

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Charter Alternative Program

CDS Code: 09100900123521

School Year: 2022-23

LEA contact information:

Steve Bryant

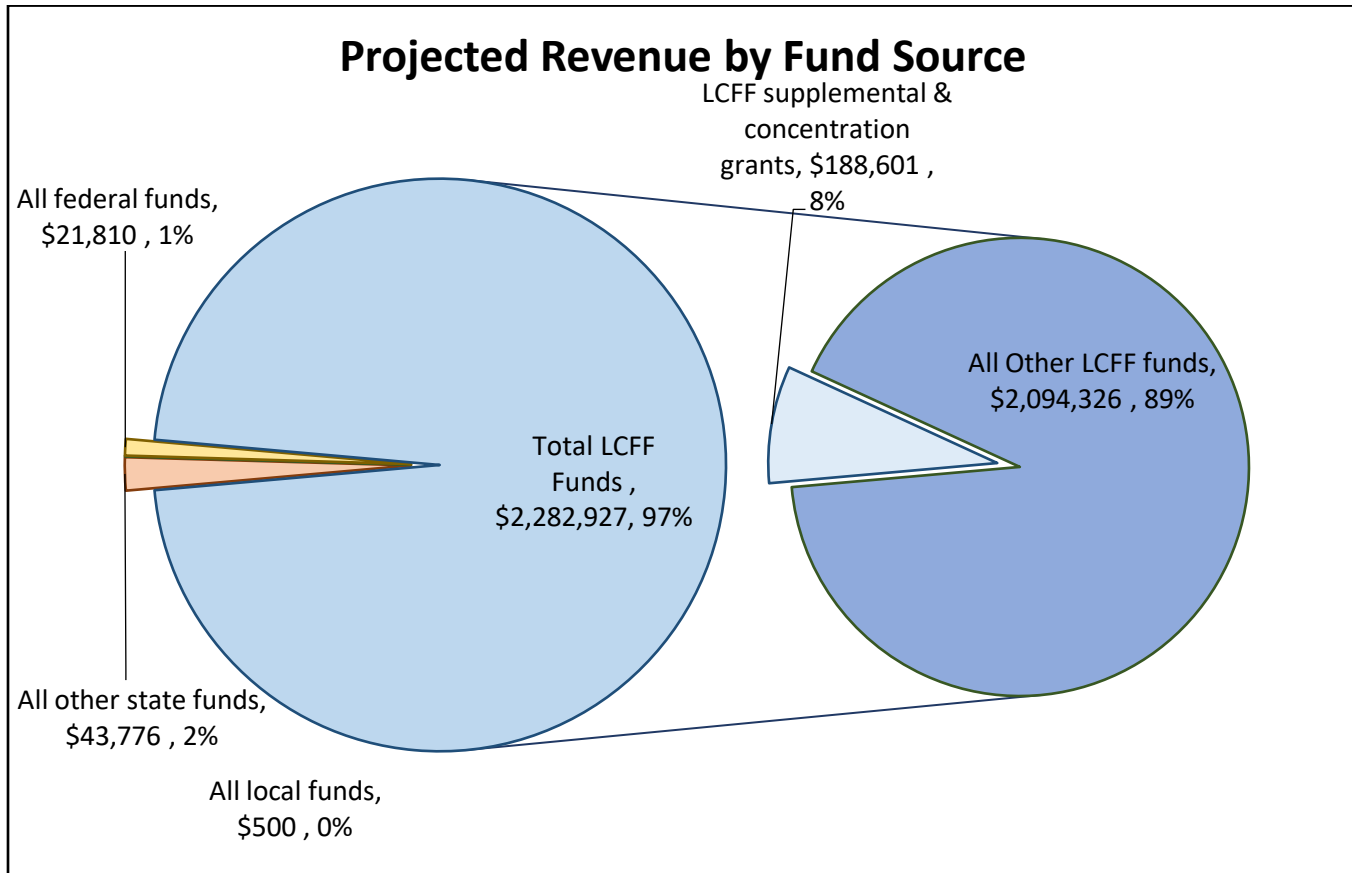
Principal

sbryant@edcoe.org

530-622-6984

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

## Budget Overview for the 2022-23 School Year

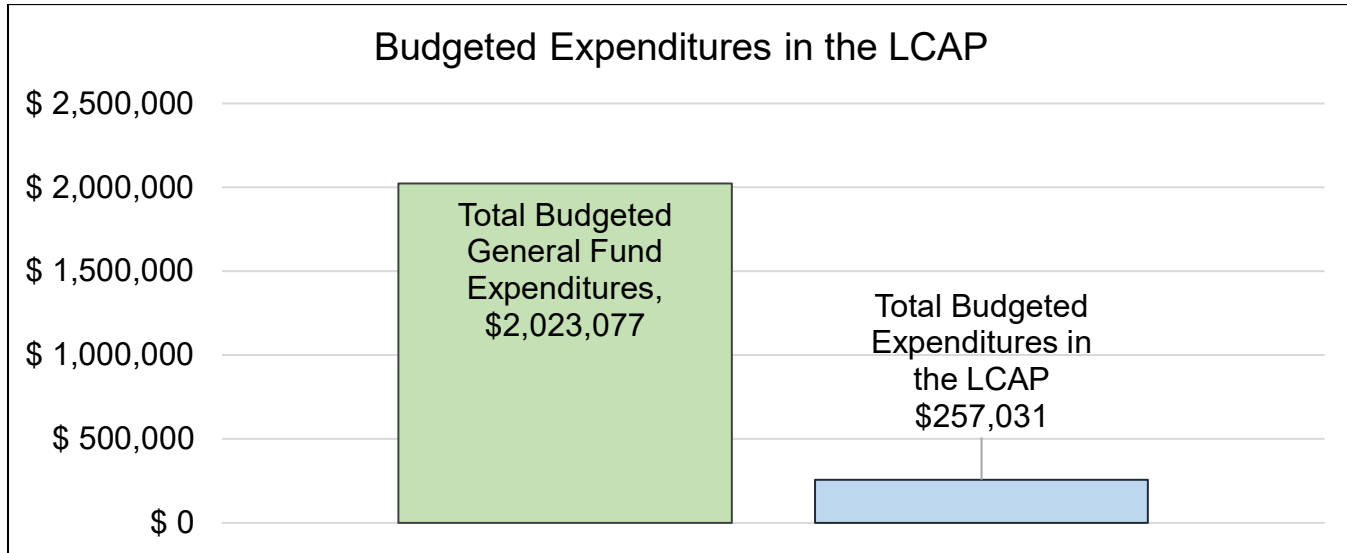


This chart shows the total general purpose revenue Charter Alternative Program expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Charter Alternative Program is \$2,349,013, of which \$2,282,927 is Local Control Funding Formula (LCFF), \$43,776 is other state funds, \$500 is local funds, and \$21,810 is federal funds. Of the \$2,282,927 in LCFF Funds, \$188,601 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Charter Alternative Program plans to spend \$2,023,077 for the 2022-23 school year. Of that amount, \$257,031 is tied to actions/services in the LCAP and \$1,766,046 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General fund expenditures not included in the LCAP cover the annual operating costs of the program for utilities, maintenance, technology infrastructure and supports as well as teacher and support staff salaries.

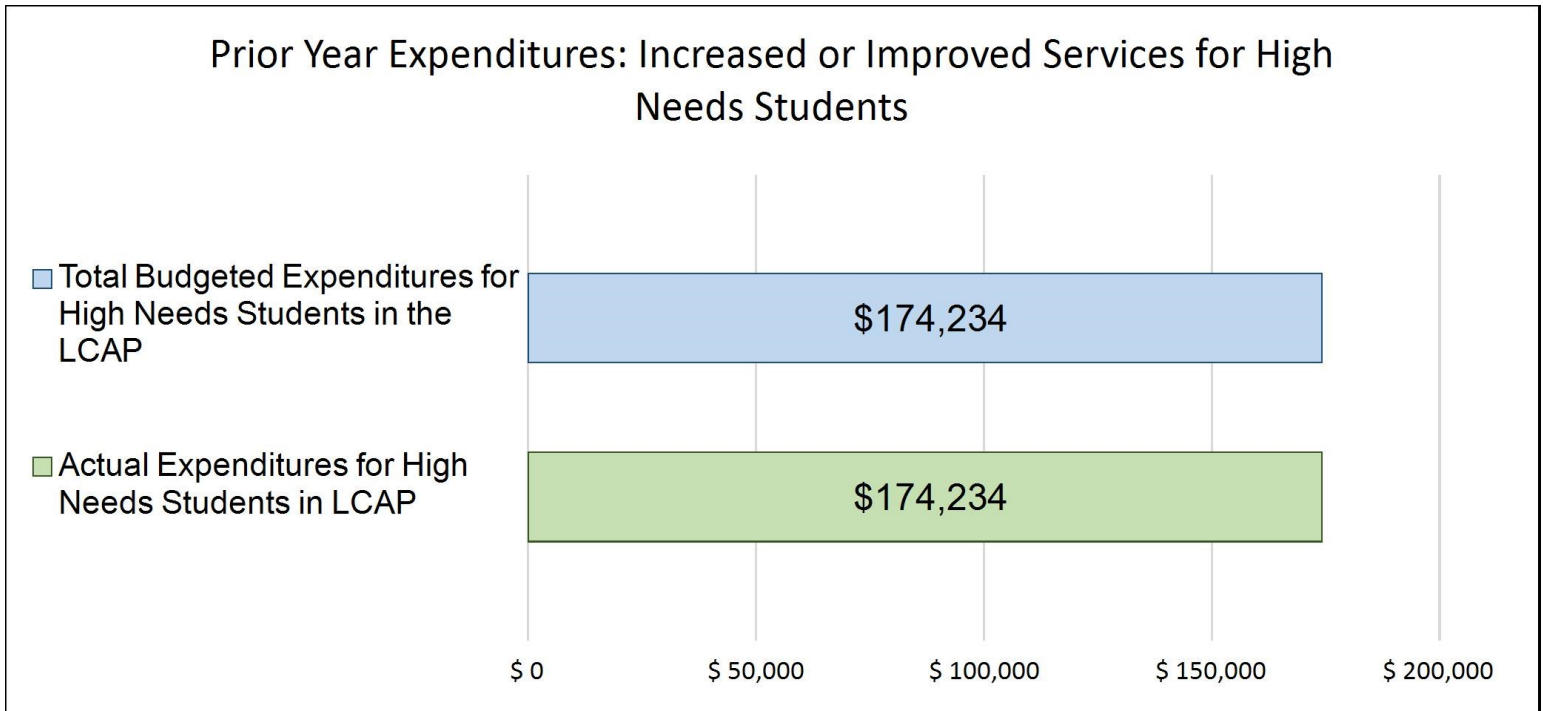
## Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Charter Alternative Program is projecting it will receive \$188,601 based on the enrollment of foster youth, English learner, and low-income students. Charter Alternative Program must describe how it intends to increase or improve services for high needs students in the LCAP. Charter Alternative Program plans to spend \$188,601 towards meeting this requirement, as described in the LCAP.

CAP will utilize the funds to increase or improve services in the following areas: Increasing the number of supports outside of the regular school day. This will include learning labs, tutoring, and additional support from key staff members for students. The school will also utilize the funds to ensure the ratio of students to teachers is less than 20:1 in all classes. Additional funds will be spent on professional development for staff to improve the effectiveness of instruction for unduplicated students.

## LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2021-22, Charter Alternative Program's LCAP budgeted \$174,234 for planned actions to increase or improve services for high needs students. Charter Alternative Program actually spent \$174,234 for actions to increase or improve services for high needs students in 2021-22.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Charter Alternative Program	Steve Bryant Principal	sbryant@edcoe.org 530-622-6984

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

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

Charter Alternative Programs (CHSA) values the input of our student staff and families. The following activities were used to determine the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP): Parent surveys, family orientation sessions in August and May, student focus groups, individual teacher meetings on programs (September - November), staff meetings, individual enrollment, and exit meetings with parents. The LEA will continue to get input from our advisory committee this spring and hold an individual meeting with teachers in February and March to continue to get input on the use of funds.

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

The LEA did not receive the concentration grant or the concentration grant add-on.

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

Charter Alternative Programs (CHSA) values the input of our student staff and families. The following activities were used to determine the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP):

Parent surveys, family orientation sessions in August and May, student focus groups, individual teacher meetings on programs (September - November), staff meetings, individual enrollment, and exit meetings with parents. The LEA will continue to get input from our advisory committee this spring and hold an individual meeting with teachers in February and March to continue to get input on the use of funds.

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

Charter Alternative Programs (Charter Home Study Academy K-8) is implementing the emergency relief expenditures through the Expanded Learning Opportunities program through added in-school instructional support as well as after-school support. CAP added .8 FTE hours of small group and 1:1 interventions. This is accessible for students at a variety of times throughout the week through our IL2 positions hired specifically to support students. On top of the new position, Certificated teachers provide Academic Support out side of class on Monday afternoons. Students meet by grade level and have the support of multiple teachers in all of their academic areas. Students also have an opportunity to expand their areas of knowledge and success through the addition of offerings in Robotics, Choir, and Drama. These offerings help the students feel connected with the school which in turn helps them be successful academically.

Through the education effectiveness block grant CHSA has provided Professional development for instructional staff in the areas of math and science to increase effective practices using standards-aligned curriculum and increase the literacy instruction across those content areas. An area of focus for math is using iReady with PD focusing on using the standards-based lesson review to fill in gaps in student learning. With science, the focus is on finding a curriculum that will fit the needs of our program. CHSA sent its science teachers to an EDCOE PD on how to narrow down the choices of curriculum based on the needs of the program. We are currently between two publishers and will choose a unit to pilot in two subject areas before choosing a new curriculum.

We have not hired a full time mental health clinician however, Students receive integrated student supports through the a contract with Minds Moving Forward health coaching available two day per week for CHSA. This person reports to a current mental health person who coordinates counseling and mental health services for all programs. This support is funded through LCFF, Special Education, and general funds and will continue during the 21-22 school year

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

The school will extend instructional learning time in two ways during the 21-22 school year. Students who attend school in the two day per week program will be able to stay after the school program has ended for individual and small group tutoring. There will be eight teachers who will provide this service to students and students will be identified and invited for tutoring based on assessment data. Additional support with reading intervention will be provided by a certificated employee after school hours. This reading support will target students in first through fifth grade who are reading below grade level. Additional support will be provided by an Instructional Assistant who will work with students individually or in small groups to support students who are identified for acceleration using school-wide assessments. Training for school staff

on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

Staff will participate in training to support creating a positive environment for students through behavioral and social-emotional supports. This training has been in place and will continue to happen in order to support the social-emotional health needs of students.

The school will offer additional school days in the summer for students who have been identified as needing additional support. The summer school program will be offered for twenty days during the summer for students in the elementary program.

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

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

## Introduction

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

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

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

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

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP

- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template
- 

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

## Instructions

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

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

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

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

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

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

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

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

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

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

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

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

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

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

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

California Department of Education  
November 2021



# Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Charter Alternative Program	Steve Bryant Principal	sbryant@edcoe.org 530-622-6984

## Plan Summary [2022-23]

### General Information

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

Charter Alternative Programs oversees all charter schools within The El Dorado County Office of Education. It provides diverse and high-quality alternative education for students with a variety of needs. The programs are committed to providing outstanding educational options that reflect the commitment to provide a stable, supportive environment for students to achieve academic and personal success. Communication and partnership with families and staff are central tenets of our mission. The El Dorado County Office of Education’s Community School opened its doors in 1983 with a mission of serving students who were not being served within the traditional school system. Two distinct populations emerged with immediate needs: The first was the growing number of families choosing to home school their children. The second was a growing population of middle and high school students who were truant, suspended, expelled, and/or who were behaviorally and academically unsuccessful. No appropriate alternative program was available for either of these populations. As vastly different as these populations were, they had a common element: the students and families were not a part of the traditional school system.

Keeping to the pioneering spirit of our county, Charter Alternative Programs was chartered in 1993 by the El Dorado County Office of Education (EDCOE), as a pioneer in establishing the first County Office of Education charter school in the state of California.

The Charter Program covered in this LCAP includes:

- Charter Alternative Program (CAP) (K-8) (also called the Charter Home Study Academy (CHSA) K-8) - Both names will be used throughout this LCAP to represent the school.

The Mission Statement for our school reflects the nature of the students we serve:

Charter Home Study Academy K-8 supports and invests in families who choose to be active participants in their children's education. Staff, students, and their families use a team approach to recognize, encourage, and develop individual potential as a limitless resource. We build foundational skills, empowering students to find solutions and adapt to the challenges of an ever-changing world. Together we educate the whole child in an inspiring and nurturing environment where students have an opportunity to flourish.

Multiple instructional options are available for CHSA students. Families can choose an entirely at-home program or a hybrid program that combines at-home instruction and school-site classes. Classes for all grade levels provide an opportunity for students to learn, interact, and collaborate with their peers. Parents tell us they value the classes because the classes provide options of both group instruction and homeschooling for a rich educational experience. There is also a weekly tutorial and learning lab where students receive additional teaching and assistance in all subject areas. CHSA offers arts-based classes in addition to other elective classes that vary from year to year.

CHSA provides many curriculum choices, including state-adopted textbooks, as well as enrichment supplements. If a student transfers from a traditional school, in many cases, the textbooks will be the same as those the student has been using. Both student and teacher editions of all textbooks are available to assist with home instruction and grading. CHSA has a wide variety of resources to supplement the textbooks, including educational software, literature, reference materials, and online curriculum program support. A fully credentialed, highly qualified teacher meets with students and parents on a regular basis to review lesson plans, provide resources and support, and assess progress to ensure the student's academic success.

CHSA holds several family events each year such as a Back to School Meet & Greet, Craft Faire, and Family Reading session, to name a few. These events provide fun-filled opportunities to participate in enriching activities while enhancing our school community. Students and their families typically participate in at least four field trips coordinated by our program or organized by CHSA families. The field trip destinations vary from year to year but are always fun, educational, and very popular among students and parents alike.

EMPHASIS & CONCENTRATION of the school program:

Prepare students for success at the high school level.

Support families in their choice to home school through a variety of personally tailored educational options.

Create strong and positive relationships with parents and students.

Recognize, encourage, and develop a student's individual potential as a limitless resource.

Personalize education, toward the needs of the whole child.

Encourage and foster critical thinking skills.

Generally, parents considering the option of homeschooling their child are actively choosing CHSA home school as a good fit for their child's needs. They either have experience with homeschooling older children or learn about the program from friends or family. As the school year progresses, parents and students are more likely to make the decision to home school in reaction to something that has happened to, or not happened for their child. These parents and students tend to see themselves without options due to the rural nature of the county and decide to home school because they hope it will provide a better alternative for their child. As the school year progresses, students who enroll may be academically weaker, are emotionally vulnerable, and often have fewer family resources to support them in their home school undertaking.

Students and parents or guardians entering our Charter attend an informational conference with a school representative to initiate a partnership among parents, staff, and students to support positive behavior, academic standards and achievement, as well as communication protocols resulting in student growth.

The school serves anywhere from 180-200 students each year in grades K-8. The vast majority of students attend school two times per week and each student is assigned a caseload manager to meet with students and parents on a regular basis throughout the year to review learning goals and academic performance. The school has mental health supports through a mental health clinician who coordinates services and supports for students. The student demographics at CHSA indicate 63% of students are white, 18.5% of students are Hispanic, 12% of students did not report ethnicity and there are three Native American and one African-American student currently enrolled. 97% of students enrolled are classified as "English Only" or "English Proficient" and 3% of students are "English Learners." The percentage of students who are socioeconomically disadvantaged is 26.2% which is 48 students.

## Reflections: Successes

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

All of the data on the California School Dashboard is from the 2018-19 school year because there is no data on the Dashboard from the 21-22 school year due to the COVID crisis and the need for schools to implement distance learning. However, the 2019 Dashboard Data indicated below will serve as baseline data for the school in the LCAP development process as well as local indicators.

The Dashboard indicates increases or decreases from the prior school year and how much a school increased or decreased in specific areas of data. The Dashboard indicators for CHSA are Chronic Absenteeism, Suspension Rate, English Language Arts, and Math.

For the 2019 Dashboard CHSA was placed in the following areas which indicate success:  
Chronic Absenteeism - Hispanic Students " Green" (Declined)

Suspension Rate - All Students " Green" (Increased but still "Low") and Hispanic Students "Blue" (Maintained "Low")  
English Language Arts - There were no student groups, including "All Students" who improved in this area.  
Math - There were no student groups, including "All Students" who improved in this area.

There were many successes supporting students and families during the school year for the 2021-2022 school year, The school used the ELO funding to hire an instructional leader to assist students in work completion and academic support. This allowed us to offer 6 extra hours of Middle School academic support through our Think Tank sessions on Tuesday and Thursday. Students can come in to get help on any assignment, have more time to take exams, and also meet with one of the grade level teachers. In addition to academic support, students have access to our mental health staff, can have both breakfast and lunch, and have time to create stronger bonds with classmates. The open structure of the class time allows for more collaboration between students and more peer support.

Chromebooks and Verizon hotspots continued to be provided and the number of families requesting Chromebooks increased. Initially, one Chromebook was checked out to each family. However, many families with more than one child enrolled requested additional Chromebooks for each child because they were not able to complete all of their work while sharing. All students were provided one Chromebook each so they would be able to access the resources and curriculum as well as attend remote classes. CHSA adopted the ability to remote access classes for students that were unable to attend in person due to family issues including quarantining. The purchase of cameras for each classroom made this an easy process for many teachers. The purchase of ViewSonic touch screen boards also helped this process because of easy access to cameras and material for remote learners.

The 2021-2022 school year began with our traditional model of hybrid twice-weekly classes. We started the school year with a back-to-school meet and greet for students and parents. Part of this event was to show both students and parents our new procedure that linked the homeschooling record-keeping system, Pathways, with our learning management system, Google classroom. This eased login procedures with single sign-on with Google. The majority of our families checked out a Chromebook for the year. We also simplified our Chromebook checkout during school hours. Middle school students check out a computer in homeroom and use the same computer throughout the day and then return it at the end of the day. This saves time in the class because students do not need to check out and turn in a Chromebook during each period.

Since the pandemic there has been an interesting shift in population for CHSA. In the 2019 pre-pandemic, our K-5 population started at 72 students. 2020 jumped to 110 K-5 students enrolled for the year. In 2021 the K-5 students started at 95 students. We believe this number reflects increased competition in homeschooling environments in El Dorado County. In 2019 pre-pandemic 6-8 population started at 91 students. 2020 showed a decline to 79 and that number held for the 2021 school year. This decline could be attributed to traditional middle schools offering independent study through AB 130.

CHSA has a relatively small number of students with Individualized Educational Plans. These students were supported both by their classroom teacher and additional staff such as a Resource Specialist or Speech Pathologist as required in their plans. CHSA also has a relatively small number of English Language Learners. These students were supported by their classroom teacher in individual or small group ELD instruction, as appropriate, and their progress was also monitored on a regular basis through teacher observation, classroom assessments, and i-Ready assessments during the school year.

The i-Ready results indicated both areas of strength and areas for improvement. In the 20-21 school year, some I-Ready tests were proctored remotely. For the 21-22 school year, the I-Ready diagnostics were given three times all within the classroom. We were worried that results may be skewed for the remote testing, but the numbers are similar. There is a decline in some of the grades. As students make the transition from 5th grade to 6th grade, there is an increase in our grade size (from a max of 20 students to a max of 40 students). There is also a concern with 3rd-grade math, and math at all levels. For the 22-23 school year, we adopted a new curriculum K-8 and focus on direct instruction of math concepts in our k-5 core classes.

Grade 3 29% at or above grade level in reading  
Grade 4 78% at or above grade level in reading  
Grade 5 60% at or above grade level in reading  
Grade 6 47% at or above grade level in reading  
Grade 7 65% at or above grade level in reading  
Grade 8 60% at or above grade level in reading

Grade 3 22% at or above grade level in math  
Grade 4 56% at or above grade level in math  
Grade 5 55% at or above grade level in math  
Grade 6 48% at or above grade level in math  
Grade 7 30% at or above grade level in math  
Grade 8 36% at or above grade level in math

## 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.

There is no new dashboard data from 2020. CAP is using I-Ready to develop the LCAP plan.

For the 2019 Dashboard CHSA was placed in the following areas:

Chronic Absenteeism - All Students "Orange" (Increased Significantly), White Students "Orange" (Increased), Socioeconomically Disadvantaged Students "Orange" (Increased)

Suspension Rate - White Students "Yellow" (Increased), Socioeconomically Disadvantaged Students "Orange" (Increased)

English Language Arts - All Students "Orange" (Declined), White Students "Yellow" (Declined), Socioeconomically Disadvantaged Students "Orange" (Declined Significantly), and Hispanic Students (No Color - Not enough students tested because CAASPP is not administered to students in kindergarten through third grade)

Math - All Students "Orange" (Declined), White Students "Orange" (Maintained), Socioeconomically Disadvantaged Students "Orange" (Declined Significantly), and Hispanic Students (No Color - Not enough students tested because CAASPP is not administered to students in kindergarten through third grade)

The current I-Ready results show that some changes to our math curriculum are warranted. During the spring of 22, staff piloted the I-Ready classroom math curriculum. CAP has added to the school day direct instruction in math from the core teachers and will work in conjunction with families on how to best implement the curriculum at home.

Reading:

All Students

Grade 3 - 29% reading one grade level below and 43% reading two grade levels below

Grade 4 - 17% reading one grade level below and 6% reading two grade levels below

Grade 5 - 32% reading one grade level below and 9% reading two grade levels below

Grade 6 - 15% reading one grade level below and 20% reading two grade levels below

Grade 7 - 4% reading one grade level below and 39% reading two grade levels below

Grade 8 - 17% reading one grade level below and 24% reading two grade levels below

Socioeconomically Disadvantaged Students - 19% one grade level below reading 27% two grade levels below

Math:

All Students

Grade 3 - 57% of students one grade level below in math and 22% of students two grade levels below in math

Grade 4 - 44% of students one grade level below in math and 0% of students two grade levels below in math

Grade 5 - 27% of students one grade level below in math and 19% of students two grade levels below in math

Grade 6 - 31% of students one grade level below in math and 22% of students two grade levels below in math

Grade 7 - 25% of students one grade level below in math and 46% of students two grade levels below in math

Grade 8 - 32% of students one grade level below in math and 32% of students two grade levels below in math

Socioeconomically Disadvantaged Students - 38% of students one grade level below in math and 21% of students two grade levels below in math

Other areas of identified need the school staff have identified:

During the 22-23 school year all students in grades 6, 7, and 8 will be enrolled in grade-level math unless indicated in the Individualized learning plan.

The school piloted benchmark testing in all grades during the 20-21 and 21-22 school year but identified a need for a clear reporting method to share with families where their student is academically challenged. The staff will work to develop a method to clearly share student results that is meaningful to families in the 22-23 school year.

In kindergarten through third grade, the school used Sager Learns Benchmarks as the starting point for CHSA benchmarks. The staff identified several areas that needed to be customized for their school program to create benchmark assessments based on CHSA Curriculum. They revised for the 21-22 school year and developed baseline data to add specific goals for students in kindergarten through third grade for the 22-23 school year and beyond.

## English Language Development

### Kinder

53% at or above grade level 33% emerging grade level 14% below grade level

### First grade

63% at or above grade level 28% emerging grade level 9% below grade level

### Second grade

63% at or above grade level 19% emerging 18% below grade level

## Mathematics

Kinder 53% at or above grade level 26% emerging 21% below grade level

### First Grade

45% At or above grade level 27% emerging grade level 27% below grade level

### Second Grade

63% at or above grade level 19% emerging 18% below grade level

The school staff also identified a need for a common assessment for writing as well. The staff will work to identify and customize writing rubrics for each grade level during the 22-23 school year and baseline data will be developed to add specific goals for writing for the 23-24 school year and beyond.

## LCAP Highlights

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

### Goal 1

This goal was developed to ensure that all students at CHSA have access to curricula that are aligned with State Standards and resources are allocated to ensure the school is providing the necessary COVID protections to its employees and students. This goal also addresses the need for all students to have a broad course of study to prepare them for high school and that the teachers are all appropriately credentialed for the classes they are teaching. This goal addresses State Priorities 1,2, and 7 (Conditions of Learning).

Highlights of the goals and actions for Goal 1 include Facility inspections, a Standards-based curriculum that aligns with Universal Design for Learning principals, Emergency drills and 6-8 grader math placement, and monitoring teacher credentials.

### Goal 2

This goal was chosen to continue to improve the school climate and culture at CHSA. The school has solid data indicating it is a place where students and families feel welcomed and supported and the school will continue to look for ways to engage the students and families to improve in this area. The need for mental health supports was addressed during the 20-21 school year. However, students and families continued to communicate the need for ongoing and more mental health supports for the students. Staff also recognize this as a need and

the school will continue training for staff and direct support for students in the area of mental wellness. This goal addresses State Priorities 3,5, and 6 (Engagement)

Highlights of the goals and actions for Goal 2 include Parent and Student Surveys, Monitoring and addressing Chronic Absenteeism and Suspension Rates, supports for student mental health and professional development for school staff in the area of mental health, Family Events, Focus groups with parents and student and rounding with teachers.

**Goal 3**

This goal was developed to address the academic needs of students from kindergarten through eighth grade at CHSA. The school recognized the need to develop systems to monitor student progress more closely and work in partnership with parents to set goals for students, monitor their academic progress, and implement cycles of improvement to utilize what is working and eliminate ineffective strategies and practices. This goal addresses State Priorities 4 and 8 (Pupil Outcomes)

Highlights of the goals and actions for Goal 3 include Professional development on UDL, Development of Standards-Based report cards, Implementation of Benchmark testing in grades K-8 for Reading, math, and writing, Cycles of improvement in academic areas, and parent workshops on academic goals and outcomes.

## **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.

N/A

### ***Monitoring and Evaluating Effectiveness***

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

N/A



# Engaging Educational Partners

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

The El Dorado County Office of Education Charter programs collaborates with stakeholders in an ongoing cycle throughout the year as part of our process of planning, implementation, and evaluation of educational programs and services to develop the Local Control Accountability Plan (LCAP). Parents, community members, pupils, staff, and other stakeholders are actively involved and engaged in the development, review, and implementation of our LCAP – particularly through our all-program School Site Council which incorporates input from students, staff, and parents.

Stakeholders were brought together early in the process, with our School Site Council serving as the representative body for all programs, to hear about the state programs, including providing an overview of these new systems, the timelines for implementation, and the emphasis on the continuous cycle of improvement and stakeholder engagement. Stakeholders were provided with time to answer questions about the changes under LCFF and LCAP and to provide input and feedback as goals were developed together and reviewed for all state priority areas, including services for English Language Learners (ELL), expelled/at-risk youth, and Foster Youth.

Direct stakeholder input for needs assessment using School Site Council was supplemented by using a stakeholder survey on quality school indicators, as well as during discussions with staff, students, parents, and community members. The stakeholder survey is given at the beginning and end of the year to provide ongoing, comparative data. To ensure that ELL, Foster Youth, and expelled youth representatives were involved, a number of additional steps and measures were taken such as sending home information in a variety of formats and using different communication media. Stakeholder engagement also includes Client Roundtables for each program and meetings with parent groups. The Site Council reviews and gives input on the goals and actions in the LCAP and the El Dorado County Office of Education School Board approves the LCAP after a public hearing in June when the LCAP and budget are given final Board approval.

Extensive information, including data related to state and program priorities, is made available to stakeholders for discussion, drafting of goals tied to priority areas, review, and final agreement through the annual process. Discussions and data related to student and program performance measures focus on a variety of measures - e.g., state standardized testing performance (CAASPP), graduation rates, discipline rates, EL reclassification and proficiency rates, attendance rates, college and career readiness, stakeholder surveys, and the program's vision and mission.

The involvement of stakeholders is instrumental in helping to determine program-specific goals and actions. Through direct feedback, as well as indirect feedback from other methods, we are able to identify the greatest areas of need and plan accordingly. As a result, we are proactive in ensuring that our sites are equipped with resources needed for student success, including adopting and implementing new state-approved instructional materials, providing extensive professional development, teaching methods that focus on all students being successful in their pursuit of college or vocational work, and in life.

Parent, Student, and Staff Survey Dates - September 27, 2021  
March 24, 2022

Parent and Student Focus Groups - December 8, 2021  
December 14, 2021  
March 31, 2022

LCAP presented at CHSA School Advisory Committee for review and comments: March 29, 2022  
LCAP approved by CHSA School Advisory Committee: May 19, 2022

LCAP presented at a public hearing for public review and comment:  
LCAP accepted by the El Dorado County Board of Education:

#### A summary of the feedback provided by specific educational partners.

Teachers expressed the need for time for staff to collaborate and plan together in order to improve teacher practices and student outcomes. They shared the need for increased rigor across all subject areas and benchmark assessments/grading systems that provide good information to parents and students on their educational progress. The need for school-wide professional development to improve staff practices to improve student outcomes was another area of indicated need.

Parents expressed a high level of satisfaction with the school program. They indicated the school staff regularly gives them feedback on how their child is doing in school and that their family is treated with respect at the school. The families feel the school provides a safe environment for their child to learn and the school staff demonstrates care for their child. The parents expressed a need for additional tutoring and support for students who are not at grade level.

The School Site Council shared their appreciation for the staff at CHSA for their work to keep students learning during distance learning and hybrid programs. They support the areas of the LCAP that will improve communication, mental health, and professional development for teachers.

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

Several changes have been made, modified, or continued as a result of stakeholder feedback. In particular, the following areas have been given priority for the upcoming LCAP cycle:

Multi-year professional development plans continue to be further developed to maximize effectiveness, and all stakeholders agree that professional development is key in meeting our LCAP goals. Professional development plans are aligned across grade levels and subjects which strengthens outcomes in a number of ways. CHSA often has professional development activities on days/times other than those days built into our school calendar, due to the regular weekly schedule of meetings staff have with students and parents. In addition, staff

participates in professional development opportunities outside of the regularly scheduled dates, including conferences, off-site training, and/or EDCOE-offered training.

Assessment: Staff has worked to collaborate on effective assessment tools to measure student outcomes. They had significant input on the use of the assessments during the 20-21 school year and will collaborate to refine the benchmark assessments and develop additional assessments in the area of writing.

Instructional technology upgrades will continue to enhance and improve our ability to meet state standards by improving access to content, student engagement, and communication.

The school will continue to enhance our web-based, learning management systems/student learning portal(s), and supporting the use of Google Classroom. The online platforms support and enhance the quality of our independent study program providing improved content, access, and communication.

#### Mental Health Support for Students:

One concerning trend has been the steady increase of students enrolling as a result of, and/or struggling with, a wide range of mental health-related issues, including but not limited to anxiety, depression, and phobias. We are very aware that vulnerable students in general - including Foster Youth, McKinney-Vento students, and those with special needs - tend to arrive with greater emotional needs, so we have made it a priority to provide additional support and training to better meet those students' needs. Professional development is being more actively implemented to inform and provide support for staff and stakeholders about the best practices to support these students. Additional training is being provided for staff through consultants, workshops, and conferences. Beginning with the 2020-21 school year, the school partnered with CCHSA to provide a mental health clinician and contracted with an outside agency to provide additional coaching and support for students. The stakeholders recognized this as a positive step and valued the support provided during distance and hybrid learning. As a result, the school will work to increase and improve mental health supports for all students.

# Goals and Actions

## Goal

Goal #	Description
1	Charter Alternative Program will maintain a safe and orderly school that offers a broad range of classes being taught by appropriately credentialed staff to ensure positive academic and social outcomes for students.

An explanation of why the LEA has developed this goal.

This goal was developed to ensure that all students at CHSA have access to curricula that are aligned with State Standards and resources are allocated to ensure the school is providing the necessary COVID protections to its employees and students. This goal also addresses the need for all students to have a broad course of study to prepare them for high school and that the teachers are all appropriately credentialed for the classes they are teaching. This goal addresses State Priorities 1, 2, and 7 (Conditions of Learning).

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facility Inspections	Two times per year	Facilities were inspected two times per year and no major safety or health hazards were identified			Four times per year
Teacher Credentialing - matching subjects taught	97% of Teachers are appropriately credentialed	100% of teachers are appropriately credentialed			100% of teachers are appropriately credentialed
Standards Based Curriculum	100% of the curriculum is standards-based	100% of curriculum is standards-based			100% of the curriculum is standards-based
Adopt instructional materials that support Universal Design for Learning (UDL) practices and a Multi-	25% Alignment with UDL	Completed science curriculum review including alignment, UDL, and MTSS as part of review			100% Alignment with UDL

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Tiered System of Supports (MTSS)		process. Pilot Elevate Science for 22-23.			
Students in grades 6-8 enrolled in grade level math	80% currently enrolled	95% of students enrolled in grade level math			100% enrolled
Emergency Drills	Fire Drills Monthly Earthquake Drills Quarterly Lock Down Drills Twice per year	Completed Drills			Fire Drills Monthly Earthquake Drills Quarterly Lock Down Drills Twice per year

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Facility Inspections four times per year	Facilities will be inspected by site and EDCOE staff quarterly	\$0.00	No
1.2	Monitor Teacher Credentials	EDCOE and site staff will review all credentials each semester	\$0.00	No
1.3				No
1.4	Purchase of Curriculum	Adopt and purchase instructional materials that support Universal Design for Learning (UDL) practices and a Multi-Tiered System of Supports (MTSS)	\$16,000.00	No
1.5	All students assigned to appropriate grade level courses	Monitor course placement each semester	\$0.00	

Action #	Title	Description	Total Funds	Contributing
1.6	Conduct appropriate emergency drills	Fire, earthquake, and lock down drills will occur at appropriate intervals during the school year	\$0.00	

## Goal Analysis [2021-22]

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

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

Teachers did not have an opportunity this year to participate in in-person UDL trainings. As a staff we reviewed the concepts within the UDL framework and work on designing assignments to address implementation of UDL. Three teacher will participate in in person UDL for the 22-23 school year when courses become available. We are contacting our partners at EDCOE to hold trainings on the Charles Brown site for all Charter Programs.

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.

Goal 1.4 includes the cost of Curriculum associates I-Ready Math curriculum and I ready testing.

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

The action that has made the most progress toward our goals are using continuous improvement cycles when planning new curriculum. We were able to pilot Curriculum associates I-Ready classroom materials in our first grade class spring semester and we saw improvement in students test scores. With this pilot, we decided to purchase the UDL aligned curriculum for all grade levels. Over the next three years, we will continue with the continuous improvement cycles to best implement the curriculum for our hybrid environment.

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.

There are no changes.

**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	Charter Alternative Program will create a positive and welcoming learning environment to engage students and families and will seek feedback from key stakeholders on a regular basis to identify strengths and areas for improvement.

An explanation of why the LEA has developed this goal.

This goal was chosen to continue to improve the school climate and culture at CHSA. The school has solid data indicating it is a place where students and families feel welcomed and supported and the school will continue to look for ways to engage the students and families to improve in this area. The need for mental health supports was addressed during the 20-21 school year. However, students and families continued to communicate the need for ongoing and more mental health supports for the students. Staff also recognize this as a need and the school will continue training for staff and direct support for students in the area of mental wellness. This goal addresses State Priorities 3, 5, and 6 (Engagement)

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Surveys	29.9% of parents agree and 64.2% strongly agree the school provides a safe environment for their child 32.1% of parents agree and 58% strongly agree the school is clean and well maintained. 19.75% of parents agree and 74% strongly agree their family is treated with respect at the school	25.7% of parents agree and 68.6% strongly agree the school provides a safe environment for their child 29.9% of parents agree and 63.6% strongly agree the school is clean and well maintained. 14.0% of parents agree and 79.4% of parents strongly agree their family is treated			Increase "strongly agree" to 75% on safe environment Increase "strongly agree" to 75% on clean and well maintained Maintain 95% agree or strongly agree families feel treated with respect.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		with respect at the school.			
Student Surveys	<p>39% agree and 41% strongly agree the teachers, staff, and administrators at school care about them</p> <p>30% agree and 58% strongly agree they feel safe at school</p> <p>42% agree and 30% strongly agree the school is clean and well maintained</p> <p>41% of students agree and 48% of students strongly agree they know how to get help when they have a problem</p> <p>36% of students agree and 26% of students strongly agree students at the school are respectful of each other</p> <p>28% of students agree and 59% of students strongly agree their family is treated with respect at the school</p>	<p>36.9% agree and 46.1% strongly agree the teachers, staff and administrators care about them.</p> <p>31% agree and 58% strongly agree they feel safe at school.</p> <p>45.7% agree and 37.9% strongly agree the school is clean and well maintained.</p> <p>41.5 agree and 48.9 strongly agree they know how to get help with they have a problem.</p> <p>37.1% agree and 14.3% strongly agree students are respectful of each other.</p> <p>31.2% agree and 63.1% strongly agree their family is treated with respect at the school.</p>			<p>Increase strongly agree to 60% that teachers, staff, and administrators at school care about them</p> <p>Increase to 90% that students feel safe at school</p> <p>Increase to 95% know how to get help at school</p> <p>Increase to 85% students at the school are respectful of each other</p> <p>Increase to 90% students feel their family is treated with respect at the school</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism	All Students 9.3% White Students 6.4% Socioeconomically Disadvantaged Students 19.7%	Data is from Dashboard.			All Students 2.5% White Students 3% Socioeconomically Disadvantaged Students 6%
Suspension Rates	White Students .5-1.5% Socioeconomically Disadvantaged Students 1-3%	1 suspension SED			White students .5% or less Socioeconomically Disadvantaged Students .5% or less
Professional Development for Staff on Mental Health Supports	1 time per year	Mental Health PD in October. Mental Health coordinator attends regular staff meetings to address needs for staff and students.			3 times per year
Expand Mental Health Supports for students	44% of 6-8 grade Students participated in wellness campaign 8 service sessions with Mental Health Clinician 63 Service sessions with wellness coaching	Mental Health Coaching Available 50% of the student days.			80% of 6-8 grade students participate in wellness campaign 25 sessions with Mental Health Clinician 85 service sessions with wellness coaching
Student Focus Groups - Focus on School Climate	No Baseline Data	Met with student groups once this year			3 times per year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expand Electives - Arts, Music, and Enrichment	No Baseline due to COVID restrictions	Added enrichment courses Art, Drama, Choir, STEM, Chess, Leadership			5 electives with 80% student participation
School Events for Families and Students	No Baseline- COVID Restrictions	3 events this year Meet and Greet, Craft Fair, Carnival			8 Events per year
Evaluate Success of Current Student Support Systems	One cycle complete with academic support on Wednesdays	Continued with Academic Support on Monday supervised by grade level teachers and added Think Tank from 9-11:30 on Tuesday and Thursday supervised by Instructional Leader			Complete 2 Cycles of Improvement per year on Student Support Systems
Parent Participation in Conferences	Meet with 100% of families once per quarter	K-5 families meet every 20 days. 6-8 meet once per quarter 100% structure for 6-8 meeting needs to be developed based on surveys			K-5 Meet with 100% of families every 20 days 6-8 Meet with 100% of families once per quarter
Parent Focus Groups	1-2 times per year	2 times			3 times per year
Individual Staff Rounding Meetings	2 times per year	3 times per year			3 times per year

# Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Surveys	Parent Surveys 3x per year to gather feedback on school climate	\$500.00	No
2.2	Student Surveys	Student Surveys 3x per year to gather feedback on school climate	\$500.00	No
2.3	Communicate with families on importance of attendance	Use Parent Square to communicate with parents on an ongoing basis	\$800.00	No
2.4	Mental Health Supports for Students	Mental Health Clinician 1.0 FTE	\$50,640.00	Yes
2.5	Mental Health Supports for Students	Mental health services provided	\$25,200.00	Yes
2.6	Expand number of family events	Continue to build community through family events	\$800.00	No
2.7	Improvement Cycles on School Climate	Analyze student, parent, and staff feedback un surveys and rounding sessions	\$0.00	
2.8	Expand Electives - Arts, Music, and Enrichment		\$9,000.00	No

## Goal Analysis [2021-22]

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

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

We planned to work on communication through improvement cycles this school year during our PD day in October and March. We set our goals in October, reviewed in March. We were able to create a cycle of improvement for parent and well as student communication.

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.

There were no material differences.

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

As part of our goal Charter Home Study Academy focused on two areas: parent communication and student progress. We worked on increasing parent involvement and positive communications with students. Two teachers created pilots to see if they were effective in building on student and parent perception. One teacher did student shout outs that included direct emails to the student and parent. The other teacher did month newsletter with direct communication to the full class. both increased parent communication and created a welcoming environment where students and parents know the staff cares for them. There was and increase in both areas in the strongly agree category. One action that did the opposite was on how students treat each other. We say a decline in the strongly agree that students treat each other with respect. This will need to be an area of focus for next 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.

The focus for next year will be on respect among students.

**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	Charter Alternative Program will monitor social emotional well-being and academic progress for all students and sub-groups and engage in data analysis, improvement cycles, and support to ensure improved outcomes for all students and sub-groups.

An explanation of why the LEA has developed this goal.

This goal was developed to address the academic needs of students from kindergarten through eighth grade at CHSA. The school recognized the need to develop systems to monitor student progress more closely and work in partnership with parents to set goals for students, monitor their academic progress, and implement cycles of improvement to utilize what is working and eliminate ineffective strategies and practices. This goal addresses State Priorities 4 and 8 (Pupil Outcomes)

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Professional Development on Universal Design for Learning	3 staff members trained on UDL	UDL addressed during staff PD no in-person classes were available this year. Will resume 22-23 school year.			100% of staff members trained on UDL
Use of Standard's Based Report Card	No Baseline	On hold until Benchmark used for one year			100% K-5 students will have standards aligned reporting. With updates and reports held a minimum of three times a year with families
Benchmark testing K-2	Piloted Benchmarks during 20-21 school year	Kinder English Language Development			CHSA designed benchmarks fully implemented, baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		53% at or above grade level 33% emerging grade level 14% below grade level First grade 63% at or above grade level 28% emerging grade level 9% below grade level Second grade 63% at or above grade level 19% emerging 18% below grade level Mathematics Kinder 53% at or above grade level 26% emerging 21% below grade level First Grade 45% At or above grade level 27% emerging grade level 27% below grade level Second Grade 63% at or above grade level			and annual goals established  Students in in grades k-2 that score below grade level in reading will be less that 10% by the end of 23-24 Students in in grades k-2 that score below grade level in reading will be less that 12% by the end of 23-24.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		19% emerging 18% below grade level			
Benchmark testing in Grades 3-8	iReady assessments were used two times per year	I ready Used three times sent for families with final report card			All Students tested three times per year and develop program to use iReady lessons and discussions with families.
iReady Assessment Reading Results	Grade 3 - 14% reading one grade level below and 14% reading two grade levels below Grade 4 - 29% reading one grade level below and 8% reading two grade levels below Grade 5 - 31% reading one grade level below and 13% reading two grade levels below Grade 6 - 15% reading one grade level below and 20% reading two grade levels below Grade 7 - 6% reading one grade level below and 33% reading two grade levels below	Grade 3 - 29% reading one grade level below 43% reading two grade below Grade 4 - 17% reading one grade below 6% reading two grades below Grade 5 - 32% reading one grade below 9 reading two grades below Grade 6 13% reading one grade below, 38% reading two grades below Grade 7 - 4% reading one grade below 39% reading two grades below Grade 8 17 % Reading one grade level below 24%			Grade 3 - 10% reading one grade level below and 0% reading two grade levels below Grade 4 - 15% reading one grade level below and 0% reading two grade levels below Grade 5 - 15% reading one grade level below and 0% reading two grade levels below Grade 6 - 15% reading one grade level below and 0% reading two grade levels below Grade 7 - 15% reading one grade level below and 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Grade 8 - 22% reading one grade level below and 51% reading two grade levels below</p> <p>Socioeconomically Disadvantaged Students - 25% reading one grade level below and 30% reading two grade levels below</p>	reading two grade levels below			<p>reading two grade levels below</p> <p>Grade 8 - 20% reading one grade level below and 0% reading two grade levels below</p> <p>Socioeconomically Disadvantaged Students - 15% reading one grade level below and 0% reading two grade levels below</p>
iReady Assessment Math Results	<p>Grade 3 - 41% of students one grade level below</p> <p>Grade 4 - 21% of students one grade level below in math and 8% of students two grade levels below</p> <p>Grade 5 - 31% of students one grade level below in math and 19% of students two grade levels below</p> <p>Grade 6 - 33% of students one grade level below in math and 8% of students</p>	<p>Grade 3 57% one grade below 20% two grades below</p> <p>Grade 4 44% one grade level below</p> <p>Grade 5 27% of students one grade below in math 19% of students two grade levels below</p> <p>Grade 6 33% of students one grade below in math 22% of students two grade levels below</p> <p>Grade 7 25% of students one grade below in math 36%</p>			<p>Grade 3 - 15% of students one grade level below</p> <p>Grade 4 - 15% of students one grade level below in math and 0% of students two grade levels below</p> <p>Grade 5 - 15% of students one grade level below in math and 0% of students two grade levels below</p> <p>Grade 6 - 15% of students one grade level below in math and 0% of students</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>two grade levels below Grade 7 - 19% of students one grade level below in math and 38% of students two grade levels below Grade 8 - 38% of students one grade level below in math and 46% of students two grade levels below</p> <p>Socioeconomically Disadvantaged Students - 54% of students one grade level below in math and 36% of students two grade levels below</p>	<p>of students two grade levels below Grade 8 36% of students one grade below in math 29% of students two grade levels below</p>			<p>two grade levels below Grade 7 - 15% of students one grade level below in math and 5% of students two grade levels below Grade 8 - 20% of students one grade level below in math and 10% of students two grade levels below</p> <p>Socioeconomically Disadvantaged Students - 20% of students one grade level below in math and 10% of students two grade levels below</p>
CAASPP ELA Results	<p>All Students 10.4 points below standard Socioeconomically Disadvantaged Students 42.9 points below standard White Students 3.2 points below standard</p>	<p>CAASPP not Administered in 2021 used iReady data</p>			<p>All Students 20 points above standard Socioeconomically Disadvantaged Students 10 points below standard White Students 20 points above standard</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Math Results	All Students 62.1 points below standard Socioeconomically Disadvantaged Students 92.6 points below standard White Students 52.5 points below standard	CAASPP not Administered in 2021 used Iready data			All Students 0 points below standard Socioeconomically Disadvantaged Students 25 points below standard White Students 0 points below standard
Cycles of Improvement	One cycle of improvement in 20-21 school year	Completed Cycles of improvement Parent communication. Once cycle of improvement for 1st grade math.			Two cycles of improvement on reading and math data
English Learner Achievement	No Baseline Data	No Data			Establish baselines and set goals for English Learners on iReady assessments
Parent Workshops on interpreting assessment results, supporting student instruction at home, and determining individual student needs.	No Baseline Data	two workshops Journeys Go Math			3x per year
Develop plan to assist students as they transition from Elementary to Middle School	No baseline	Developed Plan to implement next year			Develop and implement plan to assist students as they transition from elementary to middle school

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student-to-teacher ratios	Currently 20:1 Student-to-Teacher Ratio	20:1 student teacher			Maintain 20:1 Student-to-Teacher Ratio

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Professional Development in UDL	Staff attend EDCOE Trainings	\$100.00	Yes
3.2	Develop standards-based report cards	Staff will collaborate to create standards-based report cards	\$2,200.00	No
3.3	Develop benchmark tests aligned to K-2 curriculum	Staff will collaborate to develop K-2 benchmark assessments		No
3.4	Use iReady	Use of iReady to track student progress in reading and math in grades 3-8	\$8,850.00	Yes
3.5	Cycles of Improvement	Staff will use assessment data from iReady and CAASPP to develop goals and monitor progress	\$0.00	No
3.6	Parent Workshops	Parent workshops on Assessment results and grading process to improve partnerships with families	\$500.00	
3.7	Plan development for transition to middle school	Transitions plans will be developed by staff to support students as they transition to middle school	\$0.00	

Action #	Title	Description	Total Funds	Contributing
3.9	Student-to-teacher ratios	Maintain 20:1 student-to-teacher ratios	\$106,361.00	Yes
3.10	Software to support student academic goals	Use a variety of software subscriptions to reinforce academic skills and support increased academic outcomes for students	\$35,579.00	No

## Goal Analysis [2021-22]

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

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

Due to Covid restrictions CHSA was unable to offer UDL train for staff in the 21-22 school year. The UDL trainings will be held during the 22-23 school year Six two-hour sessions with and hour of reflection for each session. These PD times will be held on six Fridays next year. Also in the 22-23 school year, K-5 will transition to the standards based report card. The CAASP was implemented this year for the first time since 2019. We will use this data once it is available.

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.

No Material Differences

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

Staff implemented the K-2 benchmarks based on the standards and on common provided materials to parents. Last year staff used benchmarks from Sanger, but they did not quite fit with our provided curriculum and the i can standards. With the new benchmarks, teachers were able to go with were students in the curriculum. This was effective and led the teacher to see how much time they spent looking at student product and not necessarily assessing the student. This is an area of growth for many of our teachers. Holding the parent workshops was beneficial and we are gaining in parental support. Parents are asking for was to support the school and held a carnival event at the end of the year that was attended by many families.

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.

Based on the new benchmarks, we will set a goal for grades k-2. Students in in grades k-2 that score below grade level in reading will be less than 10% by the end of 23-24 Students in in grades k-2 that score below grade level in reading will be less than 12% by the end of 23-24.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
188,601	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
9.01%	0	\$0.00	9.01%

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.

Goal 2 Action 4 - Mental Health supports for Foster Youth and low income students is an identified need at CAP. Although the Mental Health Clinician will serve the entire program at CAP, specific and targeted supports for Foster Youth and low income students will be implemented to support their social-emotional well-being.

Goal 2 Action 5 - Mental Health supports for Foster Youth and low income students is an identified need at CAP. Although the Wellness Coach will serve the entire program at CAP, specific and targeted supports for Foster Youth and low income students will be implemented to support their social-emotional well-being.

Goal 3 Action 1- Universal Design for Learning is a research-based approach to providing the specific supports low income students need to access the core curriculum with the academic supports they need to improve student outcomes.

Goal 3 Action 4 - The use of iReady assessments will assist the school in identifying learning loss and learning gaps for low income students to provide interventions and additional resources for improved student outcomes.

Goal 3 Action 9 - By maintaining a low student-to-teacher ratio and implementing research-based strategies to help low income students, the teachers will be able to increase the time they are able to work with low income students to improve their academic outcomes.

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

Because Charter Alternative Program (CHSA) is a small charter school, the school utilizes the LCAP and associated budgets to provide specific services targeted for low-income, Foster Youth, and English Learners. Mental Health supports for Foster Youth and low-income students is an identified need at CAP. Although the Mental Health Clinician will serve the entire program at CAP, specific and targeted supports for Foster Youth and low-income students will be implemented to support their social-emotional well-being. Mental Health supports for Foster Youth and low-income students is an identified need at CAP. Although the Wellness Coach will serve the entire program at CAP, specific and targeted supports for Foster Youth and low-income students will be implemented to support their social-emotional well-being. The use of iReady assessments will assist the school in identifying learning loss and learning gaps for low-income students to provide interventions and additional resources for improved student outcomes. By maintaining a low student-to-teacher ratio and implementing research-based strategies to help low-income students, the teachers will be able to increase the time they are able to work with low-income students to improve their academic outcomes.

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.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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	1 to 95	
Staff-to-student ratio of certificated staff providing direct services to students	1 to 20	

## 2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$228,480.00	\$28,550.00			\$257,030.00	\$115,361.00	\$141,669.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Facility Inspections four times per year	All					\$0.00
1	1.2	Monitor Teacher Credentials	All					\$0.00
1	1.3		All					
1	1.4	Purchase of Curriculum	All		\$16,000.00			\$16,000.00
1	1.5	All students assigned to appropriate grade level courses						\$0.00
1	1.6	Conduct appropriate emergency drills						\$0.00
2	2.1	Parent Surveys	All		\$500.00			\$500.00
2	2.2	Student Surveys	All		\$500.00			\$500.00
2	2.3	Communicate with families on importance of attendance	All	\$800.00				\$800.00
2	2.4	Mental Health Supports for Students	Foster Youth Low Income	\$50,640.00				\$50,640.00
2	2.5	Mental Health Supports for Students	Foster Youth Low Income	\$25,200.00				\$25,200.00
2	2.6	Expand number of family events	All	\$800.00				\$800.00
2	2.7	Improvement Cycles on School Climate						\$0.00
2	2.8	Expand Electives - Arts, Music, and Enrichment	All		\$9,000.00			\$9,000.00



Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.1	Professional Development in UDL	English Learners Foster Youth Low Income	\$100.00				\$100.00
3	3.2	Develop standards-based report cards	All	\$2,200.00				\$2,200.00
3	3.3	Develop benchmark tests aligned to K-2 curriculum	All					
3	3.4	Use iReady	English Learners Foster Youth Low Income	\$6,300.00	\$2,550.00			\$8,850.00
3	3.5	Cycles of Improvement	All Students with Disabilities					\$0.00
3	3.6	Parent Workshops		\$500.00				\$500.00
3	3.7	Plan development for transition to middle school						\$0.00
3	3.9	Student-to-teacher ratios	English Learners Foster Youth Low Income	\$106,361.00				\$106,361.00
3	3.10	Software to support student academic goals	All	\$35,579.00				\$35,579.00

## 2022-23 Contributing Actions Tables

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
2094326	188,601	9.01%	0	9.01%	\$188,601.00	0.00%	9.01 %	<b>Total:</b>	\$188,601.00
								<b>LEA-wide Total:</b>	\$82,240.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$106,361.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Mental Health Supports for Students	Yes	LEA-wide	Foster Youth Low Income		\$50,640.00	
2	2.5	Mental Health Supports for Students	Yes	LEA-wide	Foster Youth Low Income		\$25,200.00	
3	3.1	Professional Development in UDL	Yes	LEA-wide	English Learners Foster Youth Low Income		\$100.00	
3	3.4	Use iReady	Yes	LEA-wide	English Learners Foster Youth Low Income		\$6,300.00	
3	3.9	Student-to-teacher ratios	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: CHSA	\$106,361.00	

## 2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$181,510.00	\$219,513.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Facility Inspections four times per year	No	\$0.00	
1	1.2	Monitor Teacher Credentials	No	\$0.00	
1	1.3		No		
1	1.4	Purchase of Curriculum	No	\$10,000.00	6000
1	1.5	All students assigned to appropriate grade level courses		\$0.00	
1	1.6	Conduct appropriate emergency drills		\$0.00	
2	2.1	Parent Surveys	No	\$500.00	500
2	2.2	Student Surveys	No	\$500.00	500
2	2.3	Communicate with families on importance of attendance	No	\$800.00	0
2	2.4	Mental Health Supports for Students	Yes	\$45,588.00	47623

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)
2	2.5	Mental Health Supports for Students	Yes	\$5,500.00	13827
2	2.6	Expand number of family events	No	\$500.00	500
2	2.7	Improvement Cycles on School Climate		\$0.00	
3	3.1	Professional Development in UDL	Yes	\$100.00	100
3	3.2	Develop standards-based report cards	No	\$2,200.00	2200
3	3.3	Develop benchmark tests aligned to K-2 curriculum	No	0	0
3	3.4	Use iReady	Yes	\$8,850.00	10494
3	3.5	Cycles of Improvement	No	\$0.00	
3	3.6	Parent Workshops		\$500	0
3	3.7	Plan development for transition to middle school		\$0.00	
3	3.9	Student-to-teacher ratios	Yes	\$99,472.00	102190
3	3.10	Software to support student academic goals	No	\$7,000.00	35579

**2021-22 Contributing Actions Annual Update Table**

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
174,234	\$156,460.00	\$174,234.00	(\$17,774.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.4	Mental Health Supports for Students	Yes	\$45,588.00	47,623		
2	2.5	Mental Health Supports for Students	Yes	\$5,000.00	13,827		
3	3.1	Professional Development in UDL	Yes	\$100.00	100		
3	3.4	Use iReady	Yes	\$6,300.00	10,494		
3	3.9	Student-to-teacher ratios	Yes	\$99,472.00	102,190		

**2021-22 LCFF Carryover Table**

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1,933,864	174,234	0	9.01%	\$174,234.00	0.00%	9.01%	\$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](mailto: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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year.



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

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

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

### Purpose

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

### Requirements and Instructions

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

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

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

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

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

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

### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

## Action Tables

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

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

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

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

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

## Data Entry Table

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

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

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

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

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

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

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

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

## Contributing Actions Table



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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

## LCFF Carryover Table

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

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

## Calculations in the Action Tables

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

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

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

**LCFF Carryover Table**

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

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

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

California Department of Education  
January 2022