational environment to support and enhance student success.
Actions 1-5 state:
Action 1: Provide parent training and workshops to support student achievement and their role as an important leader in the life of their student. (This may include both specific workshops but also during the PLP meeting)
Action 2: Provide methods of communication between home and school via Parent Square, social media, school websites, newsletters, advising, and other meetings between teachers, parent/guardian, and students.
Action 3: Provide opportunities for involvement, input, and feedback from all Educational Partners on aspects of our school program, safety, and culture to enhance student success.
Action 4: Develop, as needed, Advisory Groups and opportunities for Educational Partner engagement. Existing and future Advisory Groups could focus on issues such as:
Technology development
Professional development for staff
School Safety
Curriculum
LCAP goals
Community impact and increased diversity
Action 5: Provide opportunities for our students to explore and engage with the greater community around them through educational and service-related field experiences. (For example: Reagan Library, Catalina CIMI science trip, science & art exploration trips, visits and interviews with businesses, university tours and community service)

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and 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 2022-23 school year. The feedback from this survey contributed to our 2023-24 LCAP goals and actions. 34 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? 100% rated Excellent, Above Average, or Satisfactory.
How well does the school support your needs as the parent teacher? 100% rated Excellent, Above Average, or Satisfactory.
My school provides textbooks and other learning materials to meet my child's educational needs. 100% rated Excellent, Above Average, or Satisfactory.
How likely are you to ask for help from a teacher or other school staff when you run into a school/education-related difficulty? 71% rated Almost all the time; 9% rated Often
Did your child participate in any of our teacher-led class options? 92% responded YES
How well did the school support your child's education-related technology needs? 100% rated Excellent, Above Average, or Satisfactory.
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. 100% rated Excellent, Above Average, or Satisfactory.
Do the buildings and classrooms support a positive and focused environment appropriate for learning? 100% rated Excellent, Above Average, or Satisfactory.
I feel welcomed, valued, and connected to others in our school community. 100% rated Excellent, Above Average, or Satisfactory.
Rate how well the school communicates to you about school events & procedures. 100% rated Excellent, Above Average, or Satisfactory.
Does our school provide you the knowledge & support you need for future (college/career) academic goals & planning for your student? 100% rated Excellent, Above Average, or Satisfactory.
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? 77% responded YES; 3% responded NO; 21% responded, "I don't know."
Would you recommend our school to your friends and family? 100% responded YES

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

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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
5. 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
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.					5
7. 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
8. 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

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

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 groups participated in surveys and/or feedback sessions, of meaningful Educational Partner input for the understanding of needs and solutions to make informed decisions:
School Administrators including Site Principals
Teachers
Classified Staff
Western Sierra Charter Schools Board made up of parents and community members, and non-voting teachers.
Parents/Guardians and students who are in close communication with teachers, classified support staff, and administrative personnel
LCAP Planning Focus Group which included Parents, Students, Teachers, and Administrative personnel

Educational Partner engagement occurs routinely and purposefully throughout the school year and was considered prior to finalizing the LCAP. All students, including those with exceptional needs, along with their parent/guardian,

have frequent interactions with Advising and special education teachers and classified support staff. Regularly scheduled staff meetings are held each month, sometimes more, and administrative personnel meet on a regular basis. WSCS Board meetings occur throughout the school year. The members of our LCAP Focus Group shared their observations and ideas for student and school-wide improvement. We also reviewed student and parent feedback from our March 2023 surveys.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Educational Partner engagement occurs routinely and purposefully throughout the school year and was considered prior to finalizing the LCAP. Students, along with their parent/guardian, have frequent interactions with teachers and classified support staff. Regularly scheduled staff meetings are held each month, sometimes more, and administrative personnel meet on a regular basis. WSCS Board meetings occur throughout the school year. The members of our LCAP Focus Group shared their observations and ideas for student and school-wide improvement. We also reviewed student and parent feedback from our March 2023 surveys.

Feedback occurred during the course of frequent interactions with teachers and represented on our local parent and student survey responses.
Teachers, Classified Staff, and Administrator Feedback: Feedback occurred throughout the school year and discussed at regularly-scheduled meetings and professional development opportunities.

Outreach to students and parents/guardians was extensive and frequent throughout the 2022-23 school year. Formal and informal progress monitoring meetings were usually conducted in-person but sometimes held virtually on Zoom and included communications via Parent Square, phone calls, and email. Pupils with exceptional needs were provided their required services, such as tutoring, and the student and their parent met more frequently with their assigned Advising Teacher as well as the Special Education teacher.

Our focus area for improvement in Building Relationships between school staff and families is detailed in our 2023-24 LCAP Goal 3 and its 5 Actions.
Goal 3 states: School will provide opportunities for our Educational Partners (parents, students, staff, community members, and organizations) to participate in various aspects of the educational environment to support and enhance student success.
Actions 1-5 state:
Action 1: Provide parent training and workshops to support student achievement and their role as an important leader in the life of their student. (This may include both specific workshops but also during the PLP meeting)
Action 2: Provide methods of communication between home and school via Parent Square, social media, school websites, newsletters, advising, and other meetings between teachers, parent/guardian, and students.
Action 3: Provide opportunities for involvement, input, and feedback from all Educational Partners on aspects of our school program, safety, and culture to enhance student success.
Action 4: Develop, as needed, Advisory Groups and opportunities for Educational Partner engagement. Existing and future Advisory Groups could focus on issues such as:
Technology development
Professional development for staff
School Safety
Curriculum
LCAP goals
Community impact and increased diversity
Action 5: Provide opportunities for our students to explore and engage with the greater community around them through educational and service-related field experiences. (For example: Reagan Library, Catalina CIMI science trip, science & art exploration trips, visits and interviews with businesses, university tours and community service)

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

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 2022-23 school year. The feedback from this survey contributed to our 2023-24 LCAP goals and actions. 34 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? 100% rated Excellent, Above Average, or Satisfactory.
How well does the school support your needs as the parent teacher? 100% rated Excellent, Above Average, or Satisfactory.
My school provides textbooks and other learning materials to meet my child's educational needs. 100% rated Excellent, Above Average, or Satisfactory.
How likely are you to ask for help from a teacher or other school staff when you run into a school/education-related difficulty? 71% rated Almost all the time; 9% rated Often
Did your child participate in any of our teacher-led class options? 92% responded YES
How well did the school support your child's education-related technology needs? 100% rated Excellent, Above Average, or Satisfactory.
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. 100% rated Excellent, Above Average, or Satisfactory.
Do the buildings and classrooms support a positive and focused environment appropriate for learning? 100% rated Excellent, Above Average, or Satisfactory.
I feel welcomed, valued, and connected to others in our school community. 100% rated Excellent, Above Average, or Satisfactory.
Rate how well the school communicates to you about school events & procedures. 100% rated Excellent, Above Average, or Satisfactory.
Does our school provide you the knowledge & support you need for future (college/career) academic goals & planning for your student? 100% rated Excellent, Above Average, or Satisfactory.
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? 77% responded YES; 3% responded NO; 21% responded, "I don't know."
Would you recommend our school to your friends and family? 100% responded YES

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

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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
9. 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
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.					5
11. 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
12. 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

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

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.

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Parents/Guardians and students who are in close communication with teachers, classified support staff, and administrative personnel
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Educational Partner engagement occurs routinely and purposefully throughout the school year and was considered prior to finalizing the LCAP. All students, including those with exceptional needs, along with their parent/guardian, have frequent interactions with Advising and special education teachers and classified support staff. Regularly scheduled staff meetings are held each month, sometimes more, and administrative personnel meet on a regular basis. WSCS Board meetings occur throughout the school year. The members of our LCAP Focus Group shared their observations and ideas for student and school-wide improvement. We also reviewed student and parent feedback from our March 2023 surveys.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Educational Partner engagement occurs routinely and purposefully throughout the school year and was considered prior to finalizing the LCAP. Students, along with their parent/guardian, have frequent interactions with teachers and classified support staff. Regularly scheduled staff meetings are held each month, sometimes more, and administrative personnel meet on a regular basis. WSCS Board meetings occur throughout the school year. The members of our LCAP Focus Group shared their observations and ideas for student and school-wide improvement. We also reviewed student and parent feedback from our March 2023 surveys.

Feedback occurred during the course of frequent interactions with teachers and represented on our local parent and student survey responses.
Teachers, Classified Staff, and Administrator Feedback: Feedback occurred throughout the school year and discussed at regularly-scheduled meetings and professional development opportunities.

Outreach to students and parents/guardians was extensive and frequent throughout the 2022-23 school year. Formal and informal progress monitoring meetings were usually conducted in-person but sometimes held virtually on Zoom and included communications via Parent Square, phone calls, and email. Pupils with exceptional needs were provided their required services, such as tutoring, and the student and their parent met more frequently with their assigned Advising Teacher as well as the Special Education teacher.

Our focus area for improvement in Building Relationships between school staff and families is detailed in our 2023-24 LCAP Goal 3 and its 5 Actions.
Goal 3 states: School will provide opportunities for our Educational Partners (parents, students, staff, community members, and organizations) to participate in various aspects of the educational environment to support and enhance student success.
Actions 1-5 state:
Action 1: Provide parent training and workshops to support student achievement and their role as an important leader in the life of their student. (This may include both specific workshops but also during the PLP meeting)
Action 2: Provide methods of communication between home and school via Parent Square, social media, school websites, newsletters, advising, and other meetings between teachers, parent/guardian, and students.
Action 3: Provide opportunities for involvement, input, and feedback from all Educational Partners on aspects of our school program, safety, and culture to enhance student success.
Action 4: Develop, as needed, Advisory Groups and opportunities for Educational Partner engagement. Existing and future Advisory Groups could focus on issues such as:
Technology development
Professional development for staff
School Safety
Curriculum
LCAP goals
Community impact and increased diversity
Action 5: Provide opportunities for our students to explore and engage with the greater community around them through educational and service-related field experiences. (For example: Reagan Library, Catalina CIMI science trip, science & art exploration trips, visits and interviews with businesses, university tours and community service)

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

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 2022-23 school year. The feedback from this survey contributed to our 2023-24 LCAP goals and actions. 34 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? 100% rated Excellent, Above Average, or Satisfactory.
How well does the school support your needs as the parent teacher? 100% rated Excellent, Above Average, or Satisfactory.
My school provides textbooks and other learning materials to meet my child's educational needs. 100% rated Excellent, Above Average, or Satisfactory.
How likely are you to ask for help from a teacher or other school staff when you run into a school/education-related difficulty? 71% rated Almost all the time; 9% rated Often
Did your child participate in any of our teacher-led class options? 92% responded YES
How well did the school support your child's education-related technology needs? 100% rated Excellent, Above Average, or Satisfactory.
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. 100% rated Excellent, Above Average, or Satisfactory.
Do the buildings and classrooms support a positive and focused environment appropriate for learning? 100% rated Excellent, Above Average, or Satisfactory.
I feel welcomed, valued, and connected to others in our school community. 100% rated Excellent, Above Average, or Satisfactory.
Rate how well the school communicates to you about school events & procedures. 100% rated Excellent, Above Average, or Satisfactory.
Does our school provide you the knowledge & support you need for future (college/career) academic goals & planning for your student? 100% rated Excellent, Above Average, or Satisfactory.
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? 77% responded YES; 3% responded NO; 21% responded, "I don't know."
Would you recommend our school to your friends and family? 100% responded YES

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

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 2023-24 LCAP speaks to our ongoing commitment ensuring that we are meeting the diverse needs of our student population. The 3 Goals of the 2023-24 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 2023 of this school year. The feedback from this survey contributed to our LCAP goals and actions for the 2023-24 school year. 76 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. 95% rated Excellent, Above Average, or Satisfactory.
The school works with my parent/guardian to help me do my best in school. 97% rated Excellent, Above Average, or Satisfactory.
My school is clean and in good condition. 99% rated Excellent, Above Average, or Satisfactory.
How emotionally safe do you feel with staff and students at our school? 92% rated Excellent, Above Average, or Satisfactory.
My school provides textbooks and other learning materials to meet my educational needs. 100% rated Excellent, Above Average, or Satisfactory.
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. 99% rated Excellent, Above Average, or Satisfactory.
I feel welcomed, valued, and connected to others in my school community. 95% rated Excellent, Above Average, or Satisfactory.
How likely are you to ask for help from a teacher or other school staff when you run into a school/education-related difficulty? 9% rated Almost all the time; 33% rated Often; 50% rated Sometimes; 8% rated Never
Did you participate in any of our teacher-led class offerings? 95% responded YES
How well did the school support your education-related technology needs? 99% rated Excellent, Above Average, or Satisfactory.
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? 81% responded YES; 1% responded NO; 18% responded, "I don't know."
Does our school provide you the knowledge & support you need for future (college/career) academic goals & planning? 95% rated Excellent, Above Average, or Satisfactory.
Overall how would you rate your mental health? 21% rated Always good; 46% rated Usually good; 24% rated Sometimes poor; 8% 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? 28% responded YES
What support/s have you used to help you this school year with your schoolwork or daily life due to any emotional difficulties, such as feeling depressed, stressed, sad, or anxious? (mark all that apply): 50% marked that they

Reached out to a friend; 40% Reached out to a parent; 40% Didn't ask for help; 15% stated Other; 15% Attended counseling; and 15% 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)

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 2023-24 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 2023-24.

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)

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 2023-24 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 2023-24.

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)

There is no barrier preventing Glacier High from providing access to a broad course of study for all students. Glacier High 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. As a school, we set before students and their parents/guardians 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.

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 2023-24 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 2023-24.

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					

Coordinating Instruction	1	2	3	4	5
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.					

Coordinating Services	1	2	3	4	5
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.					

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Endeavor Charter School

CDS Code: 10-62166-0140038

School Year: 2023-24

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 2023-24 School Year

Projected Revenue by Fund Source

All federal funds, $51,000 , 1%

All local funds, $260,209 , 6%

All other state funds, $189,051 , 4%

Total LCFF funds $3,937,348 89 %

LCFF supplemental & concentration grants, $227,166 , 5%

All Other LCFF funds, $3,710,182 , 84%
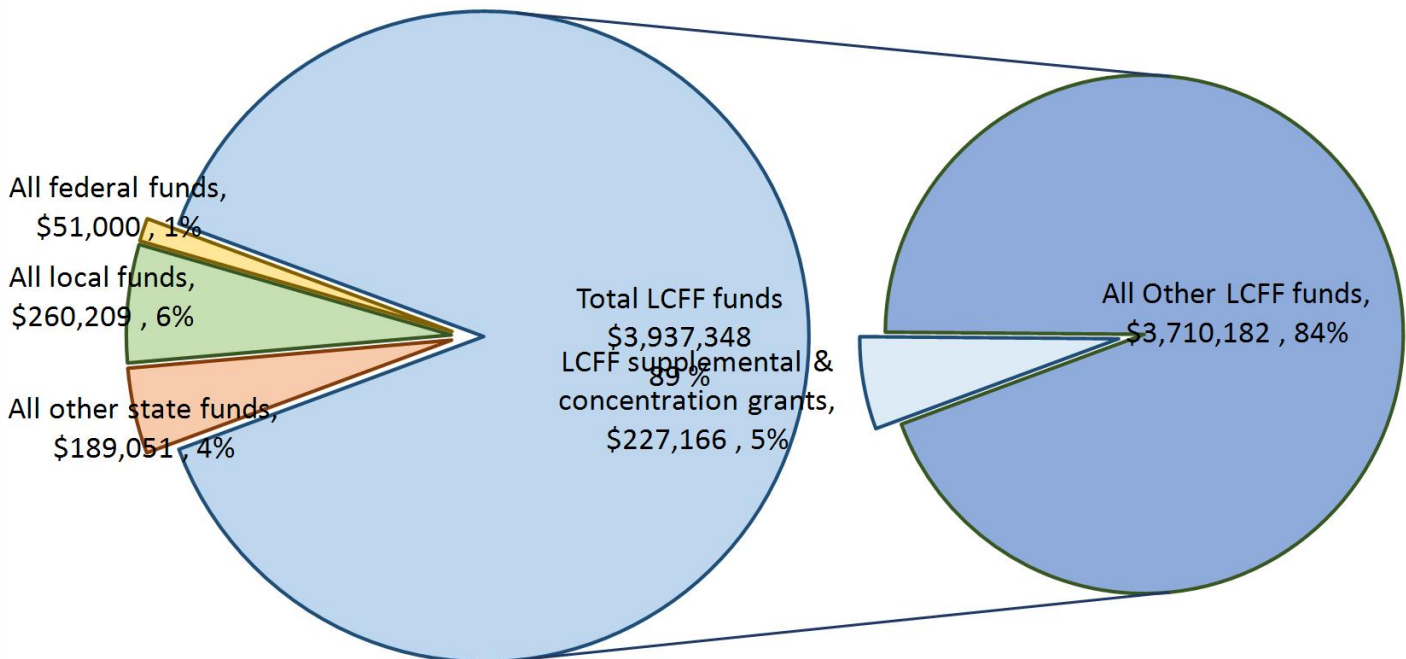
This chart shows the total general purpose revenue Endeavor Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Endeavor Charter School is $4,437,608, of which $3937348 is Local Control Funding Formula (LCFF), $189051 is other state funds, $260209 is local funds, and $51000 is federal funds. Of the $3937348 in LCFF Funds, $227166 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $3,813,577

Total Budgeted Expenditures in the LCAP $3,813,577
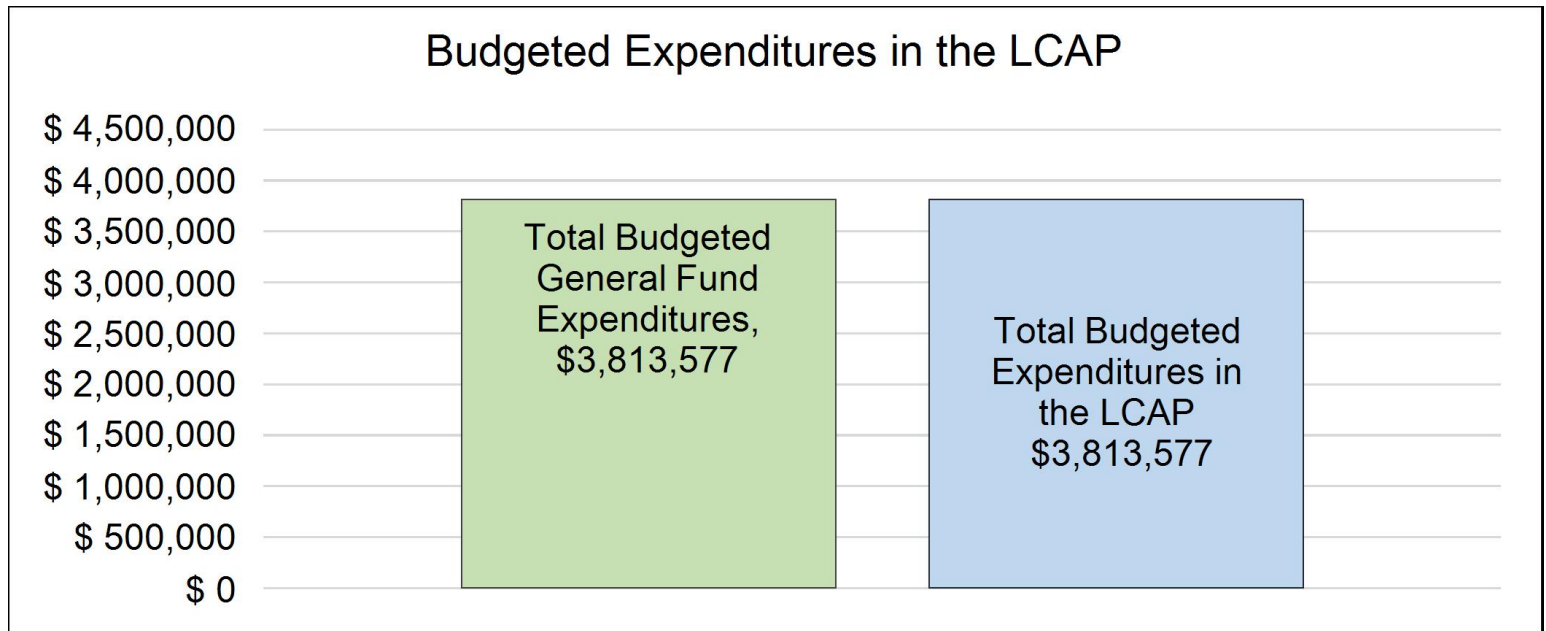
This chart provides a quick summary of how much Endeavor Charter School plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Endeavor Charter School plans to spend $3813577 for the 2023-24 school year. Of that amount, $3813577 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:

All expenditures are included.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Endeavor Charter School is projecting it will receive $227166 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 $1054239 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 2022-23

Prior Year Expenditures: Increased or Improved Services for High Needs Students
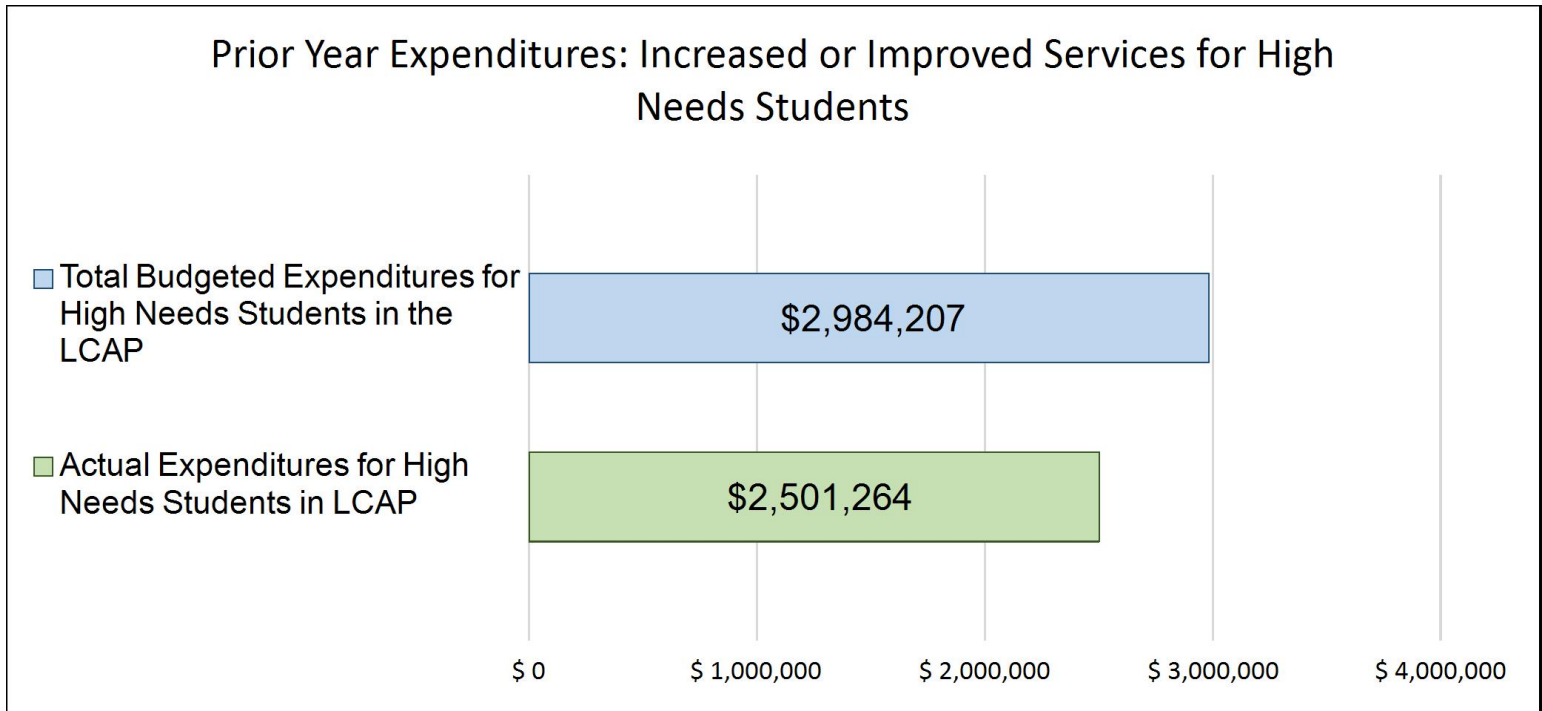
This chart compares what Endeavor Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Endeavor Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Endeavor Charter School's LCAP budgeted $2984207 for planned actions to increase or improve services for high needs students. Endeavor Charter School actually spent $2501264 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of $-482,943 had the following impact on Endeavor Charter School's ability to increase or improve services for high needs students:

It should be noted that the budgeted and estimated actual estimated expenditures for high needs students were far above the funding received for that purpose and these funds were used on a school-wide basis. As for the actual funding received versus the estimate, the actual estimated expenditures was based on the actual ADA that occurred, and the budgeted expenditures were based on the projected ADA, thus the reduction in actual versus budgeted services was decreased proportionally on a pro-rata basis per student, so the per student affect remained roughly the same.

Local Control and 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 [2023-24]

General Information

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

Endeavor Charter School opened in July 2020 and operates a TK-12 program that has come to be known as "personalized learning". Personalized Learning has been acknowledged and commended with a State Senate resolution (SR-36). Personalized learning is a unique, blended classroom and non-classroom based public educational model that is tailored to the needs and interests of each individual student. As a school we do not dictate to students and their parents how to engage the learning material. Rather, we set before them the educational goals and work cooperatively with them in creating customized learning plans that best reach those goals. We believe that their desires, strengths and needs are crucial to how the school works with them as individuals. This methodology, both curricular and instructional, is built around each student's needs, abilities and interests. All students meet with their teacher and parents together to create their own personalized learning plan (PLP) at least monthly and to evaluate effectiveness and needed supplementation or change. The PLP brings student, parent and teacher together in a formalized relationship for the sole purpose of planning, implementing, assessing and adjusting the student's educational program. The PLP process includes frequent, regularly scheduled meetings of the parent, student and teacher, assessment of the student's academic strengths and weaknesses, development of a curricular and instructional plan tailored to the student, ongoing monitoring and collection of student work and adjustment to meet the student's needs. The PLP process is a thorough, formal but personal system that meets each student's academic needs in a very precise, individual, and responsive way.

Enrollment Data for 2022-23:
Our student enrollment this year was 352 students (113 in 9-12 and 239 in TK-8) with a waiting list for the 2023-24 SY. Our students reside in the Central Valley of Fresno County.
The ethnic make-up of our students: 2.8% Black or African American, 2.3% American Indian or Alaska Native, 1.7% Asian, 0.3% Chinese, .3% Colombian, 1.7% Filipino, 17.3% Hispanic or Latino, 0.6% Hmong, .6% Hawaiian, 10.8% Mexican American, .3% Other Pacific Islander, 0.3% Other Pacific Islander, 0.3% Samoan, 3.4% Declined to State, and 57.7% White.
Of this population, Our Unduplicated Population includes: 41.5% of total enrollment is Socioeconomically Disadvantaged, 0.3% are Homeless or Foster Youth, and 1.4% are English Learners. 12% of our students are in Special Education.

Reflections: Successes

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

Successes:

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

Successes include, but are not limited to:

The heart of our program, providing high-quality educational options to students and their parent/guardian is what we do best. Recent parent surveys indicated that over 97% of our parents would recommend our school to others.

Endeavor Charter School provided effective support to all students. Teachers met the needs of students, together with their parents/guardians, by creating effective and successful educational plans for every student. In addition, students in grades TK-8 participated in Benchmark NWEA MAP Testing at the beginning of the school year, during midyear when warranted, and again at the end of the school year to assess areas of growth and continued areas of need to support students where they are in achievement. Because end-of-year NWEA testing is still underway, we reported NWEA results comparing the same cohort of students in Fall 2021 with Fall 2022 to assess learning. The results showed a slight dip in Reading and Math scores remained about the same.

With a participation rate of 90%, our 3-8th and 11th grade students participated in SBAC testing in May 2022, the first time this was administered since 2019 due to the 2020-2021 Covid-19 emergency.

In addition, our CST Science test scores in all grades tested (5th, 8th and High School) were strong and our proficiency rates were higher than the state proficiency rates.

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

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

Reflections: Identified Need

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

IDENTIFIED NEEDS:
The following is based on state and local data.
1. The importance of continuing to provide ALL students with in-person instruction, activities, and field trip opportunities.
2. The need to increase support in educational technology.
3. The need to increase Educational Partner engagement in more purposeful means.
4. We continue to see the need to help students improve in math.
5. Based on SBAC results for ELA as well as parent feedback, we see the need to increase writing proficiency by offering more curriculum supports in the area of teaching writing as well as providing additional support to students in writing skills.
6. The need to procure speech and language teacher services.
7. The need to increase College/Career student preparedness in grades 7 through 12th grade.
8. The need to develop and implement an additional CTE pathway for students in high school.
9. We serve a student population with high needs (unduplicated): 41.5% of total enrollment is Socioeconomically Disadvantaged, 0.3% are Homeless or Foster Youth, and 1.4% are English Learners. 12% of our students are in Special Education.

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 3rd year in education as a CA Personalized Learning Public Charter School.
*   Our enrollment has stayed strong with Teacher-Student ratio at capacity.
*   Every student was provided with a custom personalized learning plan, including all necessary educational materials, instructional resources, curriculum, and technology. This plan was built around the student's ongoing needs and academic performance data. We considered the needs & circumstances of our Unduplicated pupils (low income, foster youth/homeless, English learners) & those with exceptional needs.
*   5th-8th grade and High School Math Courses were taught onsite to provide further student support.
*   We increased our writing instructional guidance, materials & resources, and onsite class writing instruction to better serve our students.
*   We have a strong science program and science test scores. All students in K-8 have access to Next Generation Science Standards curriculum with grades 9-12 students having access to NGSS curriculum in Earth, Biology and Chemistry.

- Resources are in place for any EL and Special Education students.
- Improving student academic achievement, College/Career preparedness, and Student and Educational Partner Engagement are at the forefront of the LCAP.
- Our high school students have access to a wider selection of A-G Courses being taught on-site, not just in an independent study model.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

The following groups participated in surveys and/or feedback sessions, of meaningful Educational Partner input for the understanding of needs and solutions to make informed decisions:
School Administrators, including Site Principals
Teachers
Classified Staff
Western Sierra Charter Schools Board made up of parents, community members, and non-voting teachers
Parents/Guardians and students who are in close communication with teachers, classified support staff, and administrative personnel
LCAP Planning Focus Group which included Parents, Students, Teachers, and Administrative personnel

Educational Partner engagement occurs routinely and purposefully throughout the school year and was considered prior to finalizing the LCAP. All students, including those with exceptional needs, along with their parent/guardian, have frequent interactions with Advising & special education teachers and classified support staff. Regularly scheduled staff meetings are held each month, sometimes more, and administrative personnel meet on a regular basis. WSCS Board meetings occur throughout the school year. The members of our LCAP Focus Group shared their observations and ideas for student and school-wide improvement. We also reviewed student and parent feedback from our March 2023 surveys.

A summary of the feedback provided by specific educational partners.

Student and Parent Feedback: Feedback occurred during the course of frequent interactions with teachers and represented on our local parent and student survey responses.
Teachers, Classified Staff, and Administrator Feedback: Feedback occurred throughout the school year and discussed at regularly-scheduled meetings and professional development opportunities:

Outreach to students and parents/guardians was extensive and frequent throughout the 2022-23 school year. Formal and informal progress monitoring meetings were conducted in-person, but sometimes held virtually on Zoom and included communications via Parent Square, phone calls, and email. Pupils with exceptional needs were provided their required services, such as tutoring, and the student and their parent met more frequently with their assigned Advising Teacher as well as the Special Education teacher.

A summary of the feedback was:
1. to improve our delivery of supports to students and their parent/guardian for future College/Career academic goals with planning and transitioning 7th and 8th grade students to high school (Goal 1, Action 8)
2. to improve student engagement, with particular attention to students feeling a positive connection within our school and in the greater community (Goal 2, Action 5 and Goal 3, Actions 3, 5)
3. to provide more opportunities for Educational Partner engagement in our school community to benefit all students (Goal 3, Actions 3, 4)

4. to increase writing proficiency by offering more curriculum supports to parents/guardians in the area of teaching writing as well as providing more writing instruction and supports directly to students (Goal 1, Actions 1, 2, 3 and Goal 3, Action 1).

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

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 and transitioning 7th and 8th grade students to high school.
2. Improving student engagement, with particular attention to students feeling a positive connection within our school and in the greater community.
3. Providing more opportunities for Educational Partner engagement in our school community to benefit all students.
4. Increasing writing proficiency by offering more curriculum supports to parents/guardians in the area of teaching writing as well as providing more writing instruction and supports directly to students.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

This goal supports our program's Personalized Learning, non-classroom-based educational model. Students are academically guided by credentialed teachers and provided customized instructional materials that prepare them for success after high school with College/Career readiness. Local and State Indicator Metrics will be used to support the 9 Actions that we plan to accomplish during 2023-24 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. Data Year: Endeavor Charter First Year (No Data)	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. Data Year: 2020/2021 Data Source: SARC Report	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. Data Year: 2021/2022 Data Source: SARC Report		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. Data Year: 2022/2023 Data Source: SARC Report

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: SARC Report				
Local Indicator (Priority 2- Implementation of State Academic Standards) Local Indicator: Benchmark NWEA Test Results	A. The implementation of state adopted academic content and performance standards for all students Data Year: 2020 Endeavor Charter First Year (No Data) Data Source: NWEA Local Indicator	A. The implementation of state adopted academic content and performance standards for all students B. Student improvement in math and reading on NWEA Benchmark testing from Fall 2020 to Fall 2021 using the same cohort of students. READING RESULTS 2020-21 2021-22 40.0% 30.3% High 27.9% 25.3% HiAv 17.1% 20.3% Avg 8.8% 15.3% LoAv 6.3% 8.8% Low MATH RESULTS 2020-21 2021-22 34.5% 21.5% High 17.2% 16.9% HiAv 19.2% 19.5% Avg 15.8% 22.1% LoAv 13.3% 20.0% Low	A. The implementation of state adopted academic content and performance standards for all students B. Student improvement in math and reading on NWEA Benchmark testing from Fall 2021 to Fall 2022 using the same cohort of students. READING RESULTS 2021-22 2022-23 30.3% 26.1% High 25.3% 22.4% HiAv 20.3% 22.1% Avg 15.3% 16.9% LoAv 8.8% 12.5% Low MATH RESULTS 2021-22 2022-23 21.5% 21.2% High 16.9% 17.1% HiAv 19.5% 21.6% Avg 22.1% 18.6% LoAv 20.0% 21.6% Low		A. The implementation of state adopted academic content and performance standards for all students B. Demonstrated student improvement in math and reading on NWEA Data Year: 2023-24 Source: NWEA Local Indicator

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Year: 2021-22 Source: NWEA Local Indicator	Data Year: 2022-23 Source: NWEA Local Indicator		
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. Data Year: 2020/2021 Data Source: CA School Dashboard Local Indicator for CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results, based on March 2021. The following results are based on students rating us Above Average or Excellent. It does not include those who rated us Satisfactory. 64% of high school students responded that the school provided them with the knowledge and support needed for future (college/career)	1. Students did not participate in SBAC Testing in May 2021. Student test results are unavailable. Data Year: 2020/2021 Data Source: CA School Dashboard 2. Due to establishing charter in 2020, we do not currently have CA Dashboard data for College & Career Indicators. Data Year: 2020/2021 Data Source: CA Dashboard 3. CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results, based on March 2022. The following results are based on students rating us Above Average or Excellent.	1. Students participated in SBAC Testing in May 2022 for the first time since Endeavor became a Charter school. a) 92% of our 3rd-8th and grade 11 students combined participated in SBAC testing. b) All Students: 34.5 points below ELA standards (41% Met or Exceeded ELA Standards) c) All Students: 74.2 points below standard in Math (27% Met or Exceeded Math Standards) For CA Dashboard 2022 College/Career Indicator: There has not been data on CCI since 2019. The following is based on the 2022 College/Career Measures Only Report		1. Improvement in the percent of students meeting or exceeding standard on the Smarter Balanced Summative Assessments and NWEA for math and ELA Data Year: 2022/2023 Data Source: CA School Dashboard 2. Improvement in the percentage of students meeting "Prepared" for C/C on the CA Dashboard. Data Year: 2022-23 Data Source: California 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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Year: 2020-21 Source: Local Indicators 57% of students responded that the school provided them with the knowledge and support needed for future (college/career) academic goals and planning. Data Year: 2021-22 Source: Local Indicators	It does not include those who rated us Satisfactory. 57% of students responded that the school provided them with the knowledge and support needed for future (college/career) academic goals and planning. Data Year: 2021-22 Source: Local Indicators	under Additional Reports for the following data. 2.A.1) For CA Dashboard 2022 College/Career Indicator: There is no data for 2022 on CCI. A.2) percent of graduates who completed all courses required for UC/CSU admission: 37.50% A.3) Percent of pupils that completed a CTE program & earned a High School Diploma: % A.4) Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU & CTE sequences/programs of study: % A.5) English Learners: 1.6% A.6) Percentage of pupils who passed an advanced placement		College/Career academic goals and planning. Data Year: 2023-24 Source: Local Indicators

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			exam with a score of 3 or higher:0% A.7) Percentage of pupils who participate in, & demonstrate college preparedness pursuant to, the EAP, or any subsequent assessment of college preparedness: 0% Data Year: 2021/2022 Data Source: CA Dashboard 3. CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results, based on March 2023. The following results are based on students rating us Satisfactory, Above Average, or Excellent. 100% of students responded that the school provided them with the knowledge and support needed for future (college/career)		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			academic goals and planning. Data Year: 2022-23 Source: Local Indicators		
Local Indicator (Priority 6-School Climate)	CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results, based on March 2021. The following results are based on students rating us Above Average or Excellent. It does not include those who rated us Satisfactory. 92% of elementary students responded 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.	CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results, based on March 2022. The following results are based on students rating us Above Average or Excellent. It does not include those who rated us Satisfactory. 86% of elementary students responded and 76% of high school students responded that their Advising teacher took the time to discuss their grades, academic progress and success, including areas of improvement with them and their parent.	CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results, based on March 2023. The following results are based on students rating us Satisfactory, Above Average or Excellent. 93% of elementary students and 100% 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. 98% of elementary students and 100% of high school students responded that the		We will see a 10% improvement of high school student responses to these 3 survey questions of academic advising, textbook and learning material needs, and technology support. Data Year: 2023-24 Source: Local Indicators

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	92% responded 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. 96% of elementary students and 64% of high school students responded that the school supported their educational-related technology needs. Data Year: 2020-21 Source: Local Indicators	89% responded of elementary students and 78% of high school students responded that the school provided them with textbooks and learning materials to meet their educational needs. 79% of elementary students and 66% of high school students responded that the school supported their educational-related technology needs. Data Year: 2021-22 Source: Local Indicators	school provided them with textbooks and learning materials to meet their educational needs. 96% of elementary students and 100% of high school students responded that the school supported their educational-related technology needs. Data Year: 2022-23 Source: Local Indicators		
Local Indicator (Priority 7-Course Access)	CA Dashboard Priority 7 Self-Reflection Tool: Students will have access to a broad course of study. Data Year: 2020-21 Source: Local Indicators	CA Dashboard Priority 7 Self-Reflection Tool: Students will have access to a broad course of study. Data Year: 2021-22 Source: Local Indicators	CA Dashboard Priority 7 Self-Reflection Tool: Students will have access to a broad course of study. Data Year: 2022-23 Source: Local Indicators		All students will have access to a broad course of study in all required subject areas. Data Year: 2023-24 Source: Local Indicators

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Monitoring Personalized Learning Plans	Every student will be assigned to a teacher. Every teacher will meet with each student and their parent at least every 20 school days to develop and monitor each student's Personalized Learning Plan.	$351,237.09	Yes
1.2	Customized Personalized Learning Plans	Every student will be provided with a custom personalized learning plan, including all necessary educational materials, instructional resources, curriculum, and technology. This plan will be built around the student's ongoing needs and academic performance data.	$878,092.74	Yes
1.3	Providing Class Offerings	The school will provide necessary high quality, direct instruction in core and enrichment academic areas, with an emphasis in math and writing instruction. These classes may include on-site, hybrid, and/or virtual settings.	$878,092.74	No
1.4	Teacher Professional Development	Provide training for teachers to increase their technical and instructional effectiveness with educational technology and virtual learning settings in order to facilitate pupil success.	$351,237.09	No
1.5	Administer Academic Assessments	The school will deliver academic assessments to all students, both the CAASPP and the school's internal assessment and evaluations.	$280,989.67	No
1.6	Ongoing Staff Development	Provide ongoing staff development & articulation to support Math, English Language Arts and Science state standards implementation and monitoring.	$175,618.55	No
1.7	Administration to Assess Student Needs	Administrative meetings and other administrative training devoted to assessing & refining our staff professional development planning and process and to identify critical areas of student needs.	$245,865.96	No

Action #	Title	Description	Total Funds	Contributing
1.8	College/Career Readiness Guidance	Provide 7-12th grade students with grade-appropriate College and Career Readiness guidance to increase student preparedness for college and post high school success. *College and Career Readiness means as measured and reported on the CA Dashboard percentage of graduating students.	$175,618.55	No
1.9	Developing Additional CTE Pathway	Research and develop a new CTE pathway.	$175,618.55	No

Goal Analysis [2022-23]

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

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

All intended Actions for the implementation of this goal completed.
Working alongside students' parents/guardians, staff continued providing every student with personalized academic support, offering onsite classes, and delivering academic assessments. Administrators, teachers, and support staff participated in a number of professional development trainings and meetings devoted to strengthening our effectiveness and improving student success. We also continued to work on strengthening our College and Career Readiness for students in grades 7 through 12.

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

Analysis of the 2022-23 Goal will occur during the 2023-24 update cycle.

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

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

The Metrics associated with the actions of this goal were effective, even though we did not see higher academic scores we had hoped for on the Metric State Indicator: Priority 4-Pupil Achievement - on the CA Dashboard's SBAC results from May 2022. Likely reasons that account for the lower student scores: this was the first time that many of our students had ever taken a state test and some learning loss as a result of

the school shut down beginning in March of 2020 where much learning happened in a virtual format. We have worked diligently to provide more academic support for struggling students in the areas of improved technology support, onsite classroom instruction, tutoring, and close monitoring of academic progress between the Advising Teacher, parent/guardian, and student.

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.

While this Goal basically remains, we did amend Action 3 to reflect that an emphasis of math and writing instruction improvements needed. We also made one clarifying change to one of the Metrics. We added information to clarify Metric, the Local Indicator (Priority 6-School Climate) on CA Dashboard Self-Reflection Tool as it relates to our Student Survey Results. Our Baseline and Year 1 Outcome survey results included only the percentages of students who rated us Above Average or Excellent. We had inadvertently not included student ratings of Satisfactory. We caught this error and therefore addressed the mistake in our Year 2 Outcome.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator (Priority 1-Basic Services)	School facilities are maintained in good repair. Data year: NA Endeavor's First Year Data Source: SARC - No Data	School facilities are maintained in good repair. Data Year: 2020/2021 Data Source: SARC	School facilities are maintained in good repair. Data Year: 2021/2022 Data Source: SARC		School facilities are maintained in good repair. Data Year: 2022/2023 Data Source: SARC
State Indicator (Priority 5-Student Engagement)	Data year: NA Endeavor's First Year Data Source: CA School Dashboard - No Data	Data year: 2020/2021 Endeavor's First Year Data Source: CA School Dashboard - No Data	Data year: 2021/2022 Endeavor's Second Year Data Source: CA School Dashboard 1) School Attendance Rate:		Blue Performance level on Dashboard for Chronic Absenteeism and Suspension Rate Data Year: 2022/2023 Data Source: CA School Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			2) Chronic Absenteeism Rate(K-8): .8% 3) Drop Out Rate: 0% 4) 9-12 Graduation Rate: 100% 5) Suspensions/Expulsions: 0%		
Local Indicator (Priority 6-School Climate)	CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results ---based on March 2021 survey results. The following results are based on students rating us Above Average or Excellent. It does not include those who rated us Satisfactory. Student Survey Results--based on March 2021 survey results rated Above Average or Excellent. 100% of elementary students and 71% of high school students rated school is clean and in good condition;	CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results ---based on March 2022 survey results. The following results are based on students rating us Above Average or Excellent. It does not include those who rated us Satisfactory. 91% of elementary students and 88% of high school students rated school is clean and in good condition. 85% rated of elementary students and 57% of high school students felt a sense of safety while 88% of elementary	CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results ---based on March 2023 survey results. The following results are based on students rating us Satisfactory, Above Average or Excellent. 100% of elementary students and 100% of high school students rated school is clean and in good condition. 99% of elementary students and 94% of high school students felt a sense of safety while 99% of elementary and 94% of high schoolers felt welcomed and		We will see a 10% improvement of high school students responding to the survey question for feeling a sense of safety and school connectedness. Data Year: 2023/2024 Data Source: Local Indicators

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	85% rated of elementary students and 71% of high school students felt a sense of safety while 92% of elementary and 64% of high schoolers felt welcomed and connected in our school community. Data Year: 2020/2021 Data Source: Local Indicators	and 63% of high schoolers felt welcomed and connected in our school community. Data Year: 2021/2022 Data Source: Local Indicators	connected in our school community. Data Year: 2022/2023 Data Source: Local Indicators		

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Janitorial Service	Provide regular, ongoing janitorial service for the buildings.	$45,667.00	No
2.2	Building Grounds Maintenance	Provide regular, ongoing landscape maintenance as needed.	$180,858.00	No
2.3	Addressing Safety Issues	Address all critical safety issues in a timely manner.	$1,000.00	No
2.4	Building Modifications	Plan & perform building modifications to better serve our school's mission as needed.	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.5	Community-Based Family Resources	Maintain and publish a list of community-based mental health services and support as a resource for students and families.	$1,000.00	No

Goal Analysis [2022-23]

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

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

All intended Actions for the implementation of this goal completed.

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

Analysis of the 2022-23 Goal will occur during the 2023-24 update cycle.

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

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

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

This goal will remain as is for the 2023-24 LCAP year. We made one clarifying change to our Metric. We added information to clarify Metric, the Local Indicator (Priority 6-School Climate) on CA Dashboard Self-Reflection Tool as it relates to our Student Survey Results. Our Baseline and Year 1 Outcome survey results included only the percentages of students who rated us Above Average or Excellent. We had inadvertently not included student ratings of Satisfactory. We caught this error and therefore addressed the mistake in our Year 2 Outcome.

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

Goals and Actions

Goal

Goal #	Description
3	School will provide opportunities for our Educational Partners (parents, students, staff, community members, and organizations) to participate in various 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 5 Actions that we plan to accomplish during 2023-24 SY.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator (Priority 3-Parent Involvement) on CA Dashboard self-reflection tool - Parent Survey March 2021.	A. Engaging parents in decision-making: March 2021 Parent Survey Results. The following results are based on parents rating us Above Average or Excellent. It does not include those who rated us Satisfactory: 89% of parents in our elementary program and 81% of parents in our high school program rated that our	A. Engaging parents in decision-making: March 2021 Parent Survey Results. The following results are based on parents rating us Above Average or Excellent. It does not include those who rated us Satisfactory: 88% of parents in our elementary program and 72% of parents in our high school program rated that our	A. Engaging parents in decision-making: March 2023 Parent Survey Results. The following results are based on parents rating us Satisfactory, Above Average or Excellent. 100% of parents in our elementary program and 98% of parents in our high school program rated that our school supports their needs		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. Data Year: 2023/2024 Data Source: Local Indicators

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	school supports their needs as parent/guardian teacher B. Promoting parent participation in programs that meet the needs of students. 83% of parents in our elementary program and 72% of parents in our high school program rated feeling welcomed, valued, and connected in our school community. Data Year: 2020/2021 Data Source: Local Indicators	school supports their needs as parent/guardian teacher. B. Promoting parent participation in programs that meet the needs of students. 77% of parents in our elementary program and 64% of parents in our high school program rated feeling welcomed, valued, and connected in our school community. Data Year: 2021/2022 Data Source: Local Indicators	as parent/guardian teacher. B. Promoting parent participation in programs that meet the needs of students. 97% of parents in our elementary program and 98% of parents in our high school program rated feeling welcomed, valued, and connected in our school community. Data Year: 2022/2023 Data Source: Local Indicators		

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Workshops	Provide parent training and workshops to support student achievement and their roll as an important leader in the life of their student. (This may include both specific workshops but also during the PLP meeting)	$17,920.26	No
3.2	Communication	Provide methods of communication between home and school via Parent Square, social media, school websites, newsletters, advising	$17,920.26	No

Action #	Title	Description	Total Funds	Contributing
		and other meetings between teachers, parents/guardian, and students.		
3.3	Educational Partner Feedback	Provide opportunities for involvement, input, and feedback from all Educational Partners on aspects of our school program, safety, and culture to enhance student success.	$17,920.26	No
3.4	Educational Partner Engagement	Develop, as needed, Advisory Groups and opportunities for Educational Partner engagement. Existing and future Advisory Groups could focus on issues such as: Technology development Professional development for staff School Safety Curriculum LCAP goals Community impact and increased diversity	$10,752.15	No
3.5	Community Engagement Opportunities for Students	Provide opportunities for our students to explore and engage with the greater community around them through educational and service-related field experiences. (For example: Reagan Library, Catalina CIMI science trip, science & art exploration trips, visits and interviews with businesses, university tours and community service)	$7,168.11	No

Goal Analysis [2022-23]

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

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

All intended Actions for the implementation of this goal completed.

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

Analysis of the 2022-23 Goal will occur during the 2023-24 update cycle.

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

The identified needs for which this goal was created have been effectively met. Educational Partner involvement occurs routinely and purposefully throughout the school year.

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

This goal will remain as is for the 2023-24 LCAP year. We made two changes. First, we added information to clarify Metric, the Local Indicator (Priority 3-Parent Involvement) on CA Dashboard Self-Reflection Tool as it relates to our Parent Survey Results. Our Baseline and Year 1 Outcome survey results included only the percentages of parents who rated us Above Average or Excellent. We had inadvertently not included parent ratings of Satisfactory. We caught this error and therefore addressed the mistake in our Year 2 Outcome. Second, we had 6 Actions in the 2022-23 LCAP and these Actions associated with this goal will remain with the exception of the 2022-23 LCAP Action 2, "Provide opportunities for our Educational Partners that facilitate involvement and shared purpose." We felt that this Action was redundant because it was already covered in Action 4 stating our intent to involve all of our Educational Partners with opportunities for input and feedback. Action 2 removed and Action 6 became Action 5 for the 2023-24 LCAP year.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
227166	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.12%	0.00%	$0.00	6.12%

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

Required Descriptions

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

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

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

For Endeavor Charter School's Unduplicated students (low income, foster youth/homeless, English learners), we have prioritized providing high quality, student centered, in-person instruction and tutoring for our students who need it the most. We will evaluate & implement targeted instructional resources and technology for differentiated instruction based on test performance data.
See Goal 1, Actions 1 and 2.

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

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	
Staff-to-student ratio of certificated staff providing direct services to students	21.80	

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,313,316.98	$189,051.00	$260,209.00	$51,000.00	$3,813,576.98	$2,747,254.00	$1,066,322.98

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Monitoring Personalized Learning Plans	English Learners Foster Youth Low Income	$301,211.09	$18,905.10	$26,020.90	$5,100.00	$351,237.09
1	1.2	Customized Personalized Learning Plans	English Learners Foster Youth Low Income	$753,027.74	$47,262.75	$65,052.25	$12,750.00	$878,092.74
1	1.3	Providing Class Offerings	All	$753,027.74	$47,262.75	$65,052.25	$12,750.00	$878,092.74
1	1.4	Teacher Professional Development	All	$301,211.09	$18,905.10	$26,020.90	$5,100.00	$351,237.09
1	1.5	Administer Academic Assessments	All	$240,968.87	$15,124.08	$20,816.72	$4,080.00	$280,989.67
1	1.6	Ongoing Staff Development	All	$150,605.55	$9,452.55	$13,010.45	$2,550.00	$175,618.55
1	1.7	Administration to Assess Student Needs	All	$210,847.76	$13,233.57	$18,214.63	$3,570.00	$245,865.96
1	1.8	College/Career Readiness Guidance	All	$150,605.55	$9,452.55	$13,010.45	$2,550.00	$175,618.55
1	1.9	Developing Additional CTE Pathway	All	$150,605.55	$9,452.55	$13,010.45	$2,550.00	$175,618.55
2	2.1	Janitorial Service	All	$45,667.00				$45,667.00
2	2.2	Building Grounds Maintenance	All	$180,858.00				$180,858.00
2	2.3	Addressing Safety Issues	All	$1,000.00				$1,000.00
2	2.4	Building Modifications	All	$1,000.00				$1,000.00
2	2.5	Community-Based Family Resources	All	$1,000.00				$1,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	**3.1**	Parent Workshops	All	$17,920.26				$17,920.26
3	**3.2**	Communication	All	$17,920.26				$17,920.26
3	**3.3**	Educational Partner Feedback	All	$17,920.26				$17,920.26
3	**3.4**	Educational Partner Engagement	All	$10,752.15				$10,752.15
3	**3.5**	Community Engagement Opportunities for Students	All	$7,168.11				$7,168.11

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
3710182	227166	6.12%	0.00%	6.12%	$1,054,238.83	28.42%	56.83 %	**Total:**	$1,054,238.83
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$1,054,238.83

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Monitoring Personalized Learning Plans	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Endeavor	$301,211.09	8.12
1	1.2	Customized Personalized Learning Plans	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Endeavor	$753,027.74	20.3
1	1.3	Providing Class Offerings				Specific Schools: Endeavor	$753,027.74	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,437,308.05	$3,421,299.74

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Monitoring Personalized Learning Plans	Yes	$313,479.75	317341.84
1	1.2	Customized Personalized Learning Plans	Yes	$783,699.39	793354.59
1	1.3	Providing Class Offerings	Yes	$783,699.39	793354.59
1	1.4	Teacher Professional Development	Yes	$313,479.75	317341.84
1	1.5	Administer Academic Assessments	Yes	$250,783.81	253873.47
1	1.6	Ongoing Staff Development	Yes	$156,739.88	158670.92
1	1.7	Administration to Assess Student Needs	Yes	$219,435.83	222139.92
1	1.8	College/Career Readiness Guidance	Yes	$156,739.88	158670.92
1	1.9	Developing Additional CTE Pathway	Yes	$156,739.88	158670.92
1	1.10		No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11		No		
1	1.12		No		
2	2.1	Janitorial Service	Yes	$50,414.00	19921
2	2.2	Building Grounds Maintenance	Yes	$185,121.00	160197
2	2.3	Addressing Safety Issues	Yes	$1,000.00	1000
2	2.4	Building Modifications	Yes	$1,000.00	1000
2	2.5	Community-Based Family Resources	Yes	$1,000.00	1000
3	3.1	Parent Workshops	Yes	$15,993.87	16190.91
3	3.2	Educational Partner Opportunities	Yes	$15,993.87	16190.91
3	3.3	Communication	Yes	$15,993.87	16190.01
3	3.4	Educational Partner Feedback	Yes	$3,198.78	3238.18
3	3.5	Educational Partner Engagement	Yes	$6,397.55	6476.36

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.6	Community Engagement Opportunities for Students	Yes	$6,397.55	6476.36
3	3.7		No		

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
197626	$2,984,207.05	$2,501,264.01	$482,943.04	92.40%	74.22%	-18.18%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Monitoring Personalized Learning Plans	Yes	$268,169.65	225338.24	8.3	6.69
1	1.2	Customized Personalized Learning Plans	Yes	$670,424.14	563345.59	20.76	16.72
1	1.3	Providing Class Offerings	Yes	$670,424.14	563345.59	20.76	16.72
1	1.4	Teacher Professional Development	Yes	$268,169.65	225338.24	8.3	6.69
1	1.5	Administer Academic Assessments	Yes	$214,535.73	180270.59	6.64	5.35
1	1.6	Ongoing Staff Development	Yes	$134,084.83	112669.12	4.15	3.34
1	1.7	Administration to Assess Student Needs	Yes	$187,718.76	157736.77	5.81	4.68
1	1.8	College/Career Readiness Guidance	Yes	$134,084.83	112669.12	4.15	3.34
1	1.9	Developing Additional CTE Pathway	Yes	$134,084.83	112669.12	4.15	3.34
2	2.1	Janitorial Service	Yes	$50,414.00	19921	1.56	.59
2	2.2	Building Grounds Maintenance	Yes	$185,121.00	160197	5.73	4.75
2	2.3	Addressing Safety Issues	Yes	$1,000.00	1000	.03	.03

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.4	Building Modifications	Yes	$1,000.00	1000	.03	.03
2	2.5	Community-Based Family Resources	Yes	$1,000.00	1000	.03	.03
3	3.1	Parent Workshops	Yes	$15,993.87	16190.91	.5	.48
3	3.2	Educational Partner Opportunities	Yes	$15,993.87	16190.91	.5	.48
3	3.3	Communication	Yes	$15,993.87	16190.91	.5	.48
3	3.4	Educational Partner Feedback	Yes	$3,198.78	3238.18	.1	.1
3	3.5	Educational Partner Engagement	Yes	$6,397.55	6476.36	.2	.19
3	3.6	Community Engagement Opportunities for Students	Yes	$6,397.55	6476.36	.2	.19

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3369029	197626	0	5.87%	$2,501,264.01	74.22%	148.46%	$0.00	0.00%

Instructions

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

  o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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

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

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

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

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

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

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

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

Plan Summary
Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

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

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

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

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

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

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

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

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

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

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

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

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
>
> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Data Entry Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o   This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o   This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

    o   This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

    o   This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o   This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

  o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

  o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

  o This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  o This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

  o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

  o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- 13. LCFF Carryover — Percentage (12 divided by 9)

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

California Department of Education
January 2022

LCFF Budget Overview for Parents

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

CDS Code: 20-76414-6110076

School Year: 2023-24

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 2023-24 School Year

Projected Revenue by Fund Source

All local funds, $99,054 , 4%

All other state funds, $139,077 , 5%

Total LCFF funds, $2,327,553 , 91%

LCFF supplemental & concentration grants, $196,379 , 8%

All Other LCFF funds, $2,131,174 , 83%
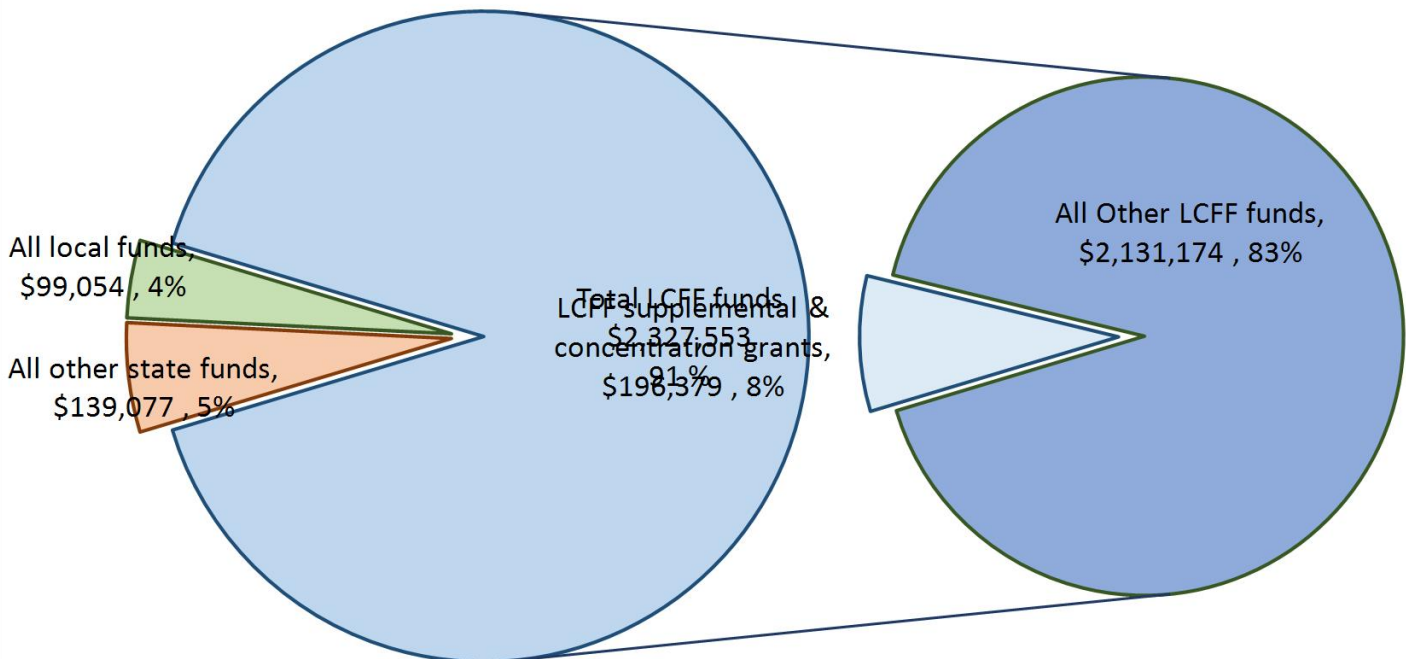
This chart shows the total general purpose revenue Mountain Home School Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Mountain Home School Charter is $2,565,684, of which $2327553 is Local Control Funding Formula (LCFF), $139077 is other state funds, $99054 is local funds, and $0 is federal funds. Of the $2327553 in LCFF Funds, $196379 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.

Budgeted Expenditures in the LCAP

$ 3,000,000	
$ 2,500,000	
$ 2,000,000	Total Budgeted General Fund Expenditures, $2,382,726
$ 1,500,000	Total Budgeted Expenditures in the LCAP $2,382,726
$ 1,000,000	
$ 500,000	
$ 0	
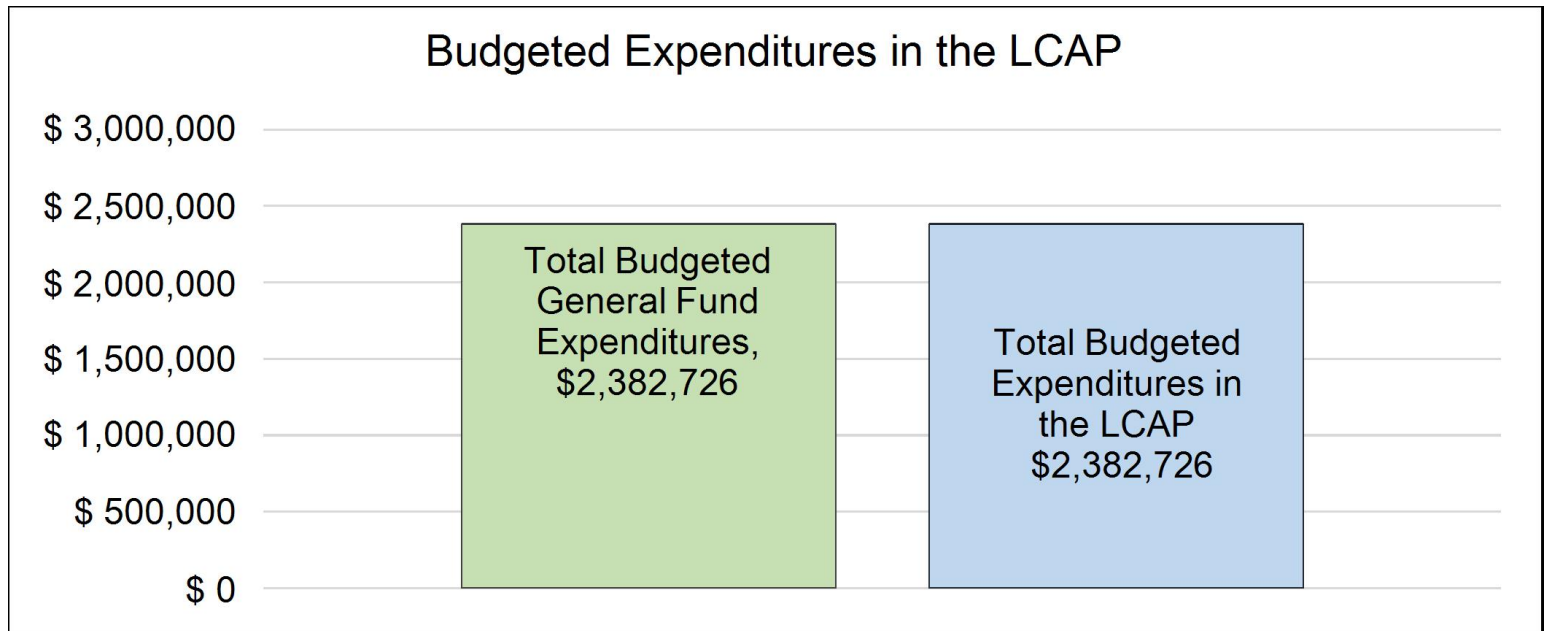
This chart provides a quick summary of how much Mountain Home School Charter plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Mountain Home School Charter plans to spend $2382726 for the 2023-24 school year. Of that amount, $2382726 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:

All expenditures are included.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Mountain Home School Charter is projecting it will receive $196379 based on the enrollment of foster youth, English learner, and low-income students. Mountain Home School Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Mountain Home School Charter plans to spend $585875.24 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 2022-23

Prior Year Expenditures: Increased or Improved Services for High Needs Students

- Total Budgeted Expenditures for High Needs Students in the LCAP: $559,711
- Actual Expenditures for High Needs Students in LCAP: $405,514
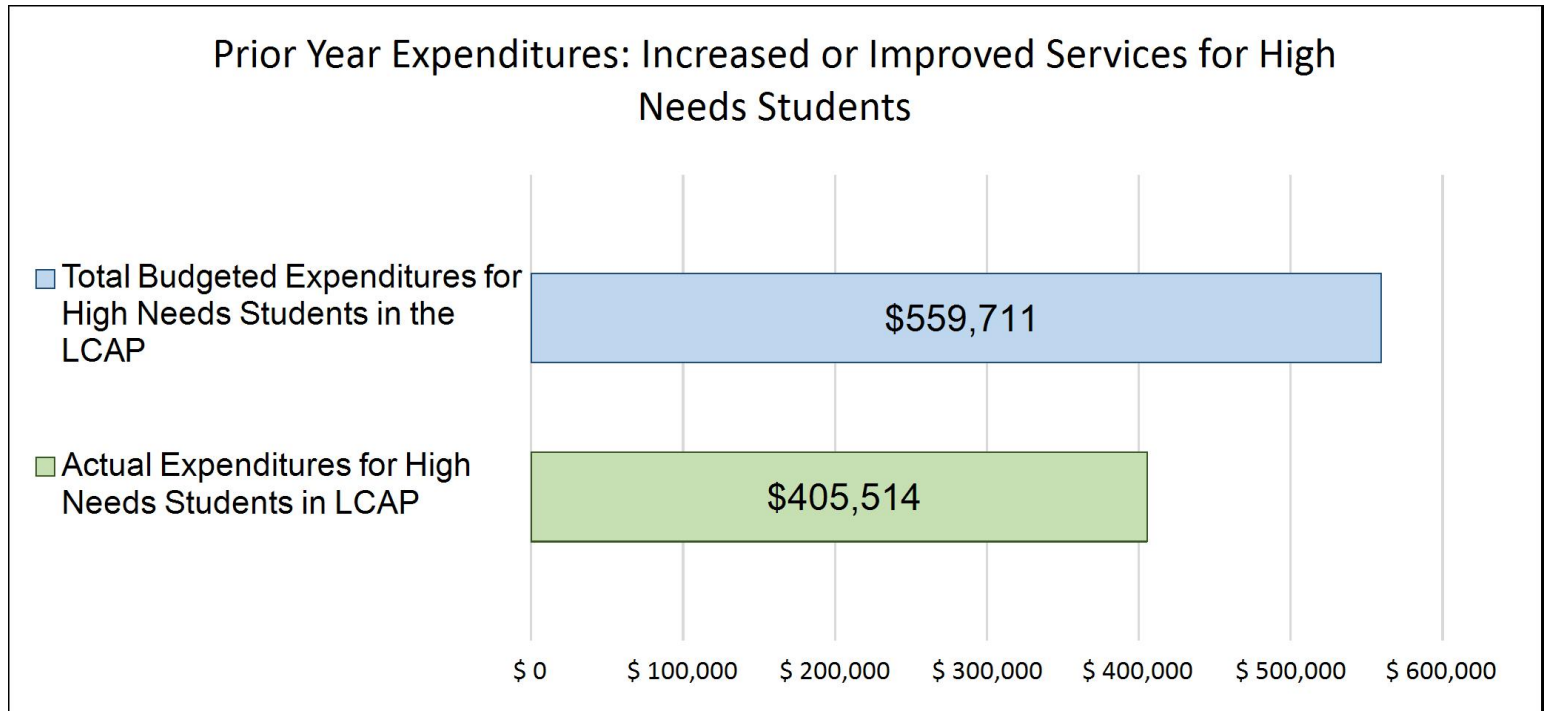
This chart compares what Mountain Home School Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Mountain Home School Charter estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Mountain Home School Charter's LCAP budgeted $559711 for planned actions to increase or improve services for high needs students. Mountain Home School Charter actually spent $405514 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of $-154,197 had the following impact on Mountain Home School Charter's ability to increase or improve services for high needs students:

It should be noted that the budgeted and estimated actual expenditures for high needs students were far above the funding received for that purpose and these funds were used on a school-wide basis. As for the actual funding received versus the estimated, the actual estimated expenditures were based on the actual ADA that occurred, and the budgeted expenditures were based on the projected ADA, thus the reduction in actual versus budgeted services was decreased proportionally on a pro-rata basis per student, so the per student affect remained roughly the same.

Local Control and 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 [2023-24]

General Information

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

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

Enrollment Data from 2022-23:
Our average student enrollment this year was 204 students, slightly lower than previous years. Our students reside in the mountain area of Madera County representing Oakhurst, Coarsegold, Bass Lake, Ahwahnee, Raymond, Mariposa, and North Fork. The ethnic make-up mirrors the town from which it draws its students: 2.3% Black or African American, 3.7% American Indian or Alaska Native, 2.3% Asian, 1.4% Chinese, .5% Filipino, 1.4% Hawaiian, .9% Salvadoran, 8.2% Hispanic or Latino, 2.7% Mexican American, .5% Unspecified, 1.4% Declined to State, and 74.0% White. Of this population, 48% of total enrollment is Socioeconomically Disadvantaged, 0% English Learners, .5% are Homeless/Foster Youth and 10% are Students with Disabilities.

Reflections: Successes

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

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

Successes include, but are not limited to:
The heart of our program, providing high-quality educational options to students and their parent/guardian is what we do best and why we are beginning our 30th year of operation as a personalized learning, public charter school. Recent parent surveys indicated that 100% of our parents would recommend our school to others.

Mountain Home School provided effective support to all students. Teachers met the needs of students, together with their parents/guardians, by creating effective and successful educational plans for every student. In addition, students in grades TK-8 participated in Benchmark NWEA MAP Testing at the beginning of the school year, during midyear when warranted, and again at the end of the school year to assess areas of growth and continued areas of need to support students where they are in achievement. Because end-of-year NWEA testing is still underway, we reported NWEA results comparing the same cohort of students in Fall 2021 with Fall 2022 to assess learning. The results showed a slight dip in Reading and a slight improvement in Math.

With a participation rate of 97%, our 3-8th grade students participated in SBAC testing in May 2022, the first time this was administered since 2019 due to the 2020-2021 Covid-19 emergency.

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

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

Reflections: Identified Need

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

IDENTIFIED NEEDS:
The following is based on state and local data.
1. The importance of continuing to provide ALL students with in-person instruction, activities, and field trip opportunities.
2. The need to increase support in educational technology.
3. The need to increase Educational Partner engagement in more purposeful means.
4. We continue to see the need to help students improve in math.
5. Based on SBAC results for ELA as well as parent feedback, we see the need to increase writing proficiency by offering more curriculum supports in the area of teaching writing as well as providing additional support to students in writing skills.
6. The need to procure speech and language teacher services.
7. The need to increase College/Career student preparedness in grades 7th and 8th as they begin transitioning to high school.
8. We serve a student population with high needs (unduplicated): 48% of total enrollment is Socioeconomically Disadvantaged, .5% are Homeless or Foster Youth, 0% are English Learners, and 10% of our student population have identified disabilities.

LCAP Highlights

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

Highlights include, but are not limited to:

- We celebrated our 29th year in education as a CA Personalized Learning Public Charter School.
- Our enrollment has stayed strong with Teacher-Student ratio at capacity.
- Every student was provided with a custom personalized learning plan, including all necessary educational materials, instructional resources, curriculum, and technology. This plan was built around the student's ongoing needs and academic performance data. We considered the needs & circumstances of our Unduplicated pupils (low income, foster youth/homeless, English learners) & those with exceptional needs.
- 5th-8th grade Math Courses were taught onsite to provide further student support.
- We increased our writing instructional guidance, materials & resources, and onsite class writing instruction to better serve our students.
- All students in K-8 have access to Next Generation Science Standards curriculum.
- Resources are in place for any EL and Special Education students.
- We hired a second special education teacher this year in order to provide additional support to students with disabilities.
- Improving student academic achievement, College/Career preparedness, and Student and Educational Partner Engagement are at the forefront of the LCAP.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

The following groups participated in surveys and/or feedback sessions, of meaningful Educational Partner input for the understanding of needs and solutions to make informed decisions:
School Administrators, including Site Principals
Teachers
Classified Staff
Western Sierra Charter Schools Board made up of parents, community members, and non-voting teachers
Parents/Guardians and students who are in close communication with teachers, classified support staff, and administrative personnel
LCAP Planning Focus Group which included Parents, Students, Teachers, and Administrative personnel

Educational Partner engagement occurs routinely and purposefully throughout the school year and was considered prior to finalizing the LCAP. All students, including those with exceptional needs, along with their parent/guardian, have frequent interactions with Advising & special education teachers and classified support staff. Regularly scheduled staff meetings are held each month, sometimes more, and administrative personnel meet on a regular basis. WSCS Board meetings occur throughout the school year. The members of our LCAP Focus Group shared their observations and ideas for student and school-wide improvement. We also reviewed student and parent feedback from our March 2023 surveys.

A summary of the feedback provided by specific educational partners.

Student and Parent Feedback: Feedback occurred during the course of frequent interactions with teachers and represented on our local parent and student survey responses.
Teachers, Classified Staff, and Administrator Feedback: Feedback occurred throughout the school year and discussed at regularly-scheduled meetings and professional development opportunities:

Outreach to students and parents/guardians was extensive and frequent throughout the 2022-23 school year. Formal and informal progress monitoring meetings were conducted in-person, but sometimes held virtually on Zoom and included communications via Parent Square, phone calls, and email. Pupils with exceptional needs were provided their required services, such as tutoring, and the student and their parent met more frequently with their assigned Advising Teacher as well as the Special Education teacher.

A summary of the feedback was:
1. to improve our delivery of supports to students and their parent/guardian for future College/Career academic goals with planning and transitioning 7th and 8th grade students to high school (Goal 1, Action 8)
2. to improve student engagement, with particular attention to students feeling a positive connection within our school and in the greater community (Goal 2, Action 5 and Goal 3, Actions 3, 5)
3. to provide more opportunities for Educational Partner engagement in our school community to benefit all students (Goal 3, Actions 3, 4))

4. to increase writing proficiency by offering more curriculum supports to parents/guardians in the area of teaching writing as well as providing more writing instruction and supports directly to students (Goal 1, Actions 1, 2, 3 and Goal 3, Action 1).

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

Key takeaways from our stakeholders influenced Mountain Home's Local Control and Accountability Plan's Goals and Actions. These included:
1. Improving our delivery of supports to students and their parent/guardian for future College/Career academic goals and planning and transitioning 7th and 8th grade students to high school.
2. Improving student engagement, with particular attention to students feeling a positive connection within our school and in the greater community.
3. Providing more opportunities for Educational Partner engagement in our school community to benefit all students.
4. Increase writing proficiency by offering more curriculum supports to parents/guardians in the area of teaching writing as well as providing more writing instruction and supports directly to students.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

This goal supports our program's Personalized Learning, non-classroom-based educational model. Students are academically guided by credentialed teachers and provided customized instructional materials that prepare them for success after high school with College/Career readiness. Local and State Indicator Metrics will be used to support the 8 Actions that we plan to accomplish during 2023-24 SY.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator (Priority 1-Basic Services) SARC	A. Teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching for 2020-21. B. Students have sufficient access to the standards-aligned instructional materials for 2020-21. C. School facilities are maintained in good repair for 2020-21.	A. Teachers were appropriately assigned and fully credentialed in the subject area and for the students they taught and advised in 2021-22. B. Students had sufficient access to the standards-aligned instructional materials for 2021-22. C. School facilities were maintained in good repair for 2021-22. Data Year: 2020/2021	A. Teachers were appropriately assigned and fully credentialed in the subject area and for the students they taught and advised in 2022-23. B. Students had sufficient access to the standards-aligned instructional materials for 2022-23. C. School facilities were maintained in good repair for 2022-23. Data Year: 2021/2022		A. Teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. B. Students have sufficient access to the standards-aligned instructional materials. C. School facilities are maintained in good repair.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Source: SARC Report	Data Source: SARC Report		
Local Indicator (Priority 2- Implementation of State Academic Standards) Local Indicator: Benchmark NWEA Test Results	A. The implementation of state adopted academic content and performance standards for all students. B. Student improvement in math and reading on NWEA Benchmark testing from Fall 2018 to Spring 2019. Students in grades 6-8 made above average growth in math compared to the same grades across the U.S. on NWEA. In reading, 6th and 8th grade students made above average growth in reading while 7th grade students showed below average growth.	A. The implementation of state adopted academic content and performance standards for all students. B. Student improvement in math and reading on NWEA Benchmark testing from Fall 2020 to Fall 2021 using data from the same cohort of students. READING RESULTS 2020-21 2021-22 43.0% 33.3% High 29.5% 23.5% HiAv 15.0% 17.4% Avg 8.2% 16.0% LoAv 4.3% 9.9% Low MATH RESULTS 2020-21 2021-22 33.8% 26.1% High 21.2% 18.8% HiAv 18.7% 17.4% Avg 15.7% 21.6% LoAv 10.6% 12.8% Low	A. The implementation of state adopted academic content and performance standards for all students. B. Student improvement in math and reading on NWEA Benchmark testing from Fall 2021 to Fall 2022 using data from the same cohort of students. READING RESULTS 2021-22 2022-23 33.3% 29.2% High 23.5% 27.0% HiAv 17.4% 22.7% Avg 16.0% 13.5% LoAv 9.9% 7.6% Low MATH RESULTS 2021-22 2022-23 26.1% 19.1% High 18.8% 17.6% HiAv 17.4% 21.3% Avg 21.6% 19.7% LoAv		A. The implementation of state adopted academic content and performance standards for all students B. Demonstrated student improvement in math and reading on NWEA.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Year: 2021-22 Source: NWEA Local Indicator	12.8% 22.3% Low Data Year: 2022-23 Source: NWEA Local Indicator		
State Indicator (Priority 4-Pupil Achievement) CA Dashboard Fall 2019 CAASPP Results SARC	Smarter Balanced Summative Assessments for math and ELA in 2019: All Students: 1.7 points below Standard in ELA, an increase of 11.7 points from 2018. All Students: 59.3 points below Standard in Math	A. Students did not participate in SBAC Testing in May of 2021. Student test results unavailable. Based on the most recent data from SARC 2020-21: B. English Learners: 0.4% C. English Learner Reclassification Rate: N/A D. Foster Youth: 0.4% E. Homeless: 0.4% F. Socioeconomically Disadvantaged: 45.4% G. Students with Disabilities: 9.6%	A. Students participated in SBAC Testing in May 2022, the first time since 2019. Student results are as follows: 1. 97% of our students participated in SBAC Tests. 2. All Students: 33.3 points below Standard in ELA (37% Met or Exceeded ELA Standards) 3. All Students: 56.5 points below standards (20% Met or Exceeded Math Standards) Based on most recent data from SARC 2021-22: B. English Learners: 0.4% C. English Learner Reclassification Rate: N/A D. Foster Youth: 0%		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
			E. Homeless: 1.7% F. Socioeconomically Disadvantaged: 49.6% G. Students with Disabilities: 9.6%		
Local Indicator (Priority 6-School Climate)	CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results, based on March 2021. The following results are based on students rating us Above Average or Excellent. It does not include those who rated us Satisfactory. 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	CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results, based on March 2022. The following results are based on students rating us Above Average or Excellent. It does not include those who rated us Satisfactory. 91% of students responded that their Advising teacher took the time to discuss their grades, academic progress and success, including areas of improvement with them and their parent. 96% of students responded that the school provided them with textbooks and	CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results, based on March 2023. The following results are based on students rating us Satisfactory, Above Average or Excellent. 100% 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. 100% 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
	learning materials to meet their educational needs. 87% of students responded that the school supported their educational-related technology needs.	learning materials to meet their educational needs. 86% of students responded that the school supported their educational-related technology needs.	meet their educational needs. 98% of students responded that the school supported their educational-related technology needs.		
Local Indicator (Priority 7-Course Access)	CA Dashboard Priority 7 Self-Reflection Tool: Students will have access to a Broad Course of Study	CA Dashboard Priority 7 Self-Reflection Tool: Students have access to a Broad Course of Study in English Language Arts, Mathematics, Social Sciences, Science, Visual & Performing Arts, Health, & Physical Education	CA Dashboard Priority 7 Self-Reflection Tool: Students have access to a Broad Course of Study in English Language Arts, Mathematics, Social Sciences, Science, Visual & Performing Arts, Health, & Physical Education		All students will have access to a broad course of study in all required subject areas that prepare them for college and careers.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Monitoring Personalized Learning Plans	Every student will be assigned to a teacher. Every teacher will meet with each student and their parent at least every 20 school days to develop and monitor each student's Personalized Learning Plan. We considered the needs & circumstances of our Unduplicated pupils (low income, foster youth/homeless, English learners) & those with exceptional needs by providing all necessary supports and accommodations using appropriate curriculum, testing, tutoring, and close monitoring.	$191,206.03	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Customized Personalized Learning Plans	Every student will be provided with a custom personalized learning plan, including all necessary educational materials, curriculum, technology, etc. This plan will be built around the student's ongoing needs and academic performance data. We considered the needs & circumstances of our Unduplicated pupils (low income, foster youth/homeless, English learners) & those with exceptional needs by providing all necessary supports and accommodations using appropriate curriculum, testing, tutoring, and close monitoring.	$478,015.06	Yes
1.3	Providing Class Offerings	The school will provide necessary high quality, direct instruction in core and enrichment academic areas, with an emphasis in math and writing instruction. These classes may include on-site, hybrid, and/or virtual settings.	$478,015.06	No
1.4	Teacher Professional Development	Provide training for teachers to increase their technical and instructional effectiveness with educational technology and virtual learning settings in order to facilitate pupil success.	$191,206.03	No
1.5	Administer Academic Assessments	The school will deliver academic assessments to all students, both the CAASPP and the school's internal assessment and evaluations.	$152,964.82	No
1.6	Ongoing Staff Development	Provide ongoing staff development & articulation to support Math, English Language Arts and Science state standards implementation and monitoring.	$95,603.01	No
1.7	Administration to Assess Student Needs	Administrative meetings and other administrative training devoted to assessing & refining our staff professional development planning and process and to identify critical areas of student needs.	$133,844.22	No

Action #	Title	Description	Total Funds	Contributing
1.8	College/Career Readiness Guidance	Provide 7th-12th grade students with grade-appropriate College and Career Readiness guidance to increase student preparedness for college and post high school success. *College and Career Readiness means as measured and reported on the CA Dashboard percentage of graduating students.	$191,206.03	No

Goal Analysis [2022-23]

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

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

All intended Actions for the implementation of this goal completed.
Working alongside students' parents/guardians, staff continued providing every student with personalized academic support, offering onsite classes, and delivering academic assessments. Administrators, teachers, and support staff participated in a number of professional development trainings and meetings devoted to strengthening our effectiveness and improving student success. We also continued to work on strengthening our College and Career Readiness for students in grades 7 and 8.

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

Analysis of the 2022-23 Goal will occur during the 2023-24 update cycle.

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

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

Metrics associated with the actions of this goal were effective, even though we did not see the academic progress we had hoped for with the Metric State Indicator: Priority 4-Pupil Achievement - on the CA Dashboard's SBAC results from May 2022. Likely reasons that account for the drop in student scores from 2019: this was the first time that many of our students had ever taken a state test and some learning loss as a result of the school shut down beginning in March of 2020 where much learning happened in a virtual format. We have worked diligently to provide more academic support for struggling students in the areas of improved technology support, onsite classroom instruction, tutoring, and close monitoring of academic progress between the Advising Teacher, parent/guardian, and student.

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.

While this Goal basically remains, we did amend Action 3 to reflect that an emphasis of math and writing instruction improvements needed. We also made one clarifying change to one of our Metrics. We added information to clarify Metric, the Local Indicator (Priority 6-School Climate) on CA Dashboard Self-Reflection Tool as it relates to our Student Survey Results. Our Baseline and Year 1 Outcome survey results included only the percentages of students who rated us Above Average or Excellent. We had inadvertently not included student ratings of Satisfactory. We caught this error and therefore addressed the mistake in our Year 2 Outcome.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator (Priority 1-Basic Services)	School facilities are maintained in good repair.	School facilities are maintained in good repair.	School facilities are maintained in good repair.		School facilities are maintained in good repair.
State Indicator (Priority 5-Student Engagement)	CA Dashboard Priority 5 for Pupil Attendance rates, Chronic Absenteeism rates, and Middle School dropout rates	CA Dashboard 2021 Priority 5 for Pupil Attendance rates, Chronic Absenteeism rates, and Middle School dropout rates. Pupil Attendance Rates: 232.85 Chronic Absenteeism Rates: 0.4% Middle School Dropout Rate: 0%	CA Dashboard 2022 Priority 5 for Pupil Attendance rates, Chronic Absenteeism rates, and Middle School dropout rates. Pupil Attendance Rates: 257 Chronic Absenteeism Rates: 3.1% Middle School Dropout Rate: 0%		Maintain Blue Performance level on Dashboard for Pupil Attendance rates, Chronic Absenteeism and Middle School Dropout Rates.

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 survey results. The following results are based on students rating us Above Average or Excellent. It does not include those who rated us Satisfactory. 93% of students rated that school is clean and in good condition; rated sense of safety at 81% and School Connectedness at 81%.	CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results ---based on March 2022 survey results. The following results are based on students rating us Above Average or Excellent. It does not include those who rated us Satisfactory. 87% of students rated that school is clean and in good condition; rated sense of safety at 77% and School Connectedness at 73%.	CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results ---based on March 2023 survey results. The following results are based on students rating us Satisfactory, Above Average or Excellent. 100% of students rated school is clean and in good condition; rated sense of safety at 98% and School Connectedness at 98%.		We will see a 10% improvement of student surveys for sense of safety and school connectedness.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Janitorial Service	Provide regular, ongoing janitorial service for the buildings.	$63,920.27	No
2.2	Building Grounds Maintenance	Provide regular, ongoing landscape maintenance as needed.	$54,934.00	No
2.3	Addressing Safety Issues	Address all critical safety issues in a timely manner.	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Building Modifications	Plan and perform building modifications to better serve our school's mission as needed.	$294,650.00	No
2.5	Community-Based Family Resources	Maintain and publish a list of community-based mental health services and support as a resource for students and families.	$1,000.00	No

Goal Analysis [2022-23]

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

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

All intended Actions for the implementation of this goal completed.

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

Analysis of the 2022-23 Goal will occur during the 2023-24 Update Cycle.

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

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

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

This goal will remain as is for the 2023-24 LCAP year. We made one clarifying change to our Metric. We added information to clarify Metric, the Local Indicator (Priority 6-School Climate) on CA Dashboard Self-Reflection Tool as it relates to our Student Survey Results. Our Baseline and Year 1 Outcome survey results included only the percentages of students who rated us Above Average or Excellent. We had inadvertently not included student ratings of Satisfactory. We caught this error and therefore addressed the mistake in our Year 2 Outcome.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.
This goal supports our program's Personalized Learning, non-classroom-based educational model. All students work cooperatively with credentialed teachers and their parent/guardian to create customized instructional learning plans to enhance student success. In addition, parents, staff, and community members hold positions on our WSCS Board. Hence, the purpose of this goal is to increase the level and engagement of all our Educational Partners. Local Indicator Metric of Priority 3-Parent Involvement will be used to support the 6 Actions that we plan to accomplish during 2023-24 SY.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator (Priority 3-Parent Involvement) on CA Dashboard self-reflection tool - Parent Survey March 2021	A. Engaging parents in decision-making: March 2021 Parent Survey Results. The following results are based on parents rating us Above Average or Excellent. It does not include those who rated us Satisfactory: 93% of parents rated Above Average or Excellent that our school supports their needs as the	A. Engaging parents in decision-making: March 2022 Parent Survey Results. The following results are based on parents rating us Above Average or Excellent. It does not include those who rated us Satisfactory: 88% of parents rated Above Average or Excellent that our school supports their needs as the	A. Engaging parents in decision-making: March 2023 Parent Survey Results. The following results are based on parents rating us Satisfactory, Above Average or Excellent. 100% of parents rated that our school supports their needs as the parent/guardian teacher.		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
	parent/guardian teacher. B. Promoting parent participation in programs that meet the needs of students: 86% of parents rated Above Average or Excellent for feeling welcomed, valued, and connected in our school community. C. School Communication Results: 90% of parents responded Above Average or Excellent that the school communicates well about school events and procedures.	parent/guardian teacher. B. Promoting parent participation in programs that meet the needs of students: 92% of parents rated Above Average or Excellent for feeling welcomed, valued, and connected in our school community. C. School Communication: 92% of parents responded Above Average or Excellent that the school communicates well about school events and procedures.	B. Promoting parent participation in programs that meet the needs of students: 98% of parents rated feeling welcomed, valued, and connected in our school community. C. School Communication: 100% of parents responded that the school communicates well about school events and procedures.		

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Workshops	Provide parent training and workshops to support student achievement and their roll as an important leader in the life of their student. (This may include both specific workshops but also during the PLP meeting)	$13,790.37	No

Action #	Title	Description	Total Funds	Contributing
3.2	Communication	Provide methods of communication between home and school via Parent Square, social media, school website, newsletters, advising and other meetings between teachers, parents/guardian, and students.	$13,790.37	No
3.3	Educational Partner Feedback	Provide opportunities for involvement, input and feedback from all Educational Partners on aspects of our school program, safety, and culture to enhance student success.	$13,790.37	No
3.4	Educational Partner Engagement	Develop, as needed, Advisory Groups and opportunities for Educational Partner engagement. Existing and future Advisory Groups could focus on issues such as: Technology development Professional development for staff School Safety Curriculum LCAP goals Community impact and increased diversity	$6,895.19	No
3.5	Community Engagement Opportunities for Students	Provide opportunities for our students to explore and engage with the greater community around them through educational and service-related field experiences. (For example: Reagan Library, Catalina CIMI science trip, science & art exploration trips, visits and interviews with businesses, university tours and community service)	$6,895.19	No

Goal Analysis [2022-23]

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

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

All intended Actions for the implementation of this goal completed.

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

Analysis of the 2022-23 Goal will occur during the 2023-24 Update Cycle.

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

The identified needs for which this goal was created have been effectively met. Educational Partner involvement occurs routinely and purposefully throughout the school year.

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

This goal will remain as is for the 2023-24 LCAP year. We made two changes. First, we added information to clarify Metric, the Local Indicator (Priority 3-Parent Involvement) on CA Dashboard Self-Reflection Tool as it relates to our Parent Survey Results. Our Baseline and Year 1 Outcome survey results included only the percentages of parents who rated us Above Average or Excellent. We had inadvertently not included parent ratings of Satisfactory. We caught this error and therefore addressed the mistake in our Year 2 Outcome. Second, we had 6 Actions in the 2022-23 LCAP and these Actions associated with this goal will remain with the exception of the 2022-23 LCAP Action 2, "Provide opportunities for our Educational Partners that facilitate involvement and shared purpose." We felt that this Action was redundant because it was already covered in Action 4 stating our intent to involve all of our Educational Partners with opportunities for input and feedback. Action 2 removed and Action 6 became Action 5 for the 2023-24 LCAP year.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
196379	

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.21%	0.00%	$0.00	9.21%

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

Required Descriptions

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

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

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

For Mountain Home School's Unduplicated students (low income, foster youth/homeless, English learners), we have prioritized providing high quality, student centered, in-person instruction and tutoring for our students who need it the most. We will evaluate & implement targeted instructional resources and technology for differentiated instruction based on test performance data.
See Goal 1, Actions 1 and 2.

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

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	
Staff-to-student ratio of certificated staff providing direct services to students	22.57	

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,144,595.02	$139,077.00	$99,054.00		$2,382,726.02	$1,615,760.00	$766,966.02

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Monitoring Personalized Learning Plans	English Learners Foster Youth Low Income	$167,392.93	$13,907.70	$9,905.40	$0.00	$191,206.03
1	1.2	Customized Personalized Learning Plans	English Learners Foster Youth Low Income	$418,482.31	$34,769.25	$24,763.50	$0.00	$478,015.06
1	1.3	Providing Class Offerings	All	$418,482.31	$34,769.25	$24,763.50	$0.00	$478,015.06
1	1.4	Teacher Professional Development	All	$167,392.93	$13,907.70	$9,905.40	$0.00	$191,206.03
1	1.5	Administer Academic Assessments	All	$133,914.34	$11,126.16	$7,924.32	$0.00	$152,964.82
1	1.6	Ongoing Staff Development	All	$83,696.46	$6,953.85	$4,952.70	$0.00	$95,603.01
1	1.7	Administration to Assess Student Needs	All	$117,175.05	$9,735.39	$6,933.78	$0.00	$133,844.22
1	1.8	College/Career Readiness Guidance	All	$167,392.93	$13,907.70	$9,905.40	$0.00	$191,206.03
2	2.1	Janitorial Service	All	$63,920.27				$63,920.27
2	2.2	Building Grounds Maintenance	All	$54,934.00				$54,934.00
2	2.3	Addressing Safety Issues	All	$1,000.00				$1,000.00
2	2.4	Building Modifications	All	$294,650.00				$294,650.00
2	2.5	Community-Based Family Resources	All	$1,000.00				$1,000.00
3	3.1	Parent Workshops	All	$13,790.37				$13,790.37
3	3.2	Communication	All	$13,790.37				$13,790.37

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.3	Educational Partner Feedback	All	$13,790.37				$13,790.37
3	3.4	Educational Partner Engagement	All	$6,895.19				$6,895.19
3	3.5	Community Engagement Opportunities for Students	All	$6,895.19				$6,895.19

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2131174	196379	9.21%	0.00%	9.21%	$585,875.24	27.49%	54.98 %	**Total:**	$585,875.24
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$585,875.24

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Monitoring Personalized Learning Plans	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mountain Home	$167,392.93	7.85
1	1.2	Customized Personalized Learning Plans	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mountain Home	$418,482.31	19.64
1	1.6	Ongoing Staff Development				Specific Schools: Mountain Home	$83,696.46	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,074,066.00	$2,118,658.02

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Monitoring Personalized Learning Plans	Yes	$179,561.34	177526.56
1	1.2	Customized Personalized Learning Plans	Yes	$448,903.37	443816.40
1	1.3	Providing Class Offerings	No	$448,903.37	443816.40
1	1.4	Teacher Professional Development	No	$179,561.34	177526.56
1	1.5	Administer Academic Assessments	No	$143,649.08	142021.25
1	1.6	Ongoing Staff Development	No	$89,780.67	88763.28
1	1.7	Administration to Assess Student Needs	No	$125,692.95	124268.59
1	1.8	College/Career Readiness Guidance	No	$179,561.34	177526.56
1	1.9		No		
1	1.10		No	$0.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11		No		
1	1.12		No		
2	2.1	Janitorial Service	No	$60,876.45	60876.45
2	2.2	Building Grounds Maintenance	No	$28,902.00	59502
2	2.3	Addressing Safety Issues	No	$1,000.00	1000
2	2.4	Building Modifications	No	$133,200.00	172750
2	2.5	Community-Based Family Resources	No	$1,000.00	1000
3	3.1	Parent Workshops	No	$13,368.52	12065.99
3	3.2	Educational Partner Opportunities	No	$13,368.52	12065.99
3	3.3	Communication	No	$13,368.52	12065.99
3	3.4	Educational Partner Feedback	No	$2,673.71	2413.20
3	3.5	Educational Partner Engagement	No	$5,347.41	4826.40

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.6	Community Engagement Opportunities for Students	No	$5,347.41	4826.40
3	3.7		No		

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
177409	$559,711.06	$405,513.71	$154,197.35	26.45%	20.66%	-5.79%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Monitoring Personalized Learning Plans	Yes	$159,917.44	115861.06	7.56	5.9
1	1.2	Customized Personalized Learning Plans	Yes	$399,793.62	289652.65	18.89	14.76

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1962913	177409	0	9.04%	$405,513.71	20.66%	41.32%	$0.00	0.00%

Instructions

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

  - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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

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

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

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

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

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

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

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

Plan Summary
Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

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

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Data Entry Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

    o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

    o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

  o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

  o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

  o This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  o This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

  o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

  o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- 13. LCFF Carryover — Percentage (12 divided by 9)

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

California Department of Education
January 2022

LCFF Budget Overview for Parents

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

CDS Code: 20 76414 2030237

School Year: 2023-24

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 2023-24 School Year

Projected Revenue by Fund Source

All local funds, $45,394 , 3%

All other state funds, $73,122 , 6%

Total LCFF funds $1,147,457 , 91%

LCFF supplemental & concentration grants, $75,748 , 6%

All Other LCFF funds, $1,071,709 , 85%
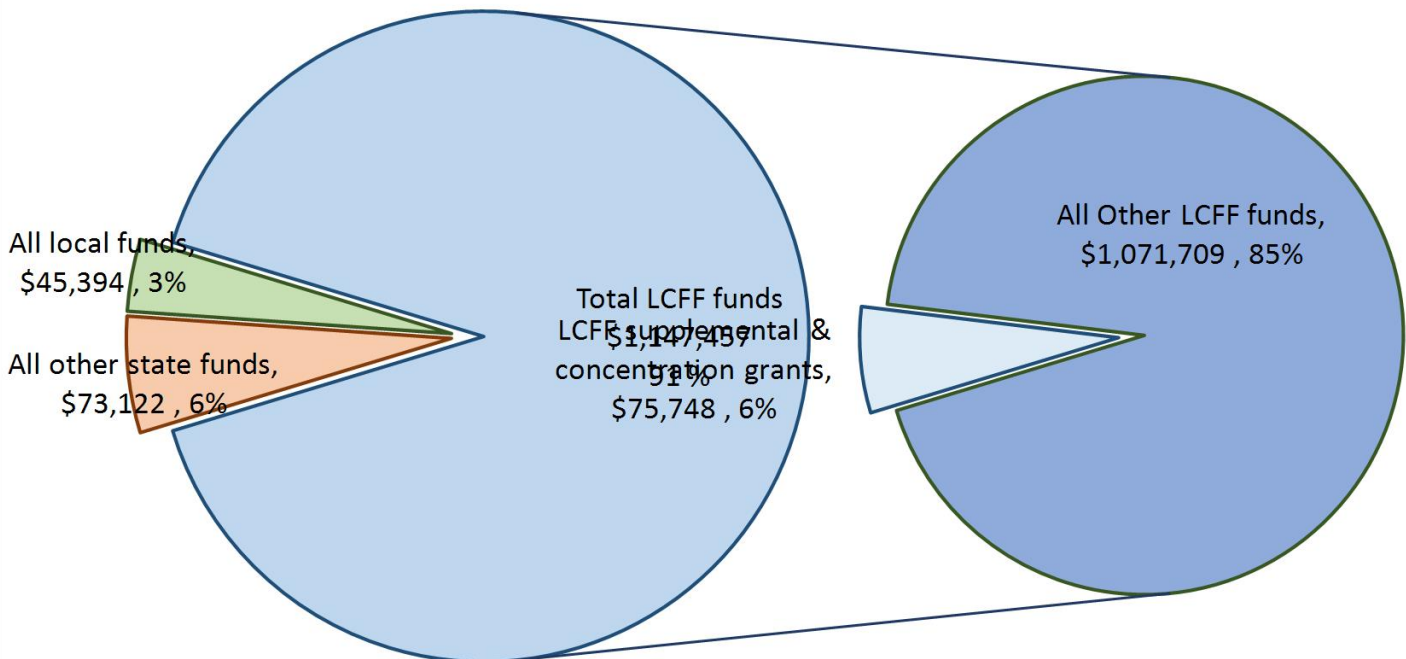
This chart shows the total general purpose revenue Glacier High School Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Glacier High School Charter is $1,265,973, of which $1147457 is Local Control Funding Formula (LCFF), $73122 is other state funds, $45394 is local funds, and $0 is federal funds. Of the $1147457 in LCFF Funds, $75748 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $1,135,228

Total Budgeted Expenditures in the LCAP $1,135,228
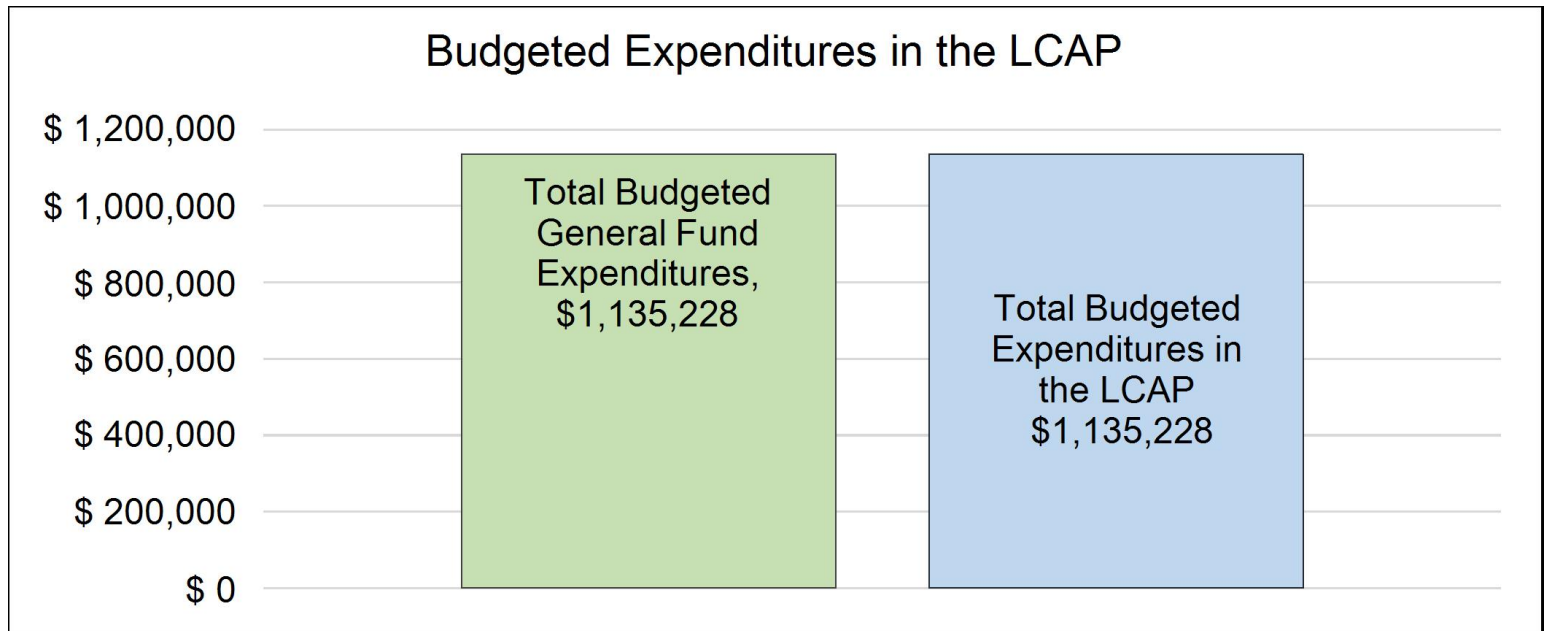
This chart provides a quick summary of how much Glacier High School Charter plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Glacier High School Charter plans to spend $1135228 for the 2023-24 school year. Of that amount, $1135228 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:

All expenses are included

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Glacier High School Charter is projecting it will receive $75748 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 $286842 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 2022-23

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Total Budgeted Expenditures for High Needs Students in the LCAP	$265,250
Actual Expenditures for High Needs Students in LCAP	$206,875
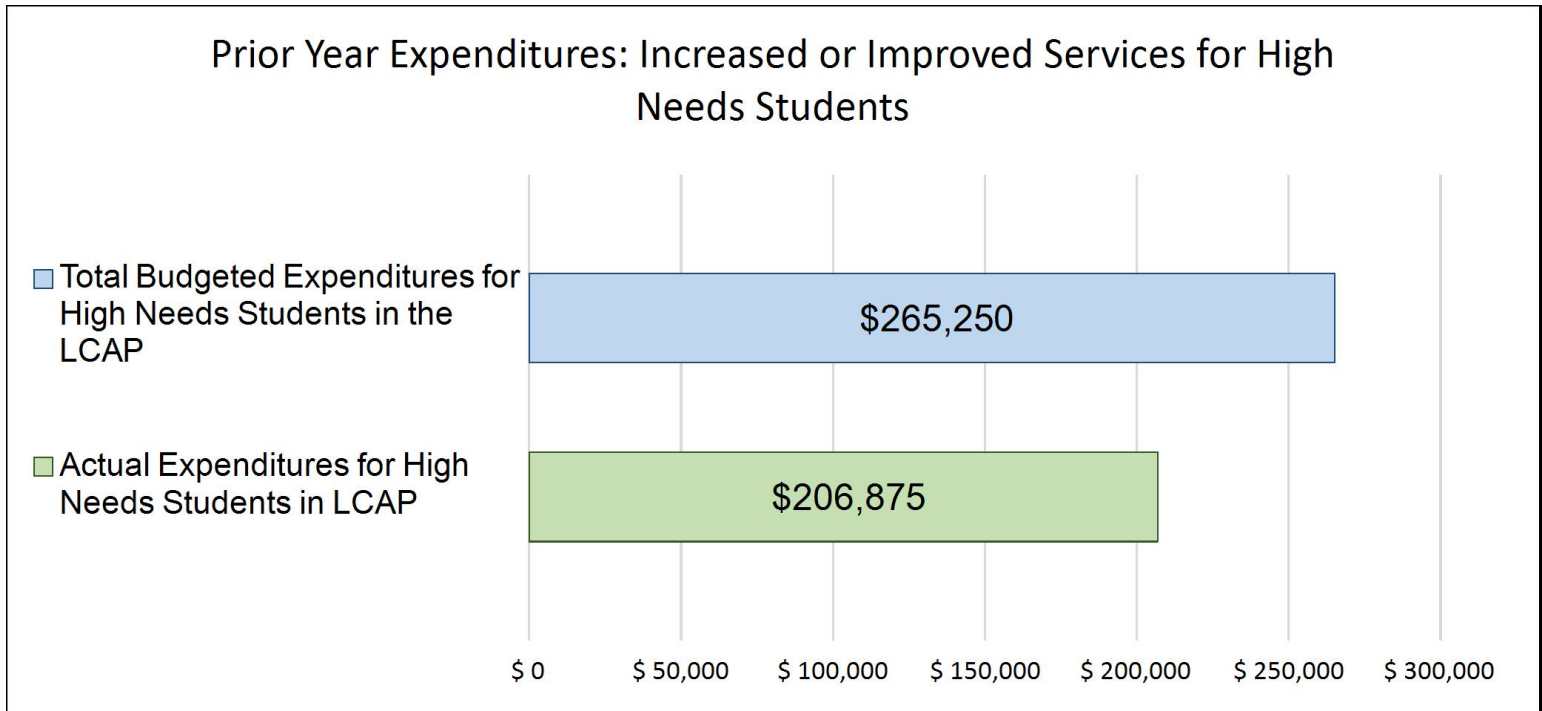
This chart compares what Glacier High School Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Glacier High School Charter estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Glacier High School Charter's LCAP budgeted $265250 for planned actions to increase or improve services for high needs students. Glacier High School Charter actually spent $206875 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of $-58,375 had the following impact on Glacier High School Charter's ability to increase or improve services for high needs students:

It should be noted that the budgeted and estimated actual expenditures for high needs students were far above the funding received for that purpose and these funds were used on a school-wide basis. As for the actual funding received versus the estimated, the actual estimated expenditures were based on the actual ADA that cccured, and the budgeted expenditures were based on the projected ADA, thus the reduction in actual versus budgeted services was decreased proportionally on a pro-rata basis per student, so the per student affect remained roughly the same.

Local Control and 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 [2023-24]

General Information

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

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

Enrollment Data from 2022-23:
Our student enrollment has remained steady with 94 students. Our students reside in the mountain area of Madera County representing Oakhurst, Coarsegold, Bass Lake, Ahwahnee, Raymond, Mariposa, and North Fork. The ethnic make-up mirrors the town from which it draws its students: 2.1% Black or African American, 7.4% American Indian or Alaska Native, 2.1% Asian, 2.1% Other Asian, 2.1% Salvadoran, 1.1% Filipino, 1.1% Argentinean, 1.1% Vietnamese, 1.1% Hispanic or Latino, 2.1% Mexican American, 1.1% Declined to State, 1.1% Unspecified, and 75.5% White. For our Unduplicated Population, 45% of this population is identified as economically disadvantaged and 1.1% identified Homeless/Foster Youth. We did not have any English Learners in 2022-23. 16% are Students in Special Education.

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:
The heart of our program, providing high-quality educational options to students and their parent/guardian is what we do best and why we are beginning our 21st year of operation as a personalized learning, public charter school. Recent parent surveys indicated that 100% of our parents would recommend our school to others.

Glacier High School provided effective support to all students. Teachers met the needs of students, together with their parents/guardians, by creating effective and successful educational plans for every student. In addition, students in grades 9-11 participated in Benchmark NWEA MAP Testing at the beginning of the school year, during midyear when warranted, and again at the end of the school year to assess areas of growth and continued areas of need to support students where they are in achievement. Because end-of-year NWEA testing is still underway, we reported NWEA results comparing the same cohort of students in Fall 2021 with Fall 2022 to assess learning. The results showed a slight dip in Reading and slight increase in Math.

With a participation rate of 100%, our 11th grade students participated in SBAC testing in May 2022, the first time this was administered since 2019 due to the 2020-2021 Covid-19 emergency.
On the ELA, 68% of students Met or Exceeded the ELA Standards (40.5 points above DFS). On the CAST test, 50% of our students Met or Exceeded the science standards which was significantly higher than the district or state scores.

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

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

Reflections: Identified Need

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

IDENTIFIED NEEDS:
The following is based on state and local data.
1. The importance of continuing to provide ALL students with in-person instruction, activities, and field trip opportunities.
2. The need to increase support in educational technology.
3. The need to increase Educational Partner engagement in more purposeful means.
4. We continue to see the need to help students improve in math.
5. The need to increase College/Career student preparedness.
6. The need to develop and implement a new CTE pathway for students.
7. The need to procure speech and language teacher services.
8. We serve a student population with high needs (unduplicated): 45% of total enrollment is Socioeconomically Disadvantaged, 1% are Homeless or Foster Youth, and 0% are English Learners. 16% of our student population are special education students.

LCAP Highlights

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

Highlights include, but are not limited to:

- Celebrated our 21st year in education as a CA Public Charter School.
- Our enrollment is strong with Teacher-Student ratio at capacity.
- Every student was provided with a custom personalized learning plan, including all necessary educational materials, instructional resources, curriculum, and technology. This plan was built around the student's ongoing needs and academic performance data. We considered the needs & circumstances of our Unduplicated pupils (low income, foster youth/homeless, English learners) & those with exceptional needs.
- A wider selection of A-G Courses are taught onsite, rather than only as an Independent Study model to provide further student support.
- We have a strong science program and all students given access to Next Generation Science Standards curriculum and onsite classes in Earth, Biology, and Chemistry.
- Resources are in place for any EL and Special Education students.
- We hired a second special education teacher this year in order to provide additional support to students with disabilities.
- We had a 96% graduation rate.
- Improving student academic achievement, College/Career preparedness, and Student and Educational Partner engagement are at the forefront of the LCAP.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

The following groups participated in surveys and/or feedback sessions, of meaningful Educational Partner input for the understanding of needs and solutions to make informed decisions:
School Administrators including Site Principals
Teachers
Classified Staff
Western Sierra Charter Schools Board made up of parents and community members, and non-voting teachers.
Parents/Guardians and students who are in close communication with teachers, classified support staff, and administrative personnel
LCAP Planning Focus Group which included Parents, Students, Teachers, and Administrative personnel

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

A summary of the feedback provided by specific educational partners.

Student and Parent Feedback: Feedback occurred during the course of frequent interactions with teachers and represented on our local parent and student survey responses.
Teachers, Classified Staff, and Administrator Feedback: Feedback occurred throughout the school year and discussed at regularly-scheduled meetings and professional development opportunities.

Outreach to students and parents/guardians was extensive and frequent throughout the 2022-23 school year. Formal and informal progress monitoring meetings were usually conducted in-person but sometimes held virtually on Zoom and included communications via Parent Square, phone calls, and email.

A summary of the feedback was:
1) to improve our delivery of supports to students and their parent/guardian for future College/Career academic goals and planning (Goal 1, Action 8)
2) to increase the percentage of students who are "prepared" for College/Career (Goal 1, Action 8)
3) to improve student engagement, with particular attention to students feeling a positive connection within our school and in the greater community (Goal 2, Action 5 and Goal 3, Actions 3, 5)
4) to provide more opportunities for Educational Partner engagement in our school community to benefit all students (Goal 3, Actions 3, 4)

5) to increase writing proficiency by offering more curriculum supports to parents/guardians in the area of teaching writing as well as providing more writing instruction and supports directly to students (Goal 1, Actions 1, 2, 3 and Goal 3, Action 1)

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

Key takeaways from our Educational Partners influenced Glacier's Local Control and Accountability Plan's Goals and Actions. These included:
1. Improving our delivery of supports to students and their parent/guardian for future College/Career academic goals and planning.
2. Increasing the percentage of students who are "prepared" for College/Career.
3. Improving student engagement, with particular attention to students feeling a positive connection within our school and in the greater community.
4. Providing more opportunities for Educational Partner engagement in our school community to benefit all students.
5. Increasing writing proficiency by offering more curriculum supports to parents/guardians in the area of teaching writing as well as providing more writing instruction and supports directly to students.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

This goal supports our program's Personalized Learning, non-classroom-based educational model. Students are academically guided by credentialed teachers and provided customized instructional materials that prepare them for success after high school with College/Career readiness. Local and State Indicator Metrics will be used to support the 9 Actions that we plan to accomplish during 2023-24 SY.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator (Priority 1-Basic Services) SARC	A. Teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching for 2020-21. B. Students have sufficient access to the standards-aligned instructional materials for 2020-21. C. School facilities are maintained in good repair for 2020-21.	A. Teachers were appropriately assigned and fully credentialed in the subject area and for the students they teach and advised in 2021-22. B. Students had sufficient access to the standards-aligned instructional materials for 2021-22. C. School facilities were maintained in good repair for 2021-22. Data Year: 2020/2021	A. Teachers were appropriately assigned and fully credentialed in the subject area and for the students they teach and advised in 2022-23. B. Students had sufficient access to the standards-aligned instructional materials for 2022-23. C. School facilities were maintained in good repair for 2022-23. Data Year: 2021/2022		A. Teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. B. Students have sufficient access to the standards-aligned instructional materials. C. School facilities are maintained in good repair.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Source: SARC Report	Data Source: SARC Report		
Local Indicator (Priority 2- Implementation of State Academic Standards) Local Indicator: Benchmark NWEA Test Results	A. The implementation of state adopted academic content and performance standards for all students B. Student improvement in math and reading on NWEA Benchmark testing from Fall 2018 to Spring 2019. 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.	A. The implementation of state adopted academic content and performance standards for all students B. Student improvement in math and reading on NWEA Benchmark testing from Fall 2020 to Fall 2021 using the same cohort of students. READING RESULTS 2020-21 2021-22 36.8% 20.9% High 29.4% 50.7% HiAv 23.5% 13.4% Avg 7.4% 13.4% LoAv 2.9% 1.5% Low MATH RESULTS 2020-21 2021-22 0% 16.7% High 16.7% 19.4% HiAv 16.7% 22.2% Avg 33.3% 33.3% LoAv 33.3% 8.3% Low	A. The implementation of state adopted academic content and performance standards for all students B. Student improvement in math and reading on NWEA Benchmark testing from Fall 2021 to Fall 2022 using the same cohort of students. READING RESULTS 2021-22 2022-23 20.9% 22.4% High 50.7% 41.8% HiAv 13.4% 22.4% Avg 13.4% 4.5% LoAv 1.5% 9.0% Low MATH RESULTS 2021-22 2022-23 16.7% 23.5% High 19.4% 19.1% HiAv 22.2% 26.5% Avg 33.3% 20.6% LoAv 8.3% 10.3% Low		A. The implementation of state adopted academic content and performance standards for all students B. Demonstrated student improvement in math and reading on NWEA.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Year: 2021-22 Source: NWEA Local Indicator	Data Year: 2022-23 Source: NWEA Local Indicator		
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 increase of 6.2% from 2018. CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results, based on March 2021. The following results are based on students rating us Above Average or Excellent. It does not include those who rated us Satisfactory.	A. Students did not participate in SBAC Testing in May 2021. Student test results are unavailable. B.1) For CA Dashboard 2019 College/Career Indicator: 43.3% of our students met "prepared," an increase of 6.2% from 2018. B.2) percent of graduates who completed all courses required for UC/CSU admission: 16.67% B.3) Percent of pupils that completed a CTE program & earned a High School Diploma: 5% B.4) Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the	A. Students participated in SBAC Testing in May 2022, the first time since 2019. Results are as follows: 1. 100% of our students took the SBAC Tests. 2. All Students: 40.5 points above standard in ELA (68% Met or Exceeded ELA Standards) 3. All Students: 77 points below standard in Math (27% Met or Exceeded Math Standards) B.1) For CA Dashboard 2022, there is no Baseline data comparison on CCI for 2022. Therefore, we used the College/Career Measures Only Report under Additional		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 student survey question asking if our school provided them with the knowledge and support for future College/Career academic goals and planning.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	74% of students responded that the school provided them with the knowledge and support needed for future (college/career) academic goals and planning.	UC/CSU & CTE sequences/programs of study: 0% B.5) English Learners: no pupils B.6) Percentage of pupils who passed an advanced placement exam with a score of 3 or higher:0% B.7) Percentage of pupils who participate in, & demonstrate college preparedness pursuant to, the EAP, or any subsequent assessment of college preparedness: 0% CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results, based on March 2022. The following results are based on students rating us Above Average or Excellent. It does not include those who rated us Satisfactory. 71% of students responded that the school provided them	Reports for the following data. B.2) percent of graduates who completed all courses required for UC/CSU admission: 40% B.3) Percent of pupils that completed a CTE program & earned a High School Diploma: 4% B.4) Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU & CTE sequences/programs of study: 0% B.5) English Learners: 0% B.6) Percentage of pupils who passed an advanced placement exam with a score of 3 or higher: 0% B.7) Percentage of pupils who participate in, & demonstrate college preparedness pursuant to, the EAP,		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		with the knowledge and support needed for future (college/career) academic goals and planning.	or any subsequent assessment of college preparedness: 52% CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results, based on March 2023. The following results are based on students rating us Satisfactory, Above Average, or Excellent. 95% of students responded that the school provided them with the knowledge and support needed 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. The following results are based on students rating us Above Average or Excellent. It does not include	CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results, based on March 2022. The following results are based on students rating us Above Average or Excellent. It does not include	CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results, based on March 2023. The following results are based on students rating us Satisfactory, Above Average, or Excellent.		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
	those who rated us Satisfactory. 79% of students responded that their Advising teacher took the time to discuss their grades, academic progress and success, including areas of improvement with them and their parent. 88% of students responded that the school provided them with textbooks and learning materials to meet their educational needs. 85% of students responded that the school supported their educational-related technology needs.	those who rated us Satisfactory. 86% of students responded that their Advising teacher took the time to discuss their grades, academic progress and success, including areas of improvement with them and their parent. 76% of students responded that the school provided them with textbooks and learning materials to meet their educational needs with 78% of students responded that the school supported their educational-related technology needs.	99% 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. 100% of students rated that the school provided them with textbooks and learning materials to meet their educational needs with 99% of students responded that the school supported their educational-related technology needs.		
Local Indicator (Priority 7-Course Access)	CA Dashboard Priority 7 Self-Reflection Tool: Students will have access to a broad course of study.	CA Dashboard Priority 7 Self-Reflection Tool: All students have access to a broad course of study in English Language Arts, Mathematics, Social Sciences, Science, Visual &	CA Dashboard Priority 7 Self-Reflection Tool: All students have access to a broad course of study in English Language Arts, Mathematics, Social Sciences, Science, Visual &		All students will have access to a broad course of study in all required subject areas that prepare them for college and careers.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Performing Arts, Health, & Physical Education	Performing Arts, Health, & Physical Education		

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Monitoring Personalized Learning Plans	Every student will be assigned to a teacher. Every teacher will meet with each student and their parent at least every 20 school days to develop and monitor each student's Personalized Learning Plan. We considered the needs & circumstances of our Unduplicated pupils (low income, foster youth/homeless, English learners) & those with exceptional needs by providing all necessary supports and accommodations using appropriate curriculum, testing, tutoring, and close monitoring.	$93,806.56	Yes
1.2	Customized Personalized Learning Plans	Every student will be provided with a custom personalized learning plan, including all necessary educational materials, instructional resources, curriculum, and technology. This plan will be built around the student's ongoing needs and academic performance data. We considered the needs & circumstances of our Unduplicated pupils (low income, foster youth/homeless, English learners) & those with exceptional needs by providing all necessary supports and accommodations using appropriate curriculum, testing, tutoring, and close monitoring.	$234,516.41	Yes
1.3	Providing Class Offerings	The school will provide necessary high quality, direct instruction in core and enrichment academic areas, with an emphasis in math and writing instruction. These classes may include on-site, hybrid, and/or virtual settings.	$234,516.41	No

Action #	Title	Description	Total Funds	Contributing
1.4	Teacher Professional Development	Provide training for teachers to increase their technical and instructional effectiveness with educational technology and virtual learning settings in order to facilitate pupil success.	$93,806.56	No
1.5	Administer Academic Assessments	The school will deliver academic assessments to all students, both the CAASPP and the school's internal assessment and evaluations.	$75,045.25	No
1.6	Ongoing Staff Development	Provide ongoing staff development & articulation to support Math, English Language Arts and Science state standards implementation and monitoring.	$46,903.28	No
1.7	Administration to Assess Student Needs	Administrative meetings and other administrative training devoted to assessing & refining our staff professional development planning and process and to identify critical areas of student needs.	$65,664.59	No
1.8	College/Career Readiness Guidance	Provide 7th-12 grade students with grade appropriate College and Career Readiness guidance to increase student preparedness for college and post high school success. *College and Career Readiness means as measured and reported on the CA Dashboard percentage of graduating students.	$46,903.28	No
1.9	Developing Additional CTE Pathway	Research and develop a new CTE pathway.	$46,903.28	No

Goal Analysis [2022-23]

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

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

All intended Actions for the implementation of this goal completed.
Working alongside students' parents/guardians, staff continued providing every student with personalized academic support, offering onsite classes, and delivering academic assessments. Administrators, teachers, and support staff participated in a number of professional development trainings and meetings devoted to strengthening our effectiveness and improving student success. We also continued to work on strengthening our College and Career Readiness for students for all students in grades 7 -12.

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

Analysis of the 2022-23 Goal will occur during the 2023-24 update cycle.

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

The identified needs for which this goal was created have been effectively met.
The Metrics associated with the actions of this goal were effective, even though we did not see the academic progress we had hoped for in Math with the Metric State Indicator: Priority 4-Pupil Achievement - on the CA Dashboard's SBAC results from May 2022. Likely reasons that account for the drop in student scores from 2019: this was the first time since 2019 that many of our students had taken a state test, and some learning loss as a result of the school shut down beginning in March of 2020 where much learning happened in a virtual format. We have worked diligently to provide more academic support for struggling students in the areas of improved technology support, onsite classroom instruction, tutoring, and close monitoring of academic progress between the Advising Teacher, parent/guardian, and student.

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.

While this Goal basically remains, we did amend Action 3 to reflect that an emphasis of math and writing instruction improvements needed. We also made one clarifying change to one of our Metrics. We added information to clarify the Metric, Local Indicator (Priority 6-School Climate) on CA Dashboard Self-Reflection Tool as it relates to our Student Survey Results. Our Baseline and Year 1 Outcome survey results included only the percentages of students who rated us Above Average or Excellent. We had inadvertently not included student ratings of Satisfactory. We caught this error and therefore addressed the mistake in our Year 2 Outcome.

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

Goals and Actions

Goal

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

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator (Priority 1-Basic Services)	School facilities are maintained in good repair.	School facilities are maintained in good repair.	School facilities are maintained in good repair.		School facilities are maintained in good repair.
State Indicator (Priority 5-Student Engagement)	CA Dashboard Priority 5 for Pupil Attendance and Chronic Absenteeism rates.	CA Dashboard Priority 5 for Pupil Attendance and Chronic Absenteeism rates. 1) School attendance Rates: 86.06 2) Chronic Absenteeism Rates: 0% 3) High School Dropout Rates: 10% 4) High School Graduation Rates: 80%	CA Dashboard 2022 Priority 5 for Pupil Attendance and Chronic Absenteeism rates. 1) School attendance Rate: 2) Chronic Absenteeism Rate: 0% 3) High School Dropout Rate: 4% 4) High School Graduation Rate: 96%		Maintain Blue Performance level on Dashboard for Chronic Absenteeism and Suspension Rate

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 survey results. The following results are based on students rating us Above Average or Excellent. It does not include those who rated us Satisfactory. 98% of students rated school is clean and in good condition; rated sense of safety at 71% and School Connectedness at 66%	CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results ---based on March 2022 survey results. The following results are based on students rating us Above Average or Excellent. It does not include those who rated us Satisfactory. 84% of students rated school is clean and in good condition. Students rated sense of safety at 71%. Students rated School Connectedness at 77%.	CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results ---based on March 2023 survey results. The following results are based on students rating us Satisfactory, Above Average, or Excellent. 99% of students rated school is clean and in good condition. Students rated sense of safety at 95%. Students rated School Connectedness at 95%.		We will see a 15% improvement of student surveys for sense of safety and school connectedness.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Janitorial Service	Provide regular, ongoing janitorial service for the buildings.	$22,515.95	No
2.2	Building Grounds Maintenance	Provide regular, ongoing landscape maintenance as needed.	$19,626.00	No
2.3	Addressing Safety Measures	Address all critical safety issues in a timely manner.	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Building Modifications	Plan & perform building modifications to better serve our school's mission as needed.	$60,696.00	No
2.5	Community-Based Family Resources	Maintain and publish a list of community-based mental health services and support as a resource for students and families.	$1,000.00	No

Goal Analysis [2022-23]

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

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

All intended Actions for the implementation of this goal completed.

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

Analysis of the 2022-23 Goal will occur during the 2023-24 update cycle.

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

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

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

This goal will remain as is for the 2023-24 LCAP year. We made one clarifying change to our Metric. We added information to clarify our Metric, the Local Indicator (Priority 6-School Climate) on CA Dashboard Self-Reflection Tool as it relates to our Student Survey Results. Our Baseline and Year 1 Outcome survey results included only the percentages of students who rated us Above Average or Excellent. We had inadvertently not included student ratings of Satisfactory. We caught this error and therefore addressed the mistake in our Year 2 Outcome.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.
This goal supports our program's Personalized Learning, non-classroom-based educational model. All students work cooperatively with credentialed teachers and their parent/guardian to create customized instructional learning plans to enhance student success. In addition, parents, staff, and community members hold positions on our WSCS Board. Hence, the purpose of this goal is to increase the level and engagement of all our Educational Partners. Local Indicator Metric of Priority 3-Parent Involvement will be used to support the 6 Actions that we plan to accomplish during 2023-24 SY.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator (Priority 3-Parent Involvement) on CA Dashboard self-reflection tool - Parent Survey March 2021	A. Engaging parents in decision-making: March 2021 Parent Survey Results. The following results are based on parents rating us Above Average or Excellent. It does not include those who rated us Satisfactory. 89% of parents rated that our school supports their needs as parent/guardian teacher	A. Engaging parents in decision-making: March 2022 Parent Survey Results. The following results are based on parents rating us Above Average or Excellent. It does not include those who rated us Satisfactory. 91% of parents rated that our school supports their needs as parent/guardian teacher.	A. Engaging parents in decision-making: March 2023 Parent Survey Results. The following results are based on parents rating us Satisfactory, Above Average, or Excellent. 100% of parents responded that our school supports their needs as parent/guardian teacher.		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
	B. Promoting parent participation in programs that meet the needs of students. 76% of parents rated feeling welcomed, valued, and connected in our school community.	B. Promoting parent participation in programs that meet the needs of students. 86% of parents rated feeling welcomed, valued, and connected in our school community.	B. Promoting parent participation in programs that meet the needs of students: 100% of parents rated feeling welcomed, valued, and connected in our school community.		

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Workshops	Provide parent training and workshops to support student achievement and their roll as an important leader in the life of their student. (This may include both specific workshops but also during the PLP meeting)	$23,081.11	No
3.2	Communication	Provide methods of communication between home and school via Parent Square, social media, school websites, newsletters, advising and other meetings between teachers, parents/guardian, and students.	$23,081.11	No
3.3	Educational Partner Feedback	Provide opportunities for involvement, input, and feedback from all Educational Partners on aspects of our school program, safety, and culture to enhance student success.	$23,081.11	No

Action #	Title	Description	Total Funds	Contributing
3.4	Educational Partner Engagement	Develop, as needed, Advisory Groups and opportunities for Educational Partner engagement. Existing and future advisory groups could focus on issues such as: Technology development Professional development for staff School Safety Curriculum LCAP goals Community impact and increased diversity	$11,540.55	No
3.5	Community Engagement Opportunities for Students	Provide opportunities for our students to explore and engage with the greater community around them through educational and service-related field experiences. (For example: Reagan Library, Catalina CIMI science trip, science & art exploration trips, visits and interviews with businesses, university tours and community service)	$11,540.55	No

Goal Analysis [2022-23]

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

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

All intended Actions for the implementation of this goal completed.

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

Analysis of the 2022-23 Goal will occur during the 2023-24 update cycle.

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

The identified needs for which this goal was created have been effectively met. Educational Partner involvement occurs routinely and purposefully throughout the school year.

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

This goal will remain as is for the 2023-24 LCAP year. We made two changes. First, we added information to clarify our Metric, the Local Indicator (Priority 3-Parent Involvement) on CA Dashboard Self-Reflection Tool as it relates to our Parent Survey Results. Our Baseline and Year 1 Outcome survey results included only the percentages of parents who rated us Above Average or Excellent. We had inadvertently not included parent ratings of Satisfactory. We caught this error and therefore addressed the mistake in our Year 2 Outcome. Second, we had 6 Actions in the 2022-23 LCAP and these Actions associated with this goal will remain with the exception of the 2022-23 LCAP Action 2, "Provide opportunities for our Educational Partners that facilitate involvement and shared purpose." We felt that this Action was redundant because it was already covered in Action 4 stating our intent to involve all of our Educational Partners with opportunities for input and feedback. Action 2 removed and Action 6 became Action 5 for the 2023-24 LCAP year.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
75748	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.07%	0.00%	$0.00	7.07%

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

Required Descriptions

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

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

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

For Glacier High School's Unduplicated students (low income, foster youth/homeless, English learners), we have prioritized providing high quality, student centered, in-person instruction and tutoring for our students who need it the most. We will evaluate & implement targeted instructional resources and technology for differentiated instruction based on test performance data.
See Goal 1, Actions 1 and 2.

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

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	
Staff-to-student ratio of certificated staff providing direct services to students	19.15	

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,016,712.00	$73,122.00	$45,394.00		$1,135,228.00	$813,826.02	$321,401.98

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Monitoring Personalized Learning Plans	English Learners Foster Youth Low Income	$81,954.96	$7,312.20	$4,539.40	$0.00	$93,806.56
1	1.2	Customized Personalized Learning Plans	English Learners Foster Youth Low Income	$204,887.41	$18,280.50	$11,348.50	$0.00	$234,516.41
1	1.3	Providing Class Offerings	All	$204,887.41	$18,280.50	$11,348.50	$0.00	$234,516.41
1	1.4	Teacher Professional Development	All	$81,954.96	$7,312.20	$4,539.40	$0.00	$93,806.56
1	1.5	Administer Academic Assessments	All	$65,563.97	$5,849.76	$3,631.52	$0.00	$75,045.25
1	1.6	Ongoing Staff Development	All	$40,977.48	$3,656.10	$2,269.70	$0.00	$46,903.28
1	1.7	Administration to Assess Student Needs	All	$57,368.47	$5,118.54	$3,177.58	$0.00	$65,664.59
1	1.8	College/Career Readiness Guidance	All	$40,977.48	$3,656.10	$2,269.70	$0.00	$46,903.28
1	1.9	Developing Additional CTE Pathway	All	$40,977.48	$3,656.10	$2,269.70	$0.00	$46,903.28
2	2.1	Janitorial Service	All	$22,515.95				$22,515.95
2	2.2	Building Grounds Maintenance	All	$19,626.00				$19,626.00
2	2.3	Addressing Safety Measures	All	$1,000.00				$1,000.00
2	2.4	Building Modifications	All	$60,696.00				$60,696.00
2	2.5	Community-Based Family Resources	All	$1,000.00				$1,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.1	Parent Workshops	All	$23,081.11				$23,081.11
3	3.2	Communication	All	$23,081.11				$23,081.11
3	3.3	Educational Partner Feedback	All	$23,081.11				$23,081.11
3	3.4	Educational Partner Engagement	All	$11,540.55				$11,540.55
3	3.5	Community Engagement Opportunities for Students	All	$11,540.55				$11,540.55

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1071709	75748	7.07%	0.00%	7.07%	$286,842.37	26.77%	53.53 %	**Total:**	$286,842.37
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$286,842.37

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Monitoring Personalized Learning Plans	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Glacier High	$81,954.96	7.65
1	1.2	Customized Personalized Learning Plans	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Glacier High	$204,887.41	19.12
1	1.3	Providing Class Offerings				Specific Schools: Glacier High	$204,887.41	
1	1.4	Teacher Professional Development				Specific Schools: Glacier High	$81,954.96	
1	1.5	Administer Academic Assessments				Specific Schools: Glacier High	$65,563.97	
1	1.6	Ongoing Staff Development				Specific Schools: Glacier High	$40,977.48	
1	1.7	Administration to Assess Student Needs				Specific Schools: Glacier High	$57,368.47	
1	1.8	College/Career Readiness Guidance				Specific Schools: Glacier High	$40,977.48	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.9	Developing Additional CTE Pathway				Specific Schools: Glacier High	$40,977.48	
2	2.1	Janitorial Service				Specific Schools: Glacier High	$22,515.95	
3	3.2	Communication				Specific Schools: Glacier High	$23,081.11	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,009,774.99	$999,801.50

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Monitoring Personalized Learning Plans	Yes	$84,505.19	81479.39
1	1.2	Customized Personalized Learning Plans	Yes	$211,262.97	203698.47
1	1.3	Providing Class Offerings	No	$211,262.97	203698.47
1	1.4	Teacher Professional Development	No	$84,505.19	81479.39
1	1.5	Administer Academic Assessments	No	$67,604.15	65183.51
1	1.6	Ongoing Staff Development	No	$42,252.59	40739.69
1	1.7	Administration to Assess Student Needs	No	$59,153.63	57035.57
1	1.8	College/Career Readiness Guidance	No	$42,252.59	40739.69
1	1.9	Developing Additional CTE Pathway	No	$42,252.59	40739.69
1	1.10		No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11		No		
1	1.12		No		
2	2.1	Janitorial Service	No	$22,515.95	22515.95
2	2.2	Building Grounds Maintenance	No	$10,245.00	19626
2	2.3	Addressing Safety Measures	No	$1,000.00	1000
2	2.4	Building Modifications	No	$46,800.00	60696
2	2.5	Community-Based Family Resources	No	$1,000.00	1000
3	3.1	Parent Workshops	No	$20,790.54	20042.42
3	3.2	Educational Partner Opportunities	No	$20,790.54	20042.42
3	3.3	Communication	No	$20,790.54	20042.42
3	3.4	Educational Partner Feedback	No	$4,158.11	4008.48
3	3.5	Educational Partner Engagement	No	$8,316.22	8016.97

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.6	Community Engagement Opportunities for Students	No	$8,316.22	8016.97
3	3.7		No		

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
66768	$265,249.56	$206,874.81	$58,374.75	29.93%	20.89%	-9.04%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Monitoring Personalized Learning Plans	Yes	$75,785.59	59107.09	8.55	5.97
1	1.2	Customized Personalized Learning Plans	Yes	$189,463.97	147767.72	21.38	14.92

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
990334	66768	0	6.74%	$206,874.81	20.89%	41.78%	$0.00	0.00%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

  o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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

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

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

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

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

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

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

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

Plan Summary
Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

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

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

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

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

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

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

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

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

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

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

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

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023**–**24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Data Entry Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

    o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

    o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

  - This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  - This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table
- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- 13. LCFF Carryover — Percentage (12 divided by 9)

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

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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 an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (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 Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies 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 educational partners 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 educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners 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 educational partners 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 educational partners 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 educational partners 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 educational partners 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 educational partners 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 educational partners 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

Implementation of State Academic Standards (LCFF Priority 2)

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
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

Other Adopted Academic Standards

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.**

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction
Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

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

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to 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 its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners 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 educational partners 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 educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

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

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and 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 groups participated in surveys and/or feedback sessions, of meaningful Educational Partner input for the understanding of needs and solutions to make informed decisions:
School Administrators, including Site Principals
Teachers
Classified Staff
Western Sierra Charter Schools Board made up of parents, community members, and non-voting teachers
Parents/Guardians and students who are in close communication with teachers, classified support staff, and administrative personnel
LCAP Planning Focus Group which included Parents, Students, Teachers, and Administrative personnel

Educational Partner engagement occurs routinely and purposefully throughout the school year and was considered prior to finalizing the LCAP. All students, including those with exceptional needs, along with their parent/guardian, have frequent interactions with Advising & special education teachers and classified support staff. Regularly scheduled staff meetings are held each month, sometimes more, and administrative personnel meet on a regular basis. WSCS Board meetings occur throughout the school year. The members of our LCAP Focus Group shared their observations and ideas for student and school-wide improvement. We also reviewed student and parent feedback from our March 2023 surveys.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Educational Partner engagement occurs routinely and purposefully throughout the school year and was considered prior to finalizing the LCAP. Students, along with their parent/guardian, have frequent interactions with teachers and classified support staff. Regularly scheduled staff meetings are held each month, sometimes more, and administrative personnel meet on a regular basis. WSCS Board meetings occur throughout the school year. The members of our LCAP Focus Group shared their observations and ideas for student and school-wide improvement. We also reviewed student and parent feedback from our March 2023 surveys.

Feedback occurred during the course of frequent interactions with teachers and represented on our local parent and student survey responses.
Teachers, Classified Staff, and Administrator Feedback: Feedback occurred throughout the school year and discussed at regularly-scheduled meetings and professional development opportunities.

Outreach to students and parents/guardians was extensive and frequent throughout the 2022-23 school year. Formal and informal progress monitoring meetings were usually conducted in-person but sometimes held virtually on Zoom and included communications via Parent Square, phone calls, and email. Pupils with exceptional needs were provided their required services, such as tutoring, and the student and their parent met more frequently with their assigned Advising Teacher as well as the Special Education teacher.

Our focus area for improvement in Building Relationships between school staff and families is detailed in our 2023-24 LCAP Goal 3 and its 5 Actions.
Goal 3 states: School will provide opportunities for our Educational Partners (parents, students, staff, community members, and organizations) to participate in various aspects of the educational environment to support and enhance student success.
Actions 1-5 state:
Action 1: Provide parent training and workshops to support student achievement and their role as an important leader in the life of their student. (This may include both specific workshops but also during the PLP meeting)
Action 2: Provide methods of communication between home and school via Parent Square, social media, school websites, newsletters, advising, and other meetings between teachers, parent/guardian, and students.
Action 3: Provide opportunities for involvement, input, and feedback from all Educational Partners on aspects of our school program, safety, and culture to enhance student success.
Action 4: Develop, as needed, Advisory Groups and opportunities for Educational Partner engagement. Existing and future Advisory Groups could focus on issues such as:
Technology development
Professional development for staff
School Safety
Curriculum
LCAP goals
Community impact and increased diversity
Action 5: Provide opportunities for our students to explore and engage with the greater community around them through educational and service-related field experiences. (For example: Reagan Library, Catalina CIMI science trip, science & art exploration trips, visits and interviews with businesses, university tours and community service)

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and 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.

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The following information contains the results of our Parent Survey taken in March of this 2022-23 school year. The feedback from this survey contributed to our 2023-24 LCAP goals and actions. 104 parents responded to our local school survey on a variety of topics. The results were then broken into parent responses for TK-8 (62 responded) and 9-12 (42 responded):

Parent Survey Responses for Students in TK-8
How would you rate your overall schooling experience with us? 100% rated Excellent, Above Average, or Satisfactory.
How well does the school support your needs as the parent/guardian teacher? 100% rated Excellent, Above Average, or Satisfactory.
My school provides textbooks and other learning materials to meet my child's educational needs. 100% rated Excellent, Above Average, or Satisfactory.
How likely are you to ask for help from a teacher or other school staff when you run into a school/education-related difficulty? 61% rated Almost all the time; 19% Often; 18% Sometimes; 2% Never.
Did your child participate in any of our teacher-led class offerings? 92% responded YES
How well did the school support your child's education-related technology needs? 100% rated Excellent, Above Average, or Satisfactory.
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. 98% rated Excellent, Above Average, or Satisfactory.
Do the buildings and classrooms support a positive and focused environment appropriate for learning? 98% rated Excellent, Above Average, or Satisfactory.
I feel welcomed, valued, and connected to others in our school community. 98% rated Excellent, Above Average, or Satisfactory.
Rate how well the school communicates to you about school events & procedures. 100% rated Excellent, Above Average, or Satisfactory.
Does our school provide you the knowledge & support you need for future (college/career) academic goals & planning for your student? 19% rated Excellent; 19% Above Average; 6% Satisfactory; 53% responded "Does not apply at this time for my child"
Would you recommend our school to your friends and family? 97% responded YES

Parent Survey Responses for Students in 9-12
How would you rate your overall schooling experience with us? 100% rated Excellent, Above Average, or Satisfactory.
How well does the school support your needs as the parent teacher? 98% rated Excellent, Above Average, or Satisfactory.
My school provides textbooks and other learning materials to meet my child's educational needs. 100% rated Excellent, Above Average, or Satisfactory.
How likely are you to ask for help from a teacher or other school staff when you run into a school/education-related difficulty? 60% rated Almost all the time; 29% Often; 10% Sometimes; 2% Never
Did your child participate in any of our teacher-led class offerings? 95% responded YES
How well did the school support your child's education-related technology needs? 100% rated Excellent, Above Average, or Satisfactory.
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. 100% rated Excellent, Above Average, or Satisfactory.

Do the buildings and classrooms support a positive and focused environment appropriate for learning? 95% rated Excellent, Above Average, or Satisfactory.

I feel welcomed, valued, and connected to others in our school community. 98% rated Excellent, Above Average, or Satisfactory.

Rate how well the school communicates to you about school events & procedures. 100% rated Excellent, Above Average, or Satisfactory.

Does our school provide you the knowledge & support you need for future (college/career) academic goals & planning for your student? 50% rated Excellent; 31% rated Above Average; 7% Satisfactory; 5% Poor; 7% 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? 76% responded YES; 10% responded NO; 15% responded, "I don't know."

Would you recommend our school to your friends and family? 95% responded YES

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

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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
5. 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
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.					5
7. 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
8. 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

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

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diverse stakeholders to ensure that ALL families, parents, staff, and students are represented and have input in decision-making.

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2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Educational Partner engagement occurs routinely and purposefully throughout the school year and was considered prior to finalizing the LCAP. Students, along with their parent/guardian, have frequent interactions with teachers and classified support staff. Regularly scheduled staff meetings are held each month, sometimes more, and administrative personnel meet on a regular basis. WSCS Board meetings occur throughout the school year. The members of our LCAP Focus Group shared their observations and ideas for student and school-wide improvement. We also reviewed student and parent feedback from our March 2023 surveys.

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Action 3: Provide opportunities for involvement, input, and feedback from all Educational Partners on aspects of our school program, safety, and culture to enhance student success.

Action 4: Develop, as needed, Advisory Groups and opportunities for Educational Partner engagement. Existing and future Advisory Groups could focus on issues such as:

Technology development

Professional development for staff

School Safety

Curriculum

LCAP goals

Community impact and increased diversity

Action 5: Provide opportunities for our students to explore and engage with the greater community around them through educational and service-related field experiences. (For example: Reagan Library, Catalina CIMI science trip, science & art exploration trips, visits and interviews with businesses, university tours and community service)

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

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.

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How well does the school support your needs as the parent/guardian teacher? 100% rated Excellent, Above Average, or Satisfactory.

My school provides textbooks and other learning materials to meet my child's educational needs. 100% rated Excellent, Above Average, or Satisfactory.

How likely are you to ask for help from a teacher or other school staff when you run into a school/education-related difficulty? 61% rated Almost all the time; 19% Often; 18% Sometimes; 2% Never.

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

How well did the school support your child's education-related technology needs? 100% rated Excellent, Above Average, or Satisfactory.

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. 98% rated Excellent, Above Average, or Satisfactory.

Do the buildings and classrooms support a positive and focused environment appropriate for learning? 98% rated Excellent, Above Average, or Satisfactory.

I feel welcomed, valued, and connected to others in our school community. 98% rated Excellent, Above Average, or Satisfactory.

Rate how well the school communicates to you about school events & procedures. 100% rated Excellent, Above Average, or Satisfactory.

Does our school provide you the knowledge & support you need for future (college/career) academic goals & planning for your student? 19% rated Excellent; 19% Above Average; 6% Satisfactory; 53% responded "Does not apply at this time for my child"

Would you recommend our school to your friends and family? 97% responded YES

Parent Survey Responses for Students in 9-12

How would you rate your overall schooling experience with us? 100% rated Excellent, Above Average, or Satisfactory.

How well does the school support your needs as the parent teacher? 98% rated Excellent, Above Average, or Satisfactory.

My school provides textbooks and other learning materials to meet my child's educational needs. 100% rated Excellent, Above Average, or Satisfactory.

How likely are you to ask for help from a teacher or other school staff when you run into a school/education-related difficulty? 60% rated Almost all the time; 29% Often; 10% Sometimes; 2% Never

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

How well did the school support your child's education-related technology needs? 100% rated Excellent, Above Average, or Satisfactory.

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Would you recommend our school to your friends and family? 95% responded YES

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

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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
9. 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	

Seeking Input	1	2	3	4	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. 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	
12. 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	

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

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2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

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members of our LCAP Focus Group shared their observations and ideas for student and school-wide improvement. We also reviewed student and parent feedback from our March 2023 surveys.

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Goal 3 states: School will provide opportunities for our Educational Partners (parents, students, staff, community members, and organizations) to participate in various aspects of the educational environment to support and enhance student success.
Actions 1-5 state:
Action 1: Provide parent training and workshops to support student achievement and their role as an important leader in the life of their student. (This may include both specific workshops but also during the PLP meeting)
Action 2: Provide methods of communication between home and school via Parent Square, social media, school websites, newsletters, advising, and other meetings between teachers, parent/guardian, and students.
Action 3: Provide opportunities for involvement, input, and feedback from all Educational Partners on aspects of our school program, safety, and culture to enhance student success.
Action 4: Develop, as needed, Advisory Groups and opportunities for Educational Partner engagement. Existing and future Advisory Groups could focus on issues such as:
Technology development
Professional development for staff
School Safety
Curriculum
LCAP goals
Community impact and increased diversity
Action 5: Provide opportunities for our students to explore and engage with the greater community around them through educational and service-related field experiences. (For example: Reagan Library, Catalina CIMI science trip, science & art exploration trips, visits and interviews with businesses, university tours and community service)

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

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 2022-23 school year. The feedback from this survey contributed to our 2023-24 LCAP goals and actions. 104 parents responded to our local

school survey on a variety of topics. The results were then broken into parent responses for TK-8 (62 responded) and 9-12 (42 responded):

Parent Survey Responses for Students in TK-8
How would you rate your overall schooling experience with us? 100% rated Excellent, Above Average, or Satisfactory.
How well does the school support your needs as the parent/guardian teacher? 100% rated Excellent, Above Average, or Satisfactory.
My school provides textbooks and other learning materials to meet my child's educational needs. 100% rated Excellent, Above Average, or Satisfactory.
How likely are you to ask for help from a teacher or other school staff when you run into a school/education-related difficulty? 61% rated Almost all the time; 19% Often; 18% Sometimes; 2% Never.
Did your child participate in any of our teacher-led class offerings? 92% responded YES
How well did the school support your child's education-related technology needs? 100% rated Excellent, Above Average, or Satisfactory.
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. 98% rated Excellent, Above Average, or Satisfactory.
Do the buildings and classrooms support a positive and focused environment appropriate for learning? 98% rated Excellent, Above Average, or Satisfactory.
I feel welcomed, valued, and connected to others in our school community. 98% rated Excellent, Above Average, or Satisfactory.
Rate how well the school communicates to you about school events & procedures. 100% rated Excellent, Above Average, or Satisfactory.
Does our school provide you the knowledge & support you need for future (college/career) academic goals & planning for your student? 19% rated Excellent; 19% Above Average; 6% Satisfactory; 53% responded "Does not apply at this time for my child"
Would you recommend our school to your friends and family? 97% responded YES

Parent Survey Responses for Students in 9-12
How would you rate your overall schooling experience with us? 100% rated Excellent, Above Average, or Satisfactory.
How well does the school support your needs as the parent teacher? 98% rated Excellent, Above Average, or Satisfactory.
My school provides textbooks and other learning materials to meet my child's educational needs. 100% rated Excellent, Above Average, or Satisfactory.
How likely are you to ask for help from a teacher or other school staff when you run into a school/education-related difficulty? 60% rated Almost all the time; 29% Often; 10% Sometimes; 2% Never
Did your child participate in any of our teacher-led class offerings? 95% responded YES
How well did the school support your child's education-related technology needs? 100% rated Excellent, Above Average, or Satisfactory.
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. 100% rated Excellent, Above Average, or Satisfactory.
Do the buildings and classrooms support a positive and focused environment appropriate for learning? 95% rated Excellent, Above Average, or Satisfactory.
I feel welcomed, valued, and connected to others in our school community. 98% rated Excellent, Above Average, or Satisfactory.
Rate how well the school communicates to you about school events & procedures. 100% rated Excellent, Above Average, or Satisfactory.
Does our school provide you the knowledge & support you need for future (college/career) academic goals & planning for your student? 50% rated Excellent; 31% rated Above Average; 7% Satisfactory; 5% Poor; 7% 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? 76% responded YES; 10% responded NO; 15% responded, "I don't know."
Would you recommend our school to your friends and family? 95% responded YES

One of our focus areas for improvement is providing opportunities for our Educational Partners to participate in all aspects of the educational environment to support and enhance student success (LCAP Goal 3). We are committed

to furthering family engagement and participation in more purposeful ways by encouraging participation in school events, in advisory groups, and in parent workshops, all in an effort for parents to feel a stronger connection to our school and improve student success.

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 2023-24 LCAP speaks to our ongoing commitment ensuring that we are meeting the diverse needs of our student population. The 3 Goals of the 2023-24 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 2023 of this school year. The feedback from this survey contributed to our LCAP goals and actions for the 2023-24 school year.   132 students responded to our local school survey on a variety of topics. The results were then broken into student responses for TK-8 (with 115) and 9-12 (with 17):

Student Responses for TK-8:
I receive encouragement from teachers and other school staff. 100% rated Excellent, Above Average, or Satisfactory.
The school works with my parent/guardian to help me do my best in school. 100% rated Excellent, Above Average, or Satisfactory.
My school is clean and in good condition. 100% rated Excellent, Above Average, or Satisfactory.
How emotionally safe do you feel with staff and students at our school? 99% rated Excellent, Above Average, or Satisfactory.
My school provides textbooks and other learning materials to meet my educational needs. 98% rated Excellent, Above Average, or Satisfactory.
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. 94% rated Excellent, Above Average, or Satisfactory.
I feel welcomed, valued, and connected to others in my school community. 99% rated Excellent, Above Average, or Satisfactory.
How likely are you to ask for help from a teacher or other school staff when you run into a school/education-related difficulty? 13% rated Almost all the time; 25% rated Often; 56% Sometimes; 6% rated Never
Did you participate in any of our teacher-led class offerings? 94% responded YES
How well did the school support your education-related technology needs? 96% rated Excellent, Above Average, or Satisfactory.
Overall how would you rate your mental health? 41% rated Always good; 41% rated Usually good; 12% rated Sometimes poor; 6% rated Usually poor
Have you had any problems this school year with your schoolwork or daily life due to any emotional difficulties, such as feeling depressed, stressed, or anxious? 18% responded YES; 82% responded NO

Student Responses for 9-12:

I receive encouragement from teachers and other school staff. 94% rated Excellent, Above Average, or Satisfactory.

The school works with my parent/guardian to help me do my best in school. 100% rated Excellent, Above Average, or Satisfactory.

My school is clean and in good condition. 100% rated Excellent, Above Average, or Satisfactory.

How emotionally safe do you feel with staff and students at our school? 94% rated Excellent, Above Average, or Satisfactory.

My school provides textbooks and other learning materials to meet my educational needs. 100% rated Excellent, Above Average, or Satisfactory.

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. 100% rated Excellent, Above Average, or Satisfactory.

I feel welcomed, valued, and connected to others in my school community. 94% rated Excellent, Above Average, or Satisfactory.

How likely are you to ask for help from a teacher or other school staff when you run into a school/education-related difficulty? 30% rated Almost all the time; 35% rated Often; 35% rated Sometimes

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

How well did the school support your education-related technology needs? 100% rated Excellent, Above Average, or Satisfactory.

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? 63% responded YES; 6% responded NO; 31% responded, "I don't know."

Does our school provide you the knowledge & support you need for future (college/career) academic goals & planning? 100% rated Excellent, Above Average, or Satisfactory.

Overall how would you rate your mental health? 7% rated Always good; 64% rated Usually good; 21% 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? 36% responded YES; 64% 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): 60% marked that they Reached out to a friend; 60% Reached out to a parent; 20% Didn't ask for help; 0% stated Other; 0% Attended counseling; and 20% 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)

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 2023-24 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 2023-24.

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)

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 2023-24 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 2023-24.

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)

There is no barrier preventing Endeavor from providing access to a broad course of study for all students. Endeavor 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. As a school, we set before students and their parents/guardians 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.

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 2023-24 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 2023-24.

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					

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

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

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

Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

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

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

MOUNTAIN HOME SCHOOL CHARTER 2023-24

EDUCATION PROTECTION ACCOUNT RESOLUTION
Resolution #2022-2023-03

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received

from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of <u>Western Sierra Charter Schools</u>;

2.	In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Western Sierra Charter Schools has determined to spend the estimated $189,474 monies received in 2023-24 from the Education Protection Act in Revenue Limit transfers to fund direct instructional services in the Mountain Home School Charter.

DATED: June 13, 2023

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Board Member

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Glacier High School Charter 2023-24

EDUCATION PROTECTION ACCOUNT RESOLUTION
Resolution #2022-2023-04

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received

from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1.   The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of <u>Western Sierra Charter Schools</u>;

2.   In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Western Sierra Charter Schools has determined to spend the estimated <u>$200,203</u> monies received in <u>2023-24</u> from the Education Protection Act in Revenue Limit transfers to fund direct instructional services in the <u>Glacier High Charter School</u>.

DATED: June 13, 2023

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Board Member

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Endeavor Charter School 2023-24

EDUCATION PROTECTION ACCOUNT RESOLUTION
Resolution #2022-2023-05

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received

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from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1.   The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of <u>Western Sierra Charter Schools</u>;

2.	In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Western Sierra Charter Schools has determined to spend the estimated $1,043,987 monies received in 2023-24 from the Education Protection Act in Revenue Limit transfers to fund direct instructional services in the Endeavor Charter School.

DATED: June 13, 2023

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Board Member

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GLACIER HIGH SCHOOL CHARTER
A California Public Charter School
Charter Petition

Approved by the Western Sierra Charter Schools Board: 6/13/2023
Approved by YUSD:
Term: July1, 2024-June 30, 2029

Assurances and Declaration

As the authorized lead petitioner, I, Michael Cox, hereby certify that the information submitted in this petition is true to the best of my knowledge and belief. Glacier High School Charter ("GHSC" or the "Charter School"), operated by Western Sierra Charter Schools ("WSCS"), and located within the boundaries of the Yosemite Unified School District (the "District" or "YUSD") will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- Glacier High School Charter shall be non-sectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- GHSC shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- GHSC shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- GHSC shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2) and Education Code Section 51747.3, admission to the Charter School shall not be determined by the place of residence of a pupil or of that student's parent or legal guardian within the State except as provided by Education Code Section 47605(e)(2). Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event

of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(de)(2)(A)-(C)]

- GHSC shall comply with the Ralph M. Brown Act, Government Code Section 54950, et seq. ("Brown Act").

- GHSC shall comply with all applicable state and federal laws in serving students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the Americans with Disabilities Act of 1990 ("ADA") and the Individuals with Disabilities in Education Improvement Act of 2004 ("IDEA").

- GHSC shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]

- Western Sierra Charter Schools declares that it shall be deemed the exclusive public school employer of all the employees of the Charter School for the purposes of the Education Employment Relations Act (EERA). WSCS shall comply with the EERA. [Ref. Education Code Section 47605(c)(6)]

- GHSC shall meet all state standards and conduct the student assessments required by California Education Code Sections 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]

- GHSC shall meet all requirements for employment set forth in applicable provisions of law, including but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

- GHSC shall ensure that teachers in GHCS hold the Commission on Teacher Credentialing certificate ("CTC"), permit or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district . Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. [Ref. Education Code Sections 47605(l)(1) and 47605.4(a)]

- GHSC will, at all times, maintain all necessary and appropriate insurance coverage.

- GHSC will comply with all laws related to the minimum age of public school enrollment.

- If a student is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the student is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]

- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]

- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or require a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]

- GHSC shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(d)]

- GHSC shall comply with any jurisdictional limitations to locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

- GHSC shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- GHSC shall comply with the California Public Records Act, Government Code Section 7920, et seq. ("CPRA").
- GHSC shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").
- The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1 ("Section 1090").
- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, et seq. ("PRA").
- GHSC shall meet or exceed the legally required minimum of school days per year.

Charter Renewal

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard ("Dashboard"), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools' performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The three performance categories are as follows:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria—Education Code Section 47607(c)(2).
- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria, unless the chartering authority makes a finding to approve for a two-year term —Education Code Section 47607.2(a).
- Middle Performing – Renewal unless closure is in the best interest of students, evaluated using the California School Dashboard (the "Dashboard") and Education Code Section 47607.2(b).

Due to the suspension of the Dashboard in 2020 and 2021 for the COVID-19 pandemic, charter schools cannot be placed into performance categories as contemplated by AB 1505.

The CDE can only display the most current year of data (also known as Status) on the 2022 Dashboard. Therefore, compared to prior Dashboards, the use of colors, or performance levels, using two years of data will not be reported. The 2022 Dashboard will use one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for all state indicators based on the 2021–22 school year data.

The state indicators include the following:

- Chronic Absenteeism: kindergarten through grade eight
- Suspension Rate: K through grade twelve
- English Learner Progress: grades one through twelve
- Graduation Rate: high school only
- College/Career: high school only (Note: The College/Career Indicator will not be reported on the 2022 Dashboard)
- Academic: grades three through eight and grade eleven – English language arts/literacy and Mathematics

Accordingly, Glacier High School Charter, like all other charter schools seeking renewal during the 2023-24 school year, fits into the middle performing category, as determined by law and the California Department of Education, and is eligible, and as clearly demonstrated by the evidence, meets the criterion for charter renewal for a term of 5 years, as demonstrated below.

Dashboard Performance Renewal Criteria – Middle Performing

Education Code Section 47607.2(b) states:

> (1) For all charter schools for which [high- and low-performing categories] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].
>
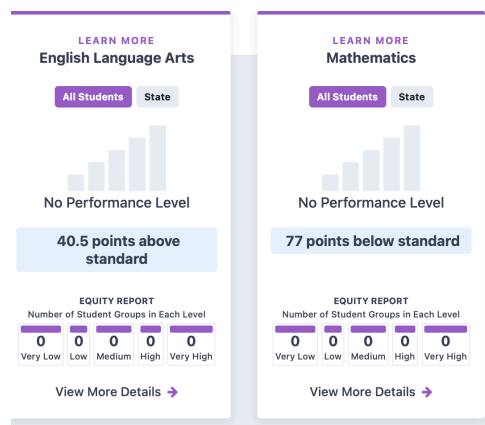> (2) The chartering authority shall provide greater weight to performance on measurements of

"Measurements of academic performance" are defined in statute as "statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator." (Education Code Section 47607(c)(3)).

GHSC Dashboard State and Local Indicators (2022)

A variety of factors cause the CAASPP to be an insufficient measure relating to longitudinal (year over year) academic progress. First, the statewide COVID-19 school closure and cancelation of CAASPP test administration for two years in 2020 and 2021. Second, the CAASPP test changed (was shortened) beginning in 2021. Third, Glacier's testing group changed drastically as Endeavor Charter was launched in 2020 thereby reducing Glacier's student testing population by half. For these reasons we will also include below student performance results from the Glacier Local NWEA assessment for grades 9-11.
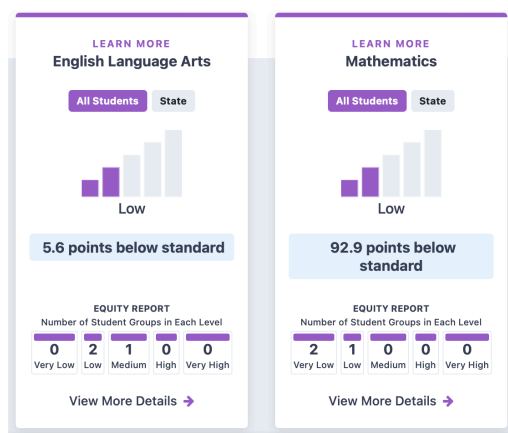
As a small high school program and because only 11th graders are tested on the CAASPP, Glacier has a very low testing number. For the 2022 testing year Glacier tested 21 students. Due to the low testing numbers the Dashboard does not calculate Performance Levels. However, the Dashboard does provide "distance from standard". If a Performance Level was calculated, Glacier's ELA would be ranked "High" and the Math would be ranked "Low".

Here is Glacier's Dashboard for 2022

LEARN MORE **English Language Arts**	LEARN MORE **Mathematics**
All Students State	All Students State
No Performance Level	No Performance Level
40.5 points above standard	**77 points below standard**
EQUITY REPORT Number of Student Groups in Each Level	EQUITY REPORT Number of Student Groups in Each Level
0 0 0 0 0 Very Low Low Medium High Very High	0 0 0 0 0 Very Low Low Medium High Very High
View More Details →	View More Details →

Glacier students demonstrate fairly strong academic skills in ELA. However, Glacier students show a need in improved math performance. To address this need, math will continue to be an academic priority for Glacier.

Glacier and Yosemite High School largely share the same student population base. Glacier students demonstrate stronger ELA performance than YHS students. GHS student mathematics performance is roughly equivalent to YHS students. Here is Yosemite High School's Dashboard for 2022.

LEARN MORE	LEARN MORE
English Language Arts	**Mathematics**
All Students State	All Students State
Low	Low
5.6 points below standard	**92.9 points below standard**
EQUITY REPORT	EQUITY REPORT
Number of Student Groups in Each Level	Number of Student Groups in Each Level
0 Very Low 2 Low 1 Medium 0 High 0 Very High	2 Very Low 1 Low 0 Medium 0 High 0 Very High
View More Details →	View More Details →

As seen in these snapshots, Glacier and YHS essentially share the same student population base and face similar challenges.

The following chart reflects Glacier and YHS Graduation rates for 2022 of all students and applicable subgroups. Glacier's graduation rate is higher than YHS for the 2022 school year.
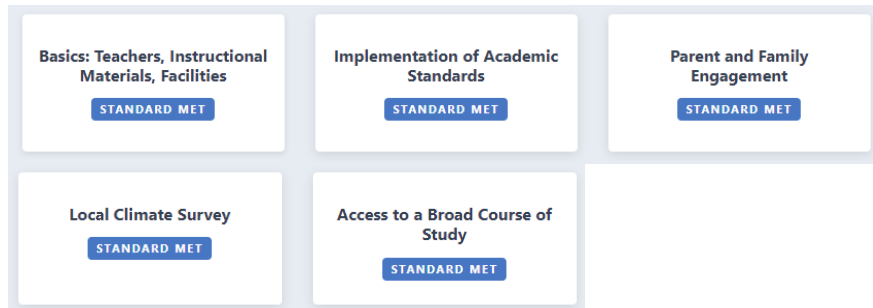
School Name	Student Group	Graduation Rate Indicator - 2022
Glacier High	ALL STUDENTS	96.00%
Yosemite High	ALL STUDENTS	85.80%
Glacier High	SOCIAL ECONOMIC DISADVANTAGED	90.90%
Yosemite High	SOCIAL ECONOMIC DISADVANTAGED	82.6%

The following chart reflects some of the Glacier and YHS 2022 college/career indicators for all students and applicable subgroups. It is positive to note that over half of Seniors successfully completed at least one semester of college. 44% of Glacier Seniors completed two or more college courses.

School Name	Student Group	One Semester College Course Completed	Two or More College Courses Completed
Glacier High	ALL STUDENTS	52%	44%
Yosemite High	ALL STUDENTS	15.90%	0%
Glacier High	SOCIAL ECONOMIC DISADVANTAGED	36.40%	36.40%
Yosemite High	SOCIAL ECONOMIC DISADVANTAGED	14.50%	0%

School Name	Student Group	A-G Completed
Glacier High	ALL STUDENTS	40%
Yosemite High	ALL STUDENTS	48.70%
Glacier High	SOCIAL ECONOMIC DISADVANTAGED	27.30%
Yosemite High	SOCIAL ECONOMIC DISADVANTAGED	36.20%

The following chart(s) reflect the Charter School's 2022 Dashboard local indicators.

Basics: Teachers, Instructional Materials, Facilities
STANDARD MET

Implementation of Academic Standards
STANDARD MET

Parent and Family Engagement
STANDARD MET

Local Climate Survey
STANDARD MET

Access to a Broad Course of Study
STANDARD MET

As demonstrated by the Dashboard indicators, Glacier has met all Local Indicators.

Measurements of Academic Performance – Verified Data

The law also requires middle performing charter schools to provide data showing measurable increases in academic achievement, via verified data:

In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:

(A) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.
(B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

(4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated

"Verified data" is defined in statute as "data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced." (Education Code Section 47607.2(c)(1).) In November 2020, the California State Board of Education ("SBE") approved the criteria to define "verified data" and the list of valid and reliable assessments and measures of postsecondary outcomes as required by Education Code Section 47607.2. From the SBE-approved list of reliable assessments, the Charter School currently utilizes CAASPP and Measures of Academic Progress ("MAP") by NWEA to meet the verified data requirement.
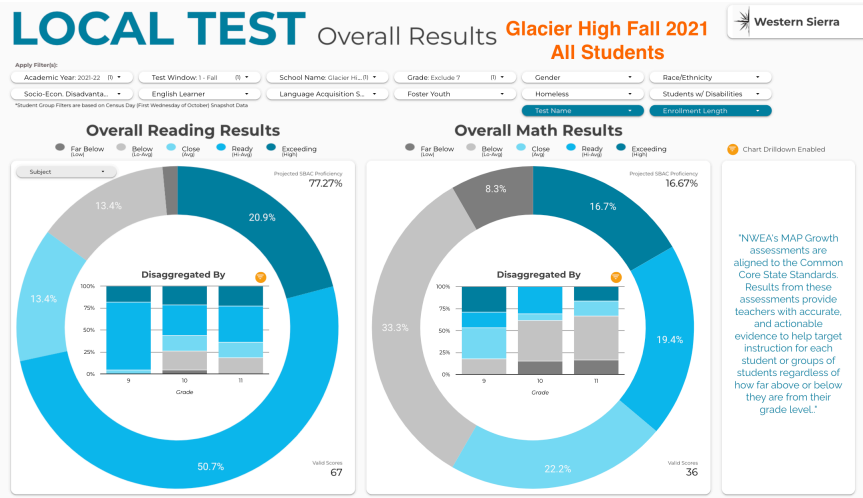
Glacier High School Charter Verified Data:

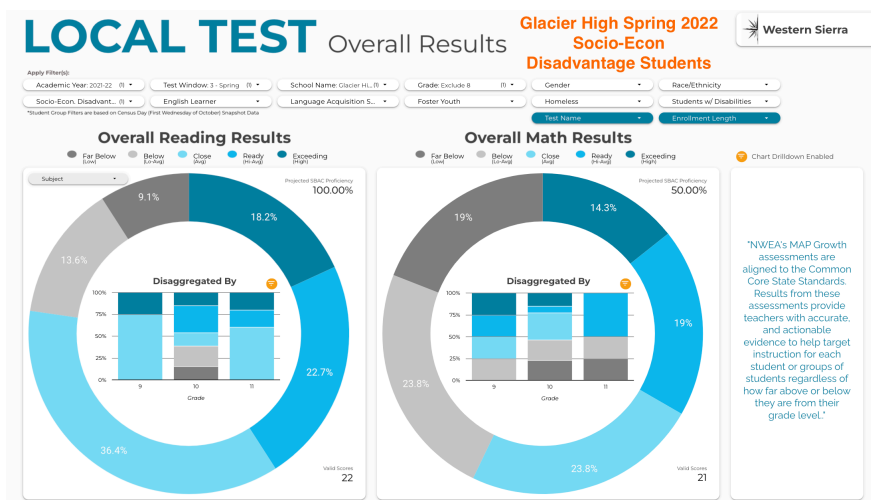**CAASPP - Percentage of Students Meeting or Exceeding Standards (All Students):**
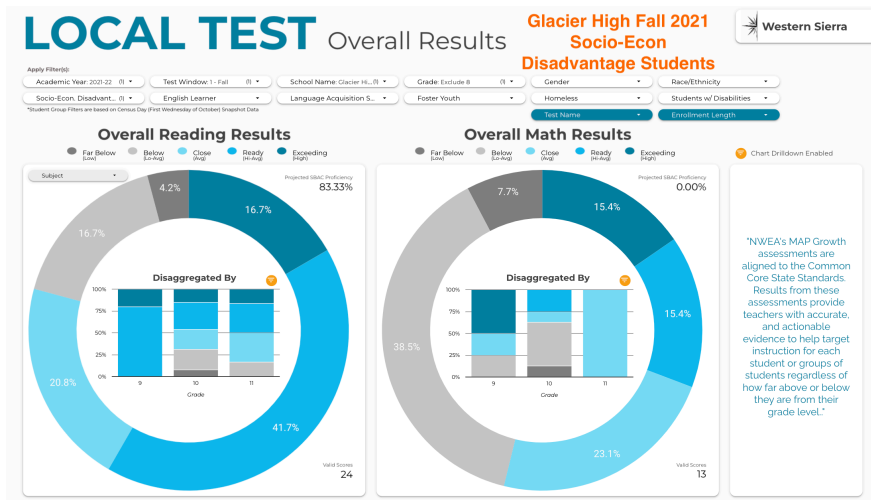
	Assessment	2019	2020	2021	2022
Schoolwide	ELA	83.87	Data Not Available	Data Not Available	68.19
	Math	19.35	Data Not Available	Data Not Available	27.28

*Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results.

Student Annual Progress – Verified Data
NWEA MAP Growth Test Results, 2021-22

The following four charts show the Fall 2021 to Spring 2022 NWEA test results for grades 9th-12th grade. It should be noted that in the fall 77.27% of ELA and 16.67% of Math students were predicated to meet proficiency on the SBAC. In the Spring 75% of all students are predicted to meet proficiency in ELA and Math proficiency increased to 36.84%. Students in the Social Economic Disadvantaged (SED) demographic made particularly notable growth. The Fall 2021 ELA prediction was 83.33% in ELA would meet proficiency in SBAC and 0% in math would meet proficiency. However, by the Spring 100% of the SED students were predicted to meet proficiency in ELA and 50% were predicted to meet proficiency in math. This is clear, demonstrable academic growth particularly in math for all students.

LOCAL TEST Overall Results

**Glacier High Fall 2021
All Students**

Western Sierra

Overall Reading Results

Far Below (Low)   Below (Lo-Avg)   Close (Avg)   Ready (Hi-Avg)   Exceeding (High)

Overall Math Results

Far Below (Low)   Below (Lo-Avg)   Close (Avg)   Ready (Hi-Avg)   Exceeding (High)

Chart Drilldown Enabled

Subject

Projected SBAC Proficiency
77.27%

13.4%
20.9%
13.4%
50.7%

Projected SBAC Proficiency
16.67%

8.3%
16.7%
33.3%
19.4%
22.2%

Disaggregated By

Disaggregated By

Valid Scores 67

Valid Scores 36

"NWEA's MAP Growth assessments are aligned to the Common Core State Standards. Results from these assessments provide teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level."

LOCAL TEST Overall Results

**Glacier High Spring 2022
All Students**

Western Sierra

Overall Reading Results

Far Below (Low)   Below (Lo-Avg)   Close (Avg)   Ready (Hi-Avg)   Exceeding (High)

Overall Math Results

Far Below (Low)   Below (Lo-Avg)   Close (Avg)   Ready (Hi-Avg)   Exceeding (High)

Chart Drilldown Enabled

Subject

Projected SBAC Proficiency
75.00%

4.7%
23.4%
10.9%
21.9%
39.1%

Projected SBAC Proficiency
36.84%

10.9%
25%
18.8%
18.8%
26.6%

Disaggregated By

Disaggregated By

Valid Scores 64

Valid Scores 64

"NWEA's MAP Growth assessments are aligned to the Common Core State Standards. Results from these assessments provide teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level."

LOCAL TEST Overall Results

Glacier High Fall 2021 Socio-Econ Disadvantage Students

Western Sierra

Apply Filter(s):
Academic Year: 2021-22 (1) ▾ | Test Window: 1 - Fall (1) ▾ | School Name: Glacier Hi... (1) ▾ | Grade: Exclude 8 (1) ▾ | Gender ▾ | Race/Ethnicity ▾
Socio-Econ. Disadvant... (1) ▾ | English Learner ▾ | Language Acquisition S... ▾ | Foster Youth ▾ | Homeless ▾ | Students w/ Disabilities ▾
*Student Group Filters are based on Census Day (First Wednesday of October) Snapshot Data | Test Name ▾ | Enrollment Length ▾

Overall Reading Results
● Far Below (Low) ● Below (Lo-Avg) ● Close (Avg) ● Ready (Hi-Avg) ● Exceeding (High)

🟠 Chart Drilldown Enabled

Subject ▾
Projected SBAC Proficiency 83.33%
4.2%
16.7%
16.7%
20.8%
41.7%

Disaggregated By
Grade

Valid Scores 24

Overall Math Results
● Far Below (Low) ● Below (Lo-Avg) ● Close (Avg) ● Ready (Hi-Avg) ● Exceeding (High)

Projected SBAC Proficiency 0.00%
7.7%
15.4%
15.4%
38.5%
23.1%

Disaggregated By
Grade

Valid Scores 13

"NWEA's MAP Growth assessments are aligned to the Common Core State Standards. Results from these assessments provide teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level."

LOCAL TEST Overall Results

Glacier High Spring 2022 Socio-Econ Disadvantage Students

Western Sierra

Apply Filter(s):
Academic Year: 2021-22 (1) ▾ | Test Window: 3 - Spring (1) ▾ | School Name: Glacier Hi... (1) ▾ | Grade: Exclude 8 (1) ▾ | Gender ▾ | Race/Ethnicity ▾
Socio-Econ. Disadvant... (1) ▾ | English Learner ▾ | Language Acquisition S... ▾ | Foster Youth ▾ | Homeless ▾ | Students w/ Disabilities ▾
*Student Group Filters are based on Census Day (First Wednesday of October) Snapshot Data | Test Name ▾ | Enrollment Length ▾

Overall Reading Results
● Far Below (Low) ● Below (Lo-Avg) ● Close (Avg) ● Ready (Hi-Avg) ● Exceeding (High)

🟠 Chart Drilldown Enabled

Subject ▾
Projected SBAC Proficiency 100.00%
9.1%
18.2%
13.6%
22.7%
36.4%

Disaggregated By
Grade

Valid Scores 22

Overall Math Results
● Far Below (Low) ● Below (Lo-Avg) ● Close (Avg) ● Ready (Hi-Avg) ● Exceeding (High)

Projected SBAC Proficiency 50.00%
19%
14.3%
19%
23.8%
23.8%

Disaggregated By
Grade

Valid Scores 21

"NWEA's MAP Growth assessments are aligned to the Common Core State Standards. Results from these assessments provide teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level."

A charter petition renewed pursuant to Section 47607.2(b) (middle performing) shall be granted a renewal term of 5 years. **As clearly demonstrated by the evidence above, the Charter School meets this renewal criterion, and should be granted a renewal term of 5 years.**

Element 1: Educational Program

Glacier High School Charter Vision and Mission Statement

Glacier High School Charter's Vision:

The vision of GHSC is to create a rigorous, dynamic and accountable learning community that is built upon voluntary association, parent leadership, personalized student learning, and high academic standards for all students. Glacier will accomplish these four complementary goals by providing all students and parents with: personal, experienced teacher guidance and support; powerful and proven instruction; ongoing, multiple modality assessments; and a large and growing inventory of high quality, standards-aligned instructional resources that offer both breadth and depth in curriculum and auxiliary materials. As a result, students will develop the skills necessary to become responsible lifelong learners who understand personal dedication and desire as the keys for success.

Glacier High School Charter's Mission is to:

- Inspire students to learn and grow to their potential and become responsible contributing community members.
- Assist parents in the education of their students.
- Provide the community with a valid educational alternative.
- Equip rural high school students age 14-18 with two kinds of literacy necessary in the twenty-first century: the ability to read, write, speak, and calculate with clarity and precision and the ability to participate passionately and responsibly in the life of the community. Glacier High School Charter will enable students to become literate, self-motivated, lifelong learners by providing a multi-cultural, student-centered environment, in which all students will be held to high academic and behavioral standards and work in collaborative relationships, both within and outside the school site and school calendar year.

GLACIER'S EXPECTED SCHOOL WIDE LEARNING RESULTS
To define who we are as a school and what we want to accomplish with students, Glacier High School Charter has adopted clearly defined S.L.O.s (Student Learner Outcomes). S.L.O.'s by definition are broad based educational goals for all students. We use the acronym "ACTS" to demonstrate what students will seek to achieve.

A C T S – "Glacier High School students will be equipped to become:"

Academic Achievers who...
- Plan for their educational future by setting goals and establishing priorities.
- Show proficiency in essential literacy, writing, and mathematical skills.

Communicators who...
- Communicate effectively by using appropriate verbal and written skills.
- Process information critically and respond appropriately.

Thinkers who...
- Evaluate, discriminate, and deduce knowledge with accuracy and logic.
- Utilize a historical and informed understanding to develop their perspectives.

Self-Sufficient Individuals who...
- Learn independently and act as self-motivated responsible learners.
- Take individual responsibility for their lives and actions.

We will seek to support this mission by:

- Serving as a liaison between the community and the family; demonstrating to the community the educational soundness and viability of publicly funded, parent-directed education for students.
- Providing a supportive, encouraging environment through high quality teaching resources, mentoring, opportunities for networking, and a structure to support their educational objectives.
- Providing students with learning resources and an environment for enrichment opportunities that encourage them to become self-motivated, life-long learners.

Purpose and Target Student Population

GHSC will meet the needs of students who, together with their families, have decided that a home-based, family-centered style of education best suits them. Research, history, and our own experience have shown that parent led education, with parents assuming the role of teachers, creates an effective and successful environment for educating children. Parents are natural teachers. Those who take a hands-on leadership role with their own children expand their loving, nurturing environments to facilitate their child's involvement in learning. These parents know and understand their children better than anyone else.

On the 2022 California School Dashboard, GHSC reported 94 students, with a demographic breakdown of: 1.1% African American, 5.3% Asian, 1.1% Filipino, 16% Hispanic, 6.4% of two or more races, and 69.1% White. GHSC serves 34% socioeconomically disadvantaged students and 18.1% students with disabilities.

Our varied curricular offerings are designed to serve pupils of diverse learning needs, ability, and backgrounds. Our curriculum gives students opportunities to build independent study and time management skills and allow for greater parental involvement, and direct pupil decision making participation. Our personalized learning model blends learning environments both within and beyond the classroom, including on-site classes, home-based instruction, online instruction, and community-based instruction.

Glacier High School's personalized model of instruction is designed to ensure:
1) Each student is held to high standards and has access to rigorous curricula and quality instruction that is intellectually challenging.
2) All students have access to qualified certificated personnel.
3) Instructional resources support State Standards and are culturally, linguistically and developmentally appropriate for every student.
4) All high school students have access to the core curriculum that is aligned with the UC/CSU A-G requirements.
5) Teachers maintain high expectations for the learning of rigorous content, differentiate instruction for varied learning styles and varied ability levels, and provide students multiple opportunities to learn and demonstrate their learning.
6) Students have opportunities to select and be placed into academically appropriate courses reflective of their abilities and needs.
7) Students are encouraged to challenge themselves with a variety of learning experiences and within a variety of learning contexts.
8) Educators understand and apply strategies for closing the opportunity and achievement gaps.
9) All students have access to learning paths that support post-secondary options of looking at colleges and careers.

Community Impact

As an established charter school that is not seeking expansion at this time, there will be no additional fiscal impact on the District. Therefore, no District services will be undermined and no programs will be duplicated in satisfaction

How Learning Best Occurs

GHSC believes that learning best occurs when parents exercise their necessary and proper role of authority, leadership, supervision and care in the life of their children. Formal education is nothing more than a component part of the wider parental task of raising and preparing children for mature adulthood. Parents, within the family, establish generational vision, cultural identity and personal belief commitments, life goals, and academic priorities. Additionally, it is best within the family to establish the personal character attributes of hard work, sacrifice, risk, deferred gratification, and perseverance. Therefore, GHSC's purpose is not to take over the parental task of educating their children but rather to come along side and support the parent in the academic process of ninth through twelfth grade schooling. The parent provides the long-range personal goals for their child and facilitates the daily, hands-on learning process. The school provides support for the parent and the student in the form of goal setting, expert advice, learning assessments, rich and varied curriculum and many optional classroom/ group-learning opportunities.

Educated Person in the 21st Century

To be an educated person in the 21st century, one must have:

- The foundational skills - reading, writing, mathematics, speaking, and listening skills.
- Thinking skills - creative thinking, making decisions, solving problems, being able to look at issues from different perspectives, knowing how to learn, reasoning/logic skills.
- Personal qualities - personal responsibility, self-discipline, goal orientation, personal humility, commitment to truth, conviction of right and wrong and love and respect for others.

Concurrently with these foundational skills, a student must also learn how to:

- Manage resources - time, money, materials, and space.
- Develop interpersonal skills - work with teams, be able to teach others, lead others, work well with people from different backgrounds.
- Deal with information - acquire and evaluate data, organize and maintain files, interpret and communicate effectively, use computers to process information.

- Use different systems - to understand social, organizational, and technological systems, monitor and correct performance, design or improve systems.
- Use technology - select appropriate equipment and tools, apply technology to specific tasks, maintain and troubleshoot technologies.

Educational Program:

Glacier High School Charter serves those California students residing in Madera County and its adjacent contiguous counties for ninth through twelfth grade. Parents of these students are seeking a unique educational environment with academic desires which may include:

- A supportive parent led, personalized learning experience.
- Belief that their child's academic needs, whether it be for a more challenging curriculum, a slower-paced curriculum, or a more integrated curriculum, can be met through an individualized education.
- Belief that individual social or emotional needs of their student are best met through a home based program.
- A unique educational philosophy.
- Feel that the acquisition of traditional family values is an integral part of their child's education.

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.

Glacier High School believes that incorporating and empowering parents within the educational process is critically important, and is an essential part of how we operate as a charter school. The parents' priorities, their leadership and their daily hands-on involvement are essential to the progress and success of each student. This involvement is guided by a credentialed teacher who has also been trained as an advisor, counselor, and curriculum specialist. The advising teacher works closely with both the student and the parents through frequently scheduled meetings. The advising teacher serves as an instructor, guide and counselor for the student's entire learning program. This provides great continuity for the student's overall educational program. The advising teacher insures that each student's learning needs are assessed appropriately, that their goals are both rigorous as well as reasonable and that the student is progressing toward the personalized learning goals.

This personalized learning methodology is implemented in a variety of ways. Students at GHSC are provided with options for Common Core State Standards ("CCSS") aligned direct instruction in Mathematics, Science, English/ Language Arts and Art. Students are also provided with high quality CCSS aligned curriculum and instructional materials which students utilize independently. Glacier High School Charter provides a multiple measures approach in assessing every student. Each student's progress is continually monitored through a variety of assessments. These assessments include the annual State Smarter Balanced Assessment and the NWEA online assessment program. Many students also participate in the PSAT, the SAT, and the ACT. This information is regularly evaluated and shapes the student's personalized learning plans.

Our curricular program supports the ability to create programs that serve pupils of diverse learning needs, ability, and backgrounds. We offer a wide selection of CCSS-based curriculum that supports independent learning. This personalized curriculum emphasizes learning responsibility from students, multiple assessment methods, learning style, pace, and preferences. Our curriculum requires frequent one-on-one interaction with those instructing our students, greater parental involvement, and direct pupil decision making participation. Our personalized learning model blends

learning environments both within and beyond the classroom, including on-site classes, home-based instruction, online instruction, and community-based instruction.

Glacier High School is accredited by the Western Association of Schools and Colleges. All of GHSC's courses are transferable to other California public schools. Glacier High School offers a complete course catalog of University of California (A-G) approved courses.

Students and their parents meet with their advising teacher on a regularly scheduled basis, at least once every twenty school days. At this meeting the student's learning objectives are established for the next learning period, assignments are given, the student's completed work is reviewed and assessed by the advising teacher, the parent is provided guidance as needed and the student is provided tutoring. At the beginning of the school year each student is assessed with the NWEA assessment program. The results of this assessment help guide the student's academic program for the year.

Students of GHSC will demonstrate the following skills upon graduation:

1. Core Academic Skills

Students will demonstrate appropriate age or grade-level mastery of:

History/Social Studies: Students will understand and apply civic, historical, and geographical knowledge in order to serve as citizens in today's world of diverse cultures.

Mathematics: Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, and other mathematical subjects which the staff and school governing board deem appropriate.

Language Arts: Students will demonstrate strong reading, writing, listening, speaking, and presentation skills, in multiple forms of expression (e.g., written, oral, multimedia), with communication skills appropriate to the setting and audience. They will comprehend and critically interpret multiple forms of expression, including literature from various time periods and cultures.

Science: Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which may include physics, chemistry, biology, ecology, astronomy, and earth sciences.

Underlying and utilized throughout each of the above stated core subject areas will be other important academic skills such as: critical thinking skills: e.g., problem-solving, analyzing, and applying knowledge) the ability to effectively use technology.

- Creative expression through various forms of the arts, e.g., music, visual/studio arts, drama, and dance.
- Knowledge of pertinent issues of health and the development of physical fitness.

2. Life-Long Learning Skills

Students will develop skills, which will enable them to pursue their own path of learning throughout their adult lives, including:

- Study skills and habits, e.g., note-taking, library research skills, studying strategies.
- Ability to plan, initiate, and complete a project.
- Ability to reflect on and evaluate one's own and others' learning.
- Job readiness and career development skills (e.g., developing resumes, job internship skills).
- Higher education continuance skills (e.g., college applications, financial aid forms).

3. Social Skills and Life Skills

Students will develop skills necessary for a healthy adult life, which may include:

- Strong citizenship and leadership skills by participating in student government or other areas of personal interest within the community.
- Ability to collaborate and work effectively with others in cooperative groups.
- Personal financial management skills (e.g., budget development, balancing checkbooks).

The outcomes will be further subdivided into specific content area and "classroom-level" skills and that individual students' progress toward achieving the graduation outcomes will be measured by certain benchmarks as indicated by the type of Graduation standard desired.

Types of Matriculation

Glacier High School Charter will offer two graduation certifications as follows:

1. **Certificate of completion:**

   The certificate of completion will be awarded to any student who completes four years of work as agreed upon by the parent, student, and charter teacher and completes at least 260 credits.

2. **Graduation Diploma:**

   The graduation diploma will be awarded to any student who completes four years of work as agreed upon by the parent, student, and charter teacher, and completes at least 260 credits that includes:

   4 years of English
   3 years of Social Science (including World History, Cultures and
       Geography US History; and US Government/Economics)
   3 years of Mathematics including Algebra or Integrated 1
   2 years of science including 1 year of Physical Science and 1 year
       of Life Science
   1 year of Fine Arts – visual, performing arts (music or drama), or
       foreign language
   2 years of Physical Education
   Electives to total 260 credits

Student to Teacher Ratio

The total "full time equivalent" (FTE) ratio of students (average daily attendance) to teachers for Glacier High School shall not exceed 25:1 as defined by Education Code Section 51745.6(e). However, any individual full-time Charter School teacher's assigned student load will vary based upon Charter School and student needs.

Serving Students with Disabilities

GHSC provides special education instruction and related services in accordance with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEA").

GHSC shall be categorized as the local educational agency (LEA) for the purposes of special education in accordance with Education Code Section 47641(a).

GHSC shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints and maintaining the confidentiality of pupil records.

GHSC shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by GHSC shall be accessible for all students with disabilities.

English Learner Students

The Charter School will meet all applicable legal requirements for English Learners ("EL"), including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

The Charter School will administer the home language survey upon a student's initial enrollment in a California public school (on enrollment forms).

English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California ("ELPAC"). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.

- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.

- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.

- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Strategies for English Learner Instruction and Intervention

ELs will have daily access to the core curriculum and will be taught in an English language program with support from the Advising Teacher. Just as Rosetta Stone will provide high-quality foreign language instruction for our students, it also will help our 9th – 12th grade ELs master English through a variety of engaging, interactive tools to develop language proficiency, including live tutoring. ELs also will receive more site-based help, which will help ELs access the core curriculum, and/or one-on-one tutoring developed to meet the specific language needs of the student. Instructional techniques, assessments, materials and approaches will be focused on communicative competence and academic achievement covering listening, speaking, reading and writing skills (aligned with English Language Development Standards and CCSS) in all areas of the curriculum. ELs will receive EL and core content instruction appropriate for their English proficiency and grade levels.

Our goal will be to ensure quality services that enable ELs to attain English proficiency and to have full access to the range of educational opportunities afforded all students. Faculty will receive professional development and coaching, as necessary, in working with ELs to meet the ELD Standards. The Principal or designee will serve as the EL Coordinator and will collaborate with each teacher regarding the specific language needs of our EL students.

Teachers at Glacier High will employ SDAIE strategies: (notably, these strategies are beneficial for all students, not just English Learners)

Sheltered Instruction / Specially Designed Academic Instruction in English ("SDAIE")

Sheltered instruction is also grounded in a pedagogical commitment to meeting the needs of diverse learners, in this case particularly those students who are English Learners. The teachers at Glacier will engage in the following practices to support universal access of subject matter content for all students:[1]
- During lesson planning and preparation, teachers will identify lesson objectives aligned with state and local standards.
- Teachers will link new content to students' background experiences and introduce unfamiliar vocabulary to facilitate comprehension.
- Teachers will use controlled vocabulary, sentence structure, visuals, and gestures as necessary and appropriate to make the presentation of

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[1] Based on the eight broad elements of sheltered instruction described by Echevarria, Vogt, and Short. *Making content comprehensible for English language learners: The SIOP model*. Boston: Allyn and Bacon (2004).

content comprehensible.
- Teachers will provide students with a variety of strategies for organizing and retaining information associated with effective learning, such as graphic organizers and note taking.
- Teachers will provide students with regular opportunities to interact with their peers through collaborative learning activities, such as think/pair/share, partner and group projects.
- Teachers will provide students with regular opportunities to use new language skills in context.
- Teachers will pace lessons appropriately to allow for the participation and active engagement of all students.

Monitoring and Evaluation of Program Effectiveness

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

More specifically our programs to support English Learners are based on the California ELD Standards. ELPAC data will let us know what level the students are currently in their language acquisition. We will then conference with the students based on their score and see how we can help them become reclassified. If students do well on the ELPAC and benchmark exams (NWEA) but are failing classes, we know there is a gap between their proficiency and their classroom engagement. If the opposite is true, we see there is a gap between subject engagement and test-taking abilities. The conversations are not just about reclassification--they are chances for personalized attention and practice in communicating in English about a complicated process with an adult.

ELs will be continuously monitored through assessments for English language development and academic progress. They will also be assessed with our benchmark tests for academic progress in Reading/Literacy, Language Usage and Mathematics two to three times during the school year. Teachers will use

this data in several ways:

First, they will use them to create the student's standards-based PLP by looking at the standards that students have already mastered and those that need to be developed. Second, they will use them to assess the efficacy of the standards-based instruction that is being delivered and to make plans for re-teaching or acceleration as needed. Third, teachers can measure the investment of confidence of the student by tracking how long the test takes to complete compared to the score and the growth of the student over time. This allows for a level of personalization to each student that goes beyond the ELPAC exams.

Students will be expected to advance at least one level annually on the ELPAC Proficiency Level Descriptor. Additionally, the EL Coordinator will assess student progress towards attainment of the standards using a standards-based guide, for example, EL portfolios.

The Principal, Executive Director and Board of Directors will evaluate the effectiveness of our education program for ELs by tracking the data points such as ELPAC, CAASPP, in-house benchmarks, report cards, class test data and other assessments. The ELPAC will give us a starting point to identify the relative levels of each EL and give us information about each student. Final report cards will also be compiled and compared to non-EL students.

LCFF/ LCAP - 8 state priorities as related to the Educational Program:

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions, and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's Local Control and Accountability Plan ("LCAP"). Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

Element 2: Measurable Pupil Outcomes

Annual individual goals and objectives for each student will be written collaboratively by student, parent and charter teacher. The basis for these will be Glacier High School Charter's high school graduation requirements. Those requirements shall be based upon the state standards and have been developed to align to the state standards. This will be accomplished with the understanding that the nature of homeschooling may require modification of the goals and objectives throughout the school year. Student progress toward completion of goals will be monitored every 1 to 4 weeks by the charter teacher.

Students wishing to enroll in a public university in California will have the opportunity to pursue a course of study at the Glacier High School Charter that meets the "A-G Requirements."

The measurable student outcomes of Glacier High School Charter include but shall not be limited to the following:

Goals	Measurement
Students will be encouraged to be self-motivated, competent, and lifelong learners through self-	• Student Personalized Learning Plan (PLP) Portfolios • Class enrollments

directed learning opportunities that are initiated and pursued by the student and parent. This sense of ownership will be enhanced through activities, special classes, and field trips that reflect the parent and student interests.	• Annual survey responses • School instructional schedule
80% of students show ongoing progress toward meeting graduation requirements.	• Student PLP portfolios • Student transcripts
80% of our students participating in the NWEA assessment will show improvement through each academic year.	• NWEA results
Demonstration of knowledge and academic skills attained across major subject areas through integrated learning	• Student PLP portfolios • Journal summaries • Presentations • Teacher observations

Element 3: Methods of Measuring Student Progress

The methods by which student progress may be assessed are:

- Onsite class grades
- Collection and review of student work every 1 to 4 weeks.
- Demonstration of skills (oral reading, oral and visual presentations, summative projects, acting, athletics, etc.).
- Parent/teacher and charter teacher observation and formal and informal assessments.
- Participation in the required state testing.
- Annual Personalized Learning Portfolio.
- Monthly journals summarizing student learning (work, activities, practice, accomplishments, etc.) (optional).
- NWEA MAP
- Other tests (to be determined).

Charter School teachers will record the assessments of individual student work in the GHSC Personalized Learning Plan. These plans will be placed in the students' Personalized Learning Portfolio and kept on file in the Glacier High School Charter's office.

Element 4: Governance Structure

Western Sierra Charter Schools, a California Non-Profit Public Benefit Corporation, will govern the Glacier High School Charter.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

The Charter School will be governed pursuant to the Bylaws adopted by WSCS's Board of Directors, and subsequently amended pursuant to the amendment process specified in the Bylaws. The Board of Directors' major roles and responsibilities will include establishing and approving all major educational and operational policies, approving all major contracts, approving the Charter School's annual budget and overseeing the Charter School's fiscal affairs, and hiring, firing and evaluating the top administrative staff. WSCS's Board of Directors will include parents and community members. This shall be the primary means of ensuring parental involvement in the governance structure of the Charter School. In accordance with Education Code Section 47604(c), the District may appoint a representative to sit on the Board of Directors.

The Board of Directors will be composed of representatives of the following constituencies:
   a.   Two parents of Oakhurst students
   b.   Two parents of Fresno students
   c.   One community member from Oakhurst
   d.   One community member from Fresno
   e.   One representative of the Yosemite Unified School District Board

The Board of Directors of the Charter School will meet regularly, and in accordance with the Brown Act and Education Code Section 47604.1(c). The Board of Directors will look at all aspects of the school program, its effectiveness, and its compliance with the charter. The WSCS Board of Directors will be responsible for recommending changes to the program and for recommending amendments to the charter. All recommended amendments to the charter will require a majority vote of the Board of Directors. Material revisions to the charter must ultimately be approved by the Yosemite Unified School District Board of Trustees.

The Executive Director of Glacier High School Charter, or his or her designee, may report to Yosemite Unified School District Board of Trustees at its regular board meetings.

The Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations.

Parent Involvement

GHSC is built from the ground up on parent leadership. We do not seek merely to recruit parents to help us accomplish our plans and purposes as a school. Rather we understand our role to be to help the parents accomplish their plans and purposes with their students. The GHSC methodology requires parents to be dedicated to their child's education in a daily, hands-on way. We maintain an open-door philosophy to encourage parent input in planning, teaching, and organizing the GHSC program. The Western Sierra Charter Schools Governing Board includes four parents on its seven-member board. Furthermore, as part of their agreement with the school, parents (or assigned responsible adult) will:

- Participate in an orientation meeting with the staff to discuss parent responsibility and to determine goals and objectives for their individual students.
- Oversee their children's education in all subject areas, keep a record of studies, and keep a file of student work.
- Schedule appointments and meet with the Advising Teacher and student at least once every one to four weeks, bringing record of studies and samples of work for each student.

- Be strongly encouraged to participate in a minimum of one school sponsored event or activity per semester.
- Stay informed of current events and activities offered at the school by any or all of the following means:
  - Monitoring and reading Parent Square emails
  - Reading GHSC monthly newsletter
  - Checking the School website
  - Noting the school bulletin board for information
  - Checking the individual family "mailbox" for messages

Element 5: Employee Qualifications

All GHSC teachers are required to hold the Commission on Teacher Credentialing certificate, permit, or other document appropriate for the teacher's certificated assignment, as well as a knowledge and experience base identified on the job description of a charter school teacher.

WSCS may also employ or retain non-certificated instructional support staff to support teachers where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. All non-instructional staff will possess experience and expertise appropriate for their position within the Charter School as outlined in the Charter School's staffing plan and the Charter School's adopted personnel policies.

Element 6: Health and Safety Procedures

The following is a summary of the health and safety policies of the Charter School:

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections

44830.1 and 45122.1. The Executive Director of the Charter School shall monitor compliance with this policy and report to the Charter Board of Directors on a regular basis. The Board Chair shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer on an ongoing, regular basis outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

All enrolled students will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing and scoliosis. The Charter School

will adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by the Charter School.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 9 through 12 of human trafficking prevention resources.

Menstrual Products

The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of this section in a prominent and conspicuous location in every restroom required to stock menstrual products, available and accessible, free of cost, pursuant to this section. This notice shall include the text of this section and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each schoolday. The Charter School shall provide this meal for any eligible student on any schoolday that the student is scheduled for educational activities, as defined in Education Code Section 49010, lasting two or more hours, at a schoolsite, resource center, meeting space, or other satellite facility operated by the Charter School.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 9-12 at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
- procedures for conducting tactical responses to criminal incidents

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Bloodborne Pathogens

The Charter School shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus and hepatitis B virus ("HBV"). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug, Alcohol, and Smoke-Free Environment

The Charter School shall function as a drug, alcohol, and smoke-free environment.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including

employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired.

Element 7: Student Population Balance

Glacier High School Charter will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district.

Element 8: Admission Policies and Procedures

"Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e)." Ed. Code § 47605(c)(5)(H).

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

Glacier High School Charter will admit all pupils who wish to attend the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter

Deleted: will strive to maintain racial and ethnic balance among its pupils that is reflective of the general populations within the territorial jurisdiction of the District.

School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605e()(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents

Glacier High School will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youth.

Glacier High School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. The Charter School will not request submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, or as a condition of admission or enrollment. Pursuant to Education Code Section 47605(e)(2)(A), for a student who has an IEP and wants to participate in independent study, a determination will be made as to whether independent study is appropriate within 30 days, and if appropriate, written into the IEP. The Charter School may request information necessary to apply specific admissions preferences set forth in this Charter.

No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. Post-matriculation, various assessments may be administered to further determine readiness or maintenance of the said grade.

I.   Public Random Drawing

The Charter School will operate an admissions process, which shall include reasonable time for all of the following: (1) voluntary information sessions for students and parents held at the school site; (2) an application period; (3) public random drawing ("lottery"), if necessary; and (4) enrollment. The Charter School may fill vacancies or openings that become available after this process by holding an additional public random drawing ('lottery"), if necessary.

Glacier High School will schedule regular informational meetings for parents and prospective students throughout the year. During these meetings, parents and students will be informed on the educational philosophy, what the school provides, requirements, and other information about Glacier High School, along with details about the application and lottery procedures and timing (if necessary), including statement that parents need not attend the lottery to secure a space for their child. Glacier High School will maintain a list of all applications of prospective students throughout the year.

A. Admission Process and Open Application

The Charter School shall require students who wish to attend the Charter School to complete an Application Form. Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. The Application Form includes the student's name, grade, birthdate, home address, email, and phone, and student school district of residence. All interested families will be required to submit a completed Application Form directly to the Charter School before 3:00 p.m. on the date of the annual Application deadline. Following the open application period each year, applications shall be counted to determine whether any grade span has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing (or "lottery") to determine admission for the impacted grade span, with the exception of existing students, who are guaranteed admission in the following school year.

In the event there are fewer Applications submitted than spaces available for

a particular grade as of the application deadline, all applicants will be admitted and emailed the link for the Enrollment Packet; the Charter School will continue to conduct outreach.

After admission, students will be required to submit an Enrollment Packet, which shall include the following:

1. Student enrollment/registration form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records[2]
7. As applicable, current expulsion order
8. As applicable, prior evaluation by any previously-attended school as to whether remaining in independent study is in the best interest of the student pursuant to Education Code Section 51747(b).

Upon a determination that a student who has been offered admission is under a current expulsion order from another local educational agency, registration of the student shall be strictly conditioned upon the requirements of Education Code Sections 48915.2 and 48918. Upon a determination that a student who has been offered admission has been the subject of an evaluation pursuant to Education Code Section 51747(b), as to whether it is in the best interests of the student to remain in independent study, the Charter School will review the written records of the findings in the Student Record. If the Charter School or another local educational agency has determined that it is not in the best interest of the pupil to remain in independent study, registration will cease and the student will not be enrolled in the Charter School. The model of education within the Charter School is independent study and if independent study is not appropriate for an enrolling student, in accordance with Education Code Section 51746(b)(1), registration will not be in the student's best interest. If it is discovered after enrollment of a student that a current expulsion order exists or the Charter School or another LEA made a prior determination that it is not in the best interests of the student to remain in independent study, the Charter School will proceed with its involuntary removal procedures as described below in Element 10 and in accordance with the legal requirements described in Education Code Section 47605.

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[2] In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

B. Public Random Drawing Procedures

Policy and Procedures for Public Random Drawing of Potential Students at a WSCS School

Background:
California Education Code 47605.6(e)(2)(B) states the following:
If the number of pupils who wish to attend the charter school exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the county except as provided for in Section 47614.5. Other preferences may be permitted by the chartering authority on an individual charter school basis and only if consistent with the law.

Education Code 47605.6 means that, should the number of students interested in enrolling in a Western Sierra Charter Schools (WSCS) school exceed the available open spots, WSCS will hold a public random drawing for the purpose of creating a ranked list of those potential students.

Pursuant to this Education Code, Western Sierra Charter Schools hereby implements the following policy.

Procedure:

1. All students who are interested in enrollment in a WSCS school must first fill out the Application Form.
2. If there is not space currently available in the desired school the school will hold a public random drawing (lottery) for the purpose of creating a ranked list of those potential students.
3. Prior to lottery, people on wait list students who have completed the Application Form will be contacted and given information on lottery date, deadline to respond to school admission offer, and will also be given a family number for lottery purposes. This number will be used on the website after the lottery so that families can see their placement in a confidential manner. This number and family information will be written on their lottery card which will then be used for lottery drawing.
4. Priority will be given to students in the following order
   a. Staff or WSCS Board member with a child to enroll
   b. Sibling of a student already enrolled in another WSCS school
   c. Grade level of student

        d. Students residing in the boundaries of authorizing school district
        e. All other applicants

5. Each priority group will be drawn as necessary, beginning with priority letter "a", then priority letter "b" and so on (See #4 above).

6. Students will then be drawn by family. This means that when we draw a family's number all students who have submitted an Application Form in that family who have will be able to enroll (except in the case where we have less spaces available than there are students in the family--in that case we would give that family priority for the next openings as they would fall into category "b" in priority (see above).

7. After lottery, families would be listed on our website in the ranked order they were drawn using their assigned number.

8. Families will be responsible to make contact with the school and will have 48 hours to contact us to accept or deny Admission offer. If the 48 hour time period falls on either a weekend or holiday then the deadline would be within school business hours. Families would know deadline ahead of time.

9. Contact to accept Admission offer can be made by either phone call, email, or filling out a contact form on the website.

10. Upon acceptance of Admission Offer, student/ family will be given the link to the Enrollment Packet

11. Should families not submit their Enrollment Forms within a clearly designated amount of time, their acceptance shall be forfeited.

12. Lotteries will be open to the public and announced on our websites 72 hours in advance. They will be held at the appropriate school's location.

13. As spaces open throughout the year we will contact families on the current ranked lottery list until the list is exhausted.

14. A ranked lottery list is only valid through the school year it was performed. Families that were not enrolled in the current school year can reapply for admission for the following year.

15. If new families fill out the Application Form after the current lottery drawing, they will be placed on a wait list for the next lottery drawing.

The Board of Directors may review and revise the Admission, Enrollment and Public Random Drawing policy, including admission preferences, as necessary.

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces will be pulled by the Executive Director-designated lottery official, and recorded by a Charter School employee.

Glacier High School staff will be available to assist families in completing the Enrollment forms. A voluntary orientation meetings will be held during throughout the school year to provide parents and students with more information about the Charter School and answer their questions. Attendance is not required. Should a family decline the position, the next family on the list will be contacted until the open position is filled.

Should families not submit their complete Enrollment Packet (See above) within a clearly designated amount of time, their acceptance shall be forfeited.

Element 9: Independent Financial Audit

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

Western Sierra Charter Schools Board, on behalf of Glacier High School Charter, will arrange for an annual audit. The audit will be prepared by a qualified Certified Public Accountant who has educational institution audit experience and is approved by the State Controller on its published list as an educational audit provider. The audit will verify the accuracy of the Charter School's financial statements, attendance and enrollment, accounting practices, and review the Charter School's internal controls. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. WSCS administrative staff will review any audit exceptions or deficiencies and report to the WSCS Board with recommendations on how to resolve them. The WSCS Executive Director will report to YUSD regarding how the exceptions and deficiencies have been or will be resolved, to the satisfaction of the District along with an anticipated

timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

Element 10: Suspensions and Expulsions and Involuntary Removals

Students of the GHSC may be suspended or expelled from the Charter School in accordance with the suspension and expulsion policies and procedures adopted by the Charter School Board of Directors which are incorporated herein by reference. Students of the GHSC may be involuntarily removed from the Charter School for noncompliance with the independent study policy and master agreement in accordance with the involuntary removal policies and procedures adopted by the Charter School Board of Directors which are incorporated herein by reference.

Element 11: Retirement Systems

All certificated employees of Glacier High School Charter will participate with the State Teachers' Retirement System (STRS) or the Public Employees' Retirement System (PERS) as appropriate and eligible. All non-certificated employees of Glacier High School Charter will participate in PERS and federal social security.

WSCS will ensure that appropriate arrangements for coverage have been made. Further, WSCS will ensure that all other employee and payroll related matters including; workers compensation insurance, unemployment insurance, and any other payroll obligations of an employer will be processed appropriately.

Element 12: Public School Attendance Alternatives

No student may be required to attend the Charter School. Students who reside within the boundaries of YUSD who choose not to attend GHSC may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-district transfer policies. Parents and guardians of each student enrolled

in GHSC will be informed on admissions forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

Element 13: Employee Return Rights

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at GHSC will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

Sick or vacation leave at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Element 14: Dispute Resolution

- **Intent**

The intent of this dispute resolution process is to: (1) resolve disputes within the Charter School pursuant to the Charter School's policies, (2) minimize the oversight burden on the District, (3) ensure a fair and timely resolution to disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

- **Disputes Arising from within the Charter School**

Disputes arising from within the Charter School, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the Charter School, shall be resolved pursuant to policies and processes developed by the Charter

School. If the District receives any complaints about the Charter School, it shall promptly forward them to GHSC.

The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

- **Disputes between the Charter School and the District**

In the event that the Charter School or the District have disputes regarding the terms of this charter, both parties agree to follow the process outlined below.

In the event of a dispute between the Charter School and the District, the staff and governing board members of the Charter School and District agree to first frame the issue in written format and refer the issue to the Superintendent of the District and Executive Director of GHSC.

The Executive Director and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with the Superintendent of the District and the Executive Director of the Charter School and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the Superintendent and the Executive Director shall meet to jointly identify a neutral, third party arbitrator. The format of the arbitration session shall be developed jointly by the Superintendent and Director, and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the arbitrator shall be binding.

Element 15: Closure Procedures

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The Executive Director of the Charter School, or other person as determined by the Board, shall be responsible for closure-related activities.

The Charter School will promptly notify parents and students of the Charter School, the Yosemite Unified School District, the Madera County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with FERPA. The Charter School will ask the District to store original records of Charter School students. All records of the Charter School shall be transferred to the District upon School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit.

The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the charter school.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

Upon closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C.§ 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the District or District property will be promptly returned upon School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

Miscellaneous Provisions

Budget and Financial Reporting

The Charter School shall provide reports to the District as follows, and may provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.

2. By July 1, an annual update required pursuant to Education Code Section 47606.5.

3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.

4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

Facilities

Glacier High School's primary location for all educational and administrative services is in Madera County within the geographical boundaries of Yosemite Unified School District. The address is: 41267 Highway 41, Oakhurst, CA.

Administrative Services

The GHSC will provide or procure its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

Potential Civil Liability Effects

The Charter School shall be operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School intends to enter into a memorandum of understanding with the District, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

Insurance amounts shall be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Oversight and Renewal

The Yosemite Unified School District may inspect or observe Glacier High School Charter as necessary pursuant to Ed. Code Section 47604.32 and

47607. Glacier High School shall meet the minimum academic performance requirements for renewal pursuant to Ed. Code Sections 47607 or 47607.2.

Term of the Charter

The term of this charter shall begin on July 1, 2024 and expire five years June 30, 2029.

Material Revisions

Any material revisions to this charter shall be made upon the mutual agreement of the governing boards of the Charter School and the District. Material revisions shall be considered pursuant to the standards, criteria, and timelines in Education Code Section 47605.

ADMISSIONS, ENROLLMENT, PUBLIC RANDOM DRAWING POLICY

DRAFT

I.   Introduction

The goal of the admissions policy of Western Sierra Charter Schools (hereinafter "Schools") is to attract, enroll and retain children of parents (or guardians) who are seeking to be their child's primary educator. This is sometimes called homeschooling, independent study, home based education, or non-classroom based education. Whatever the term, the fundamental matter is the primacy of the parent's role and responsibility in the education of their child.

II.   Admission Policies, Procedures, and Requirements

"Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e)." Ed. Code § 47605(c)(5)(H).

The Schools will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

Schools will admit all pupils who wish to attend the Schools. The Schools will comply with all laws establishing minimum and maximum age for public school attendance in Schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.   In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Schools shall not discourage a pupil from enrolling or seeking to enroll in the Schools for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605e()(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Schools shall not encourage a pupil currently attending the Schools to disenroll from the Schools or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Schools shall post a notice developed by the CDE on the Schools website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

WESTERN SIERRA CHARTER SCHOOLS

ADMISSIONS, ENROLLMENT, PUBLIC RANDOM DRAWING POLICY

DRAFT

Schools will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youth.

Schools shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. The Schools will not request submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, or as a condition of admission or enrollment. Pursuant to Education Code Section 47605(e)(2)(A), for a student who has an IEP and wants to participate in independent study, a determination will be made as to whether independent study is appropriate within 30 days, and if appropriate, written into the IEP. The Schools may request information necessary to apply specific admissions preferences set forth in this Charter.

No test or assessment shall be administered to students prior to acceptance and enrollment into the Schools. Post-matriculation, various assessments may be administered to further determine readiness or maintenance of the said grade.

III. Public Random Drawing

The Schools will operate an admissions process, which shall include reasonable time for all of the following: (1) voluntary information sessions for students and parents held at the school site; (2) an application period; (3) public random drawing ("lottery"), if necessary; and (4) enrollment. The Schools may fill vacancies or openings that become available after this process by holding an additional public random drawing ('lottery"), if necessary.

Schools will schedule regular informational meetings for parents and prospective students throughout the year. During these meetings, parents and students will be informed on the educational philosophy, what the school provides, requirements, and other information about Schools, along with details about the application and lottery procedures and timing (if necessary), including statement that parents need not attend the lottery to secure a space for their child. Schools will maintain a list of all applications of prospective students throughout the year.

IV. Admission Process and Open Application

The Schools shall require students who wish to attend the Schools to complete an Application Form. Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. The Application Form includes the student's

name, grade, birthdate, home address, email, and phone, and student school district of residence. All interested families will be required to submit a completed Application Form directly to the Schools before 3:00 p.m. on the date of the annual Application deadline. Following the open application period each year, applications shall be counted to determine whether any grade span has received more applications than availability. In the event that this happens, the Schools will hold a public random drawing (or "lottery") to determine admission for the impacted grade span, with the exception of existing students, who are guaranteed admission in the following school year.

In the event there are fewer Applications submitted than spaces available for a particular grade as of the application deadline, all applicants will be admitted and emailed the link for the Enrollment Packet; the Schools will continue to conduct outreach.

Admission Eligibility and Requirements
In order to be eligible for enrollment in the Schools, students must meet the following eligibility requirements:
- All students must have successfully completed their education through the grade level prior to the grade in which they are seeking to enroll.
- All students must have been fully immunized and present the appropriate health examination record in accordance with the California Health and Safety Code.
- All Transitional Kindergarten students must be age 5 between September 2 and April 2.
- All Kindergarten students must be age 5 on or before September 1 of the school year in which he/she seeks enrollment.
- No student may concurrently attend a private school that charges the student's family for tuition.
- All students and their parents or guardians must read, agree to and sign the Schools' Master Independent Study Agreement.
- All students shall be documented as residents of the county the School is authorized in or an adjacent county.

In order to ensure that all students will be placed appropriately and benefit fully from the education program, the following documentation and procedures are required to complete registration and finalize student enrollment. Failure to comply with any of these procedures may result in denial of admission. An admitted student may be involuntarily withdrawn from the School if failure to comply with these procedures is discovered after admission has been granted.

After admission, students will be required to submit an **Enrollment Packet**, which shall include the following:

1. Student enrollment/registration form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form

5. Proof of minimum age requirements
6. Release of records[1]
7. As applicable, current expulsion order
8. As applicable, prior evaluation by any previously-attended school as to whether remaining in independent study is in the best interest of the student pursuant to Education Code Section 51747(b).

Upon a determination that a student who has been offered admission is under a current expulsion order from another local educational agency, registration of the student shall be strictly conditioned upon the requirements of Education Code Sections 48915.2 and 48918. Upon a determination that a student who has been offered admission has been the subject of an evaluation pursuant to Education Code Section 51747(b), as to whether it is in the best interests of the student to remain in independent study, the Schools will review the written records of the findings in the Student Record. If the Schools or another local educational agency has determined that it is not in the best interest of the pupil to remain in independent study, registration will cease and the student will not be enrolled in the Schools. The model of education within the Schools is independent study and if independent study is not appropriate for an enrolling student, in accordance with Education Code Section 51746(b)(1), registration will not be in the student's best interest. If it is discovered after enrollment of a student that a current expulsion order exists or the Schools or another LEA made a prior determination that it is not in the best interests of the student to remain in independent study, the Schools will proceed with its involuntary removal procedures as described below in Element 10 and in accordance with the legal requirements described in Education Code Section 47605.

V.   Public Random Drawing Procedures

Policy and Procedures for Public Random Drawing of Potential Students at a WSCS School

Background:
California Education Code 47605.6(e)(2)(B) states the following:

> *If the number of pupils who wish to attend the Schools exceeds the school's capacity, attendance, except for existing pupils of the Schools, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the Schools and pupils who reside in the county except as provided for in Section 47614.5. Other preferences may be permitted by the chartering authority on an individual Schools basis and only if consistent with the law.*

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[1] In accordance with Education Code Section 47605(e)(4)(B), the Schools shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Schools before enrollment.

WESTERN SIERRA CHARTER SCHOOLS

ADMISSIONS, ENROLLMENT, PUBLIC RANDOM DRAWING POLICY

DRAFT

Education Code 47605.6 means that, should the number of students interested in enrolling in a Western Sierra Schools (WSCS) school exceed the available open spots, WSCS will hold a public random drawing for the purpose of creating a ranked list of those potential students.

Pursuant to this Education Code, Western Sierra Schools hereby implements the following policy.

Procedure:

1. All students who are interested in enrollment in a WSCS school must first fill out the Application Form.
2. If there is not space currently available in the desired school the school will hold a public random drawing (lottery) for the purpose of creating a ranked list of those potential students.
3. Prior to lottery, people on wait list students who have completed the Application Form will be contacted and given information on lottery date, deadline to respond to school admission offer, and will also be given a family number for lottery purposes. This number will be used on the website after the lottery so that families can see their placement in a confidential manner. This number and family information will be written on their lottery card which will then be used for lottery drawing.
4. Priority will be given to students in the following order
   a. Staff or WSCS Board member with a child to enroll
   b. Sibling of a student already enrolled in another WSCS school
   c. Grade level of student
   d. Students residing in the boundaries of authorizing school district
   e. All other applicants
5. Each priority group will be drawn as necessary, beginning with priority letter "a", then priority letter "b" and so on (See #4 above).
6. Students will then be drawn by family. This means that when we draw a family's number all students who have submitted an Application Form in that family who have will be able to enroll (except in the case where we have less spaces available than there are students in the family--in that case we would give that family priority for the next openings as they would fall into category "b" in priority (see above).
7. After lottery, families would be listed on our website in the ranked order they were drawn using their assigned number.
8. Families will be responsible to make contact with the school and will have 48 hours to contact us to accept or deny Admission offer. If the 48 hour time period falls on either a weekend or holiday then the deadline would be within school business hours. Families would know deadline ahead of time.
9. Contact to accept Admission offer can be made by either phone call, email, or filling out a contact form on the website.
10. Upon acceptance of Admission Offer, student/ family will be given the link to the Enrollment Packet

11. Should families not submit their Enrollment Forms within a clearly designated amount of time, their acceptance shall be forfeited.
12. Lotteries will be open to the public and announced on our websites 72 hours in advance. They will be held at the appropriate school's location.
13. As spaces open throughout the year we will contact families on the current ranked lottery list until the list is exhausted.
14. A ranked lottery list is only valid through the school year it was performed. Families that were not enrolled in the current school year can reapply for admission for the following year.
15. If new families fill out the Application Form after the current lottery drawing, they will be placed on a wait list for the next lottery drawing.

The Board of Directors may review and revise the Admission, Enrollment and Public Random Drawing Policy as necessary.

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces will be pulled by the Executive Director-designated lottery official, and recorded by a School's employee.

School staff will be available to assist families in completing the Enrollment forms. Voluntary orientation meetings will be held, as necessary, throughout the school year to provide parents and students with more information about the Schools and answer their questions. Attendance is not required. Should a family decline the position, the next family on the list will be contacted until the open position is filled.

Should families not submit their complete Enrollment Packet (See above) within a clearly designated amount of time, their acceptance shall be forfeited.

Adopted: 6/13/2023

I.   Introduction

The goal of the admissions policy of Western Sierra Charter Schools (hereinafter "Schools") is to attract, enroll and retain children of parents (or guardians) who are seeking to be their child's primary educator. This is sometimes called homeschooling, independent study, home based education, or non-classroom based education. Whatever the term, the fundamental matter is the primacy of the parent's role and responsibility in the education of their child. The Schools will be nonsectarian in their programs, admissions policies, employment practices and all other operations. The Schools will not charge tuition and the Schools will not discriminate in admissions or outreach against any pupil on the basis of ethnicity, national origin, gender, disability or any other legally protected category pursuant to Education Code Section 220, including immigration status.

II.   Admission and Requirements for Admission

The Schools are open to any student in the State of California who meets the admissions requirements described herein. If the number of pupils who wish to attend the School exceeds the school's capacity, attendance (except for existing pupils of the charter school) shall be determined by a public random drawing, the process for which is described below.

The School shall admit all pupils who wish to attend the School. No test or assessment shall be administered to students prior to acceptance and enrollment into the School. The School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the School shall not encourage a pupil currently attending the School to disenroll from the School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

Admission Eligibility and Requirements

In order to be eligible for enrollment in the Schools, students must meet the following eligibility requirements:

WESTERN SIERRA CHARTER SCHOOLS

ADMISSIONS AND ENROLLMENT POLICY

- ➢ All students must have successfully completed their education through the grade level prior to the grade in which they are seeking to enroll.

- ➢ All students must have been fully immunized and present the appropriate health examination record in accordance with the California Health and Safety Code.

- ➢ All Transitional Kindergarten students must be age 5 between September 2 and December 2 of the current school year.

- ➢ All Kindergarten students must be age 5 on or before September 1 of the school year in which he/she seeks enrollment.

- ➢ No student may concurrently attend a private school that charges the student's family for tuition.

- ➢ All students and their parents or guardians must read, agree to and sign the Schools' Master Independent Study Agreement.

- ➢ All students shall be documented as residents of the county the school is authorized in or an adjacent county.

In order to ensure that all students will be placed appropriately and benefit fully from the education program, the following documentation and procedures are required to complete registration and finalize student enrollment. Failure to comply with any of these procedures may result in denial of admission. An admitted student may be involuntarily withdrawn from the School if failure to comply with these procedures is discovered after admission has been granted.

- ➢ The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, students will be required to submit an enrollment packet, which shall include the following:

  - • Completion of a student enrollment form
  - • Proof of Immunizations
  - • Home Language Survey
  - • Completion of Emergency Medical Information Form
  - • Proof of minimum age requirements
  - • Application for Free or Reduced-Price Meal
  - • Release of records[1]
  - • As applicable, current expulsion order
  - • As applicable, prior evaluation by any previously-attended school as to whether remaining in independent study is in the best interest of the student pursuant to Education Code Section 51747(b).
  - •

- ➢ Parents/guardians/caregivers shall attend an information meeting or its equivalent. At the Schools' discretion this meeting may be by phone.

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[1] In accordance with Education Code Section 47605(e)(4)(B), the School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the School before enrollment.

The School shall follow any required procedures for the transfer of a program between SELPAs.

Upon a determination that a student selected in the lottery is under a current expulsion order from another local educational agency, registration of the student shall be strictly conditioned upon the requirements of Education Code Section 48915.2 and 48918. Upon a determination that a student selected in the lottery has been the subject of an evaluation pursuant to Education Code Section 51747(b), as to whether it is in the best interests of the student to remain in independent study, the Charter School will review the written records of the findings in the Student Record. If the Charter School or another local educational agency has determined that it is not in the best interest of the pupil to remain in independent study, registration will cease. The model of education within the Charter School is independent study and if independent study is not appropriate for an enrolling student, in accordance with Education Code Section 51746(b)(1), registration will not be in the student's best interest.

III. Preferences

Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing (or "lottery") to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year.:

- ➢ Children of staff and governing board members;

- ➢ Siblings of students admitted to or attending the School;

- ➢ Pupils matriculating from one WSCS school to another;

- ➢ Students residing within the boundaries of the authorizing district.

IV. Enrollment Process and Guidelines

There will be an open enrollment period each year, which will be advertised within the school community so that all interested students may have an equal opportunity to apply for admission. The deadline for accepting applications will be clearly stated.

The process for enrollment proceeds as follows, (not necessarily in the exact order provided):

- ➢ The Schools will determine class size/configuration for the school year;
- ➢ The Schools will solicit from current students and or their parents/guardians their intention to return the following year;
- ➢ The Schools will solicit from parents/guardians of current students their intention to apply for admission for siblings of current students;
- ➢ The Schools will host Information Open House Meeting(s) and record attendance;
- ➢ The Schools will schedule school tours;

WESTERN SIERRA CHARTER SCHOOLS

ADMISSIONS AND ENROLLMENT POLICY

➢ The Schools will establish and hold an open enrollment period so that all interested students may have an equal opportunity to apply for admission;

➢ The Schools will determine the number of returning students at each level;

➢ The Schools will determine the number of new students at each level;

➢ After the students in the preferred categories are placed, the remaining students will be placed pursuant to a random public drawing;

➢ The Schools will hold a random public drawing, if necessary (See WSCS Public Random Drawing Policy);

➢ The Schools will notify the families of the applicants who are drawn accepted as well as those who were not drawn and thereby not accepted;

➢ Non-accepted families will be placed on the waitlist in the order in which the students are drawn from the random public drawing.

Once on the ranked, lottery wait list, a student will remain in that position until he/she is offered a spot in the school or expresses no further interest. If families from the wait list are offered a position, they must accept that position within 48 hours or if they decline or fail to respond within 48 hours they will be removed from the wait list.

Adopted: 1/20/2010

Amended: 5/16/23

Policy and Procedures for Public Random Drawing of Potential Students at WSCS

Background:
California Education Code 47605.6(e)(2)(B) states the following:

> If the number of pupils who wish to attend the charter school exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the county except as provided for in Section 47614.5. Other preferences may be permitted by the chartering authority on an individual charter school basis and only if consistent with the law.

Education Code 47605.6 means that, should the number of students interested in enrolling in a Western Sierra Charter Schools (WSCS) school exceed the available open spots, WSCS will hold a public random drawing for the purpose of creating a ranked list of those potential students.

Pursuant to this Education Code, Western Sierra Charter Schools hereby implements the following policy.

Procedure:

1. All students who are interested in enrollment in a WSCS school must first fill out the Application Form.
2. If there is not space currently available in the desired school the school will hold a public random drawing (lottery) for the purpose of creating a ranked list of those potential students.
3. Prior to lottery, ~~people on wait list~~ students who have completed the Application Form will be contacted and given information on lottery date, deadline to respond to school admission offer, and will also be given a family number for lottery purposes. This number will be used on the website after the lottery so that families can see their placement in a confidential manner. This number and family information will be written on their lottery card which will then be used for lottery drawing.
4. Priority will be given to students in the following order
   a. Staff or WSCS Board member with a child to enroll
   b. Sibling of a student already enrolled in another WSCS school
   c. Grade level of student
   d. Students residing in the boundaries of authorizing school district
   e. All other applicants
5. Each priority group will be drawn as necessary, beginning with priority letter "a", then priority letter "b" and so on (See #4 above).
6. Students will then be drawn by family. This means that when we draw a family's number all students who have submitted an Application Form in that family ~~who have~~ will be able to enroll (except in the case where we have less spaces available than there are students in the family--in that case we would give that family priority for the next openings as they would fall into category "b" in priority (see above).
7. After lottery, families would be listed on our website in the ranked order they were drawn using their assigned number.

8. Families will be responsible to make contact with the school and will have 48 hours to contact us to accept or deny Admission offer. If the 48 hour time period falls on either a weekend or holiday then the deadline would be within school business hours. Families would know deadline ahead of time.
9. Contact to accept Admission offer can be made by either phone call, email, or filling out a contact form on the website.
10. Upon acceptance of Admission Offer, student/ family will be given the link to the Enrollment Packet
11. Should families not submit their Enrollment Forms within a clearly designated amount of time, their acceptance shall be forfeited.
12. Lotteries will be open to the public and announced on our websites 72 hours in advance. They will be held at the appropriate school's location.
13. As spaces open throughout the year we will contact families on the current lottery until the list is exhausted.
14. A lottery list is only valid through the school year it was performed. Families that were not enrolled in the current school year can reapply for admission for the following year.
15. If new families fill out the Application Form after the current lottery drawing, they will be placed on a new list for the next lottery.

Adopted: May 24, 2017
Amended: May 23, 2019
Amended: May 21, 2020

Potential WSCS Board Meeting Dates for 2023-2024 School Year

Next year's Board meetings will be in person at Endeavor.

This first option are Tuesday meetings at 3:00 PM.

September 12, 2023
November 14, 2023
January 16, 2024
March 12, 2024
May 14, 2024
June 18, 2024

This second option are Wednesday meetings at 2:00 PM.

September 13, 2023
November 15, 2023
January 17, 2024
March 13, 2024
May 15, 2024
June 19, 2024

Condensed Estimated Actual Budgets for 22-23 as of 5/31/23

2022-23 Estimated Actuals

Revenues	Mountain Home	Glacier	Endeavor	WSCS
LCFF Sources	2,140,322	1,057,102	3,566,655	6,764,079
Federal Revenue	-	-	84,244	84,244
Other State Revenue	513,539	183,211	590,738	1,287,488
Other Local Revenue	103,116	40,512	245,054	388,682
Total Revenue	2,756,977	1,280,825	4,486,691	8,524,493
Expenditures				
Certificated Salaries	843,168	450,991	1,356,942	2,651,101
Classified Salaries	221,650	89,317	367,788	678,755
Employee Benefits	479,626	235,333	744,410	1,459,369
Books and Supplies	139,480	48,828	232,464	420,772
Services and Other Operating	301,534	128,533	719,696	1,149,763
Capital Outlay	133,200	46,800	-	180,000
Total Expenditures	2,118,658	999,802	3,421,300	6,539,760
Excess of Revenues Over Expenditures	638,319	281,023	1,065,391	1,984,733