

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Charter Community School Home Study Academy

CDS Code: 09100900930123

School Year: 2022-23

LEA contact information:

Michael Gillespie

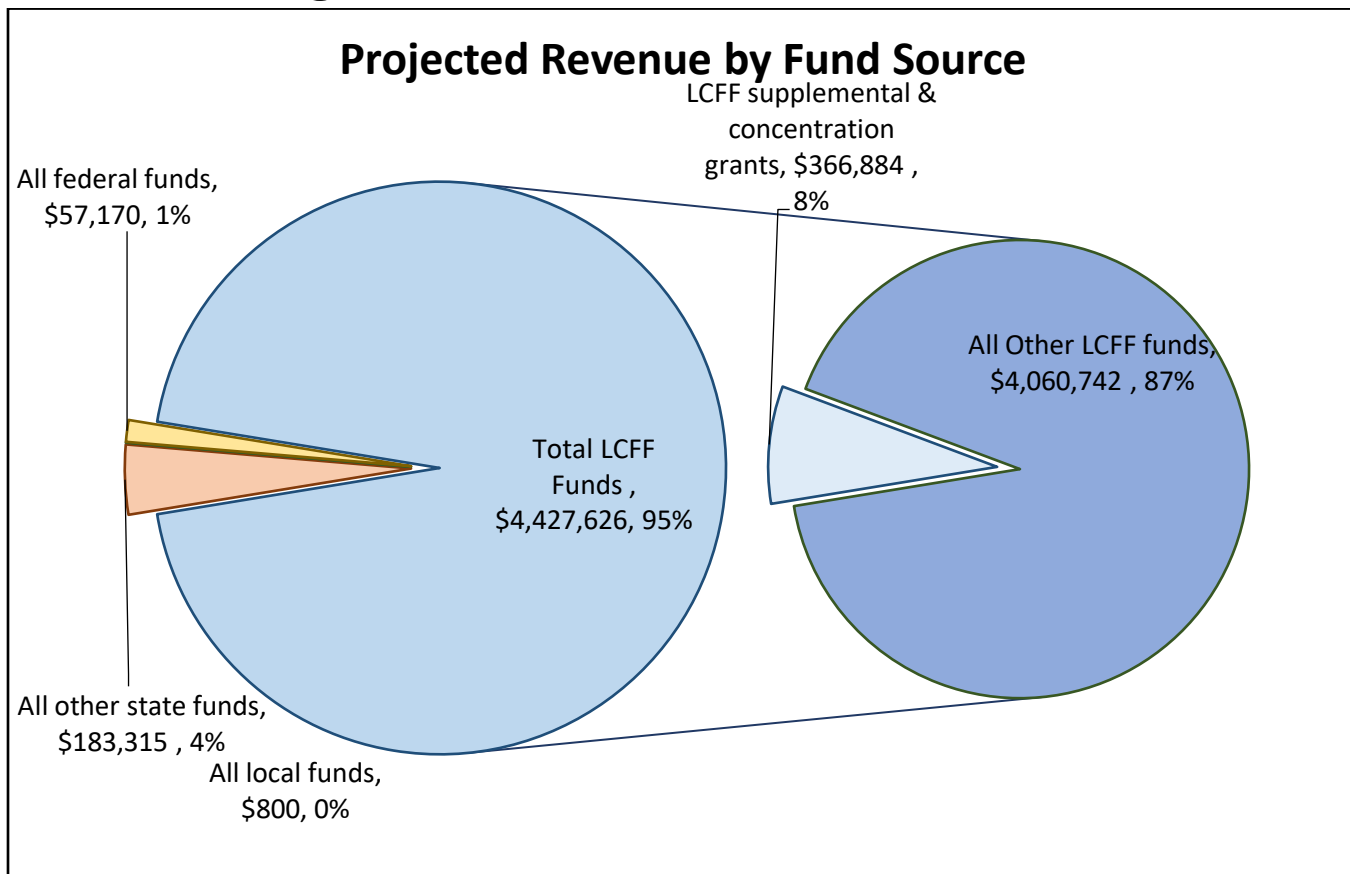
Executive Director

mgillespie@edcoe.org

530-622-7130

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

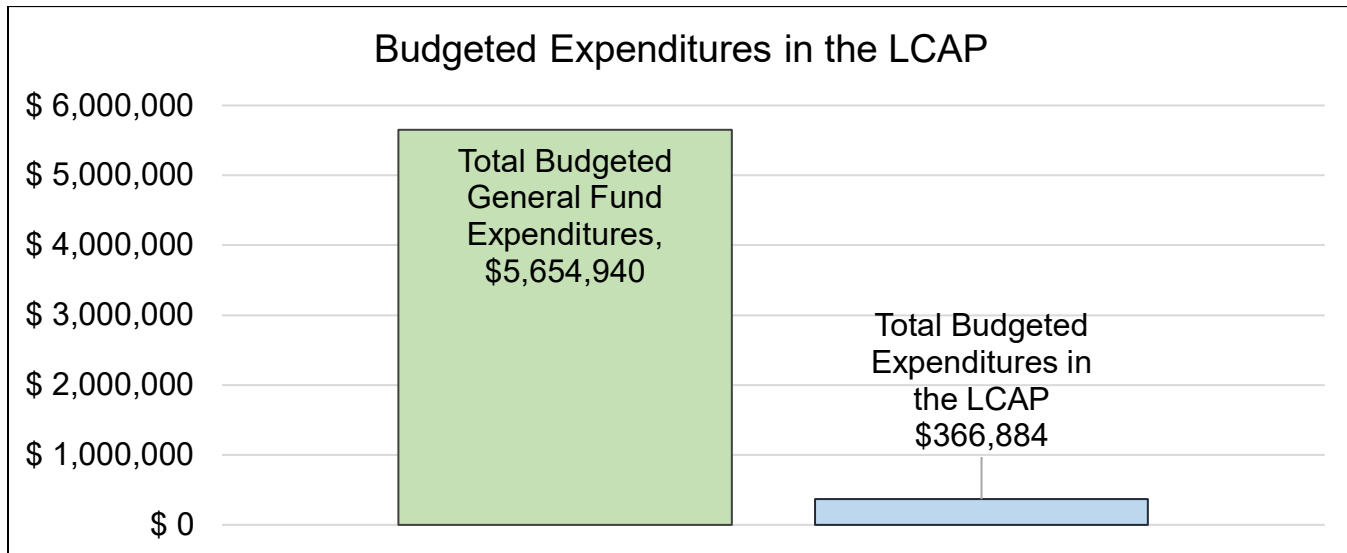


This chart shows the total general purpose revenue Charter Community School Home Study Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Charter Community School Home Study Academy is \$4,668,911, of which \$4,427,626 is Local Control Funding Formula (LCFF), \$183,315 is other state funds, \$800 is local funds, and \$57,170 is federal funds. Of the \$4,427,626 in LCFF Funds, \$366,884 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 Community School Home Study Academy 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 Community School Home Study Academy plans to spend \$5,654,940 for the 2022-23 school year. Of that amount, \$366,884 is tied to actions/services in the LCAP and \$5,288,056 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.

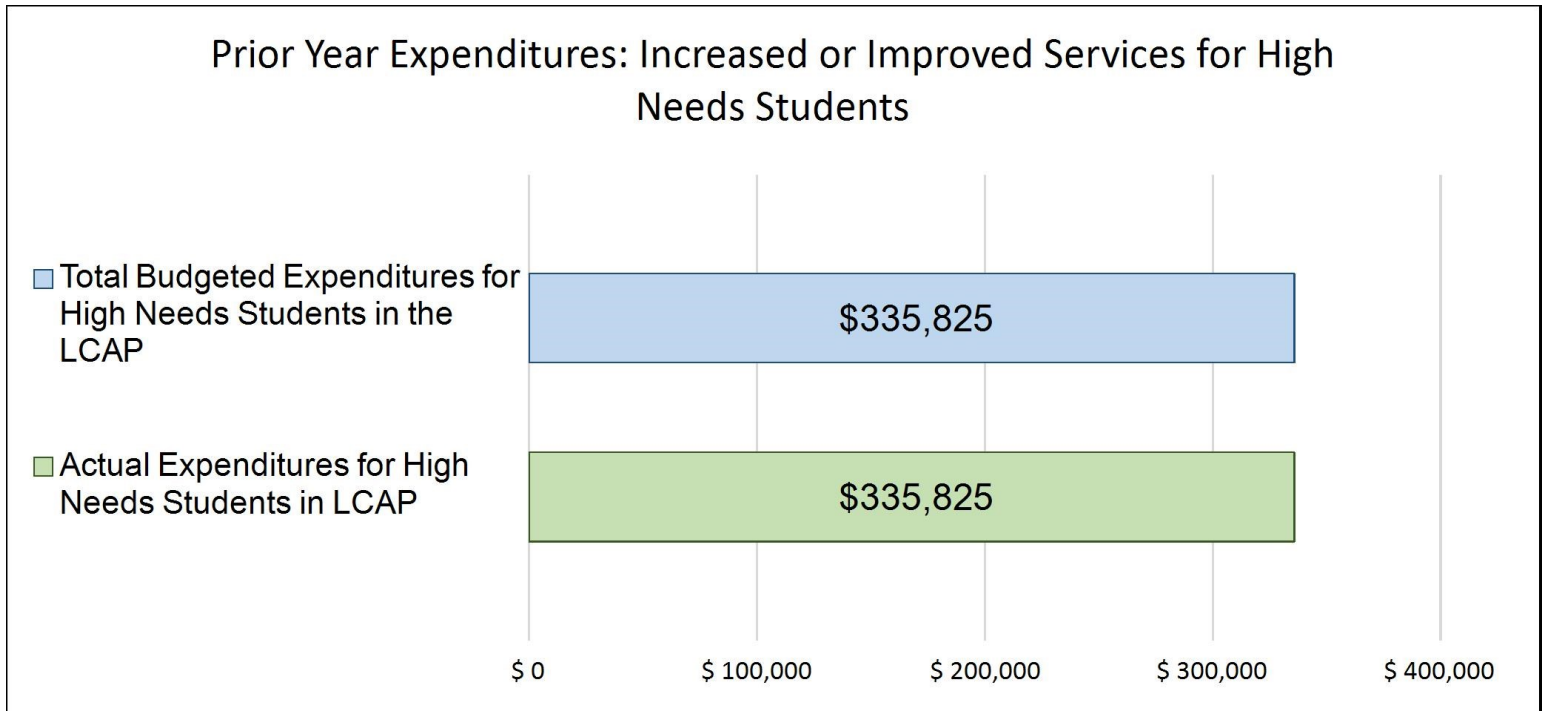
Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Charter Community School Home Study Academy is projecting it will receive \$366,884 based on the enrollment of foster youth, English learner, and low-income students. Charter Community School Home Study Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Charter Community School Home Study Academy plans to spend \$366,884 towards meeting this requirement, as described in the LCAP.

CCHSA 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 Community School Home Study Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Charter Community School Home Study Academy 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 Community School Home Study Academy's LCAP budgeted \$335,825 for planned actions to increase or improve services for high needs students. Charter Community School Home Study Academy actually spent \$335,825 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 Community School Home Study Academy | Michael Gillespie Executive Director | mgillespie@edcoe.org 5302952257 |

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 Community School Home Study Academy (CCSHSA) utilized the following to determine the use of funds: Parent/Caregiver interviews, student interviews, stakeholder surveys, Parent/Caregiver orientations, individual teacher meetings (September, January, and April) student group meetings, 1:1 intake and enrollment meetings, Zoom meetings with parent groups (open forum), and School Site Council meetings. The LEA will continue to elicit input from our advisory committee in spring 2022 and conduct individual teacher meetings in February and March in order to continue to gather 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.

LEA did not receive the concentration grant add-on funding.

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

Charter Community School Home Study Academy (CCSHSA) utilized the following to determine the use of funds: Parent/Caregiver interviews, student interviews, stakeholder surveys, Parent/Caregiver orientations, individual teacher meetings (September, January, and April) student group meetings, 1:1 intake and enrollment meetings, Zoom meetings with parent groups (open forum), and School Site Council meetings. The

LEA will continue to elicit input from our advisory committee in spring 2022 and conduct individual teacher meetings in February and March in order to continue to gather 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 Community School Home Study Academy (CCSHSA) utilized the following to determine the use of funds: Parent/Caregiver interviews, student interviews, stakeholder surveys, Parent/Caregiver orientations, individual teacher meetings (September, January, and April) student group meetings, 1:1 intake and enrollment meetings, Zoom meetings with parent groups (open forum), and School Site Council meetings. As a result, the following supports and program additions have been added: Mental Health Support for Students: CCSHSA contracted with Minds Moving Forward for the purposes of wellness and health coaching. This support is provided to all students, parents/caregivers, and staff. This contract extends to the 2023-2024 school year. After School Academic Support: The funds provide for expanded learning time by certificated staff after school. In School Academic Support: 1.8 FTE has been expended for Instructional Leader II (two positions) to provide small group interventions as well as 1:1 assistance. These two positions extend to the 2023-2024 school year.

Successes and Challenges

The wellness support has been a welcome and much needed addition. A wellness referral system is in place for use by staff and parents. Scan codes are posted in student areas so students are able self-refer. A review in October 2021 provided data that there were over 1400 referrals since the inception of the referral process.

After school and in-school academic support has also provided expanding learning opportunities. The primary challenge is identifying greatest need situations because there is a high demand for support.

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.

CCHSA is utilizing the Expanded Learning Opportunities (ELO) funds according to the ELO Plan developed in 2020-21. Use of funds includes extending instructional learning time by increasing opportunities for students to participate in small group tutoring outside their assigned bell schedule as well as a (20) day summer credit recovery program. Educator training has been offered for both certificated and classified staff in strategies to address social emotional wellness as well as instructional strategies. Integrated student supports for mental health and wellness are currently offered via the Mental Health Clinician as well as the partnership with Minds Moving Forward. CCHSA is utilizing funds from the Educator Effectiveness Block Grant according to the plan developed in 2021. Activities are primarily focused on professional development for staff. Areas addressed in this Professional Development include training to address Trauma-Informed Practices (TIPS), instructional strategies, promoting a positive learning environment and school building school culture.

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

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

Introduction

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

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

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

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

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template
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As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021

Local Control Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---------------------------------------------|-----------------------------------------|--------------------------------------|
| Charter Community School Home Study Academy | Michael Gillespie Executive Director | mgillespie@edcoe.org 530-622-7130 |

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 Community School Home Study Academy is part of the Charter Alternative Programs which provides diverse and high-quality alternative educational programs for students with a variety of needs. Two distinct populations with immediate needs emerged in the early 80s. The first was the growing number of families choosing to home school their children, and 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, The El Dorado County Office of Education’s (EDCOE) community school opened its doors in 1983 to serve students who were not being served within the traditional school system and provided the first County Office of Education charter school in the state of California. Charter Alternative Programs and Extended Day were also chartered in 1993 by EDCOE, keeping with our commitment to providing outstanding educational programs in a stable, supportive environment so students can achieve academic and personal success. Communication and partnership with clients and staff are central tenets of our mission.

Charter Alternative Programs provide a variety of high-quality, innovative programs that prepare students to be college and career-ready through engaging, rigorous curriculum. Our programs develop critical thinkers who are problem solvers and effective communicators. We emphasize the development of the whole individual in safe, supportive learning environments, and we value communication and partnerships with families and community members.

Since 2000, two more populations have emerged: homeschooling families wanting additional college preparatory courses and families of vulnerable youth seeking a program that would ensure students were both college and career-ready, which resulted in developing two additional programs that meet those needs. The alternative Charter Programs covered in this LCAP include:

- Charter College & Career Prep 7-12 (CCP)
- Charter Connections Academy 9-12 (CCA)
- Charter University Prep 9-12 (CU Prep)

Throughout the LCAP, there will be specific measures, goals, and actions for each program. When noted, that particular measure, goal, or action is for a specific program. When not noted, that particular measure, goal, or action is for all three programs.

The Charter Alternative Programs serve students in grades K-12, as well as adults through our Adult Education programs. Students and parents/guardians entering our Charters 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 Mission Statements for our diverse programs reflect each program's vision:

Charter College & Career Prep (7-12):

The mission of Charter College & Career Prep is centered on success in student's college and career. We provide an engaging, rigorous, hands-on learning culture that develops innovative 21st Century citizens to compete in an ever-changing world.

EMPHASIS & CONCENTRATION

- Individualized learning plans created to meet student learning goals.
- Innovative and hands-on elective classes focused on career and professional goals.
- Credit recovery opportunities to meet graduation requirements.
- Acceleration opportunities for potential early graduation.
- Leadership opportunities in Student Government.
- Strong family and community relationships.
- Education and experience focused on the whole child.
- Career exploration and development emphasis.
- Walk to college Dual Enrollment with Folsom Lake College on the Placerville satellite campus. Enrollment assistance provided.

AN ALTERNATIVE PATH TO SUCCESS

College & Career Prep (CCP) serves students who would benefit from an alternative setting. Students who are experiencing difficulty meeting behavioral, social, academic, and/or attendance standards may need assistance in goal setting or other supports in order to meet their individual learning needs. We create individual learning plans focused on student objectives which include academic counseling, credit recovery, acceleration, and post-secondary options.

Charter Connections Academy (9-12):

Charter Connections Academy provides the highest quality instruction and curriculum for students to seamlessly transition into college, vocational training, the military, or employment. We teach students to effectively use emerging technologies and prepare students to manage their own time and resources using a college-like educational model. We are committed to providing meaningful direction, academic support, and counseling to help ensure students successfully transition to their next phase in life.

FOCUS AREAS & HIGHLIGHTS

- Prepare students for Community College and Technical/Career Education
- Offer a variety of personally-tailored educational options
- Personalize education to develop a student's individual potential as a limitless resource
- Encourage and foster critical thinking skills
- Enlist technology to motivate, instruct, communicate, and apply academic content
- Create strong and positive relationships with parents and students

Families choose CCA for a variety of reasons, including wanting to have greater involvement in their student's education. We teach students to effectively use emerging technologies and manage their own time and resources using a college-like educational model.

Students select CCA because they desire a personal connection and individual approach to school and appreciate the extra support they receive from highly trained and caring staff. Other students choose our program because they are interested in accelerating their graduation date or want to balance activities and commitments outside of school. The small campus, outstanding student body, individual meetings with teachers, comprehensive courses, and online learning options allow students to reach their goals.

Students begin with a one-on-one assessment of grades and credits so that a teacher can design an effective, individualized learning plan according to the student's educational and career goals. CCA students manage a full schedule in which they attend classes twice-weekly, meet regularly with an assigned teacher and, when not in class, self-direct their independent study, college courses, and/or work/ROP.

Charter University Prep (7-12):

Charter University Prep provides the highest quality instruction and curriculum. We focus on addressing complex ideas and critical thinking, which are necessary for success at the university level. We teach students to effectively use emerging technologies and learning systems, and we prepare students to manage their own time and resources so they will demonstrate success in professional settings and college. We systematically strengthen students' abilities to be rational, independently minded citizens who communicate effectively and contribute meaningfully to their communities.

CUP Guiding Principles

- Prepare students for success at the university level
- Empower students, parents, and staff to meet educational goals
- Encourage and foster critical and informed thinking
- Enlist technology to motivate, instruct, communicate, and apply academic content
- Support visual and performing arts participation and appreciation
- Facilitate opportunities for students to understand other cultures and societies

Personalizing Student's Education

The Charter University Prep program is similar to a college system in which students attend class twice weekly and are responsible for significant study outside of the classroom. Our students are motivated to learn, supported by their parents, and taught by teachers who are experts in their fields.

Students receive instruction at the school site two or four days per week. Outside of class, students complete home assignments, pursue electives, take community college courses, maintain physical education activities, participate in internships, or work in the business world.

The school programs serve anywhere from 350 - 450 students each year in grades 7-12. 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 CCHSA indicate 70% of students are white, 16% of students are Hispanic, 2% of students did not report ethnicity and there are three Native American, three Asian, 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 28% which is 108 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 19-20 or 20-21 school years due to the COVID crisis. 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 CCHSA are Chronic Absenteeism, Suspension Rate, Graduation Rate, College and Career, English Language Arts, and Math. If one of the indicators below does not have a specific sub-group mentioned there is no data on the Data Dashboard for that report (eg Graduation Rate does not report data on Homeless youth)

The following are the areas of success based on data from the Dashboard: There will still be growth goals for these areas in the LCAP

English Language Arts - All Students "Green" (Increased), White Students "Green" (Increased), Socioeconomically Disadvantaged Students "Yellow" (Increased Significantly)

Math - All Students "Yellow" (Increased), White Students "Yellow" (Increased), Socioeconomically Disadvantaged Students "Yellow" (Increased),

The school observed COVID protocols as directed by the CDPH. An additional custodian provided regular sanitization of bathrooms and high-touch surfaces and plexiglass was purchased for use when social distancing was not always a viable option. A Hypochlorous machine was purchased to provide a safe sanitizer for use in classrooms on desks, door handles, and other high-touch surfaces. All students and staff were required to utilize PPE on a daily basis and PPE was provided to students and staff as needed.

Chromebooks and Verizon hotspots were provided to families in order to ensure access to the curriculum. All students who requested one were provided a Chromebook each so they would be able to access the resources and curriculum as well as attend remote classes.

There were no students or families who were not able to be reached or who dropped out of the program. The school communicated with families on a regular basis with Parent Square messages and phone calls to families.

All teachers received two full days of professional development and common planning time prior to the 21-22 school year. The training covered a variety of topics including: inclusive practices, accreditation, Eduprotocols, and the Canvas Learning Management System.

CCHSA 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. The students received this support in person on the days they attended school. The students had their progress monitored on a regular basis through teacher observation, classroom assessments, and assessments during the school year.

CCHSA 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. Their progress was also monitored regularly through teacher observation, classroom assessments, and assessments during the school year.

CCHSA partnered with Charter Alternative Program, another charter within EDCOE, to fund both a Mental Health Clinician and an outside agency providing coaching and support groups for students. The Mental Health Clinician served as the coordinator for all mental health support for students. A referral system was put in place that any staff member, student, or parent could access. The Mental Health Clinician received all referrals and then followed up with the student to ensure they were receiving adequate support.

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.

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 19-20 or 20-21 school year due to the COVID crisis. However, both 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 on specific areas of data. The Dashboard indicators for CCHSA are Chronic Absenteeism, Suspension Rate, Graduation Rate, College and Career, English Language Arts, and Math. If one of the indicators below does not have a specific sub-group mentioned there is no data on the Data Dashboard for that report (e.g., Graduation Rate does not report data on Homeless youth)

The following areas will be the focus of improvement based on data from the Dashboard:

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

Suspension Rate - All Students "Red" (Increased) White Students "Yellow" (Increased), Socioeconomically Disadvantaged Students "Red" (Increased), Hispanic Students "Red" (Increased), Students with Disabilities "Red" (Increased), Homeless Students "Red" (Increased)

Graduation Rate - All Students - Orange" (Declined), Socioeconomically Disadvantaged Students "Red" (Declined)

College and Career Indicator - All Students "Orange" (Maintained), Socioeconomically disadvantaged Students "Orange" (Increased)

English Language Arts - Socioeconomically Disadvantaged Students "Yellow" (Increased Significantly)

Math - All Students "Yellow" (Increased), White Students "Yellow" (Increased), Socioeconomically Disadvantaged Students " Yellow" (Increased)

Additional areas of identified need include:

- Continue to improve mental health supports for students and professional development for teachers on mental health supports.
- Expanded CTE course offerings
- Expand partnerships with community-based agencies to support student wellness
- Professional Development for staff on interpreting data and cycles of improvement
- Collaboration across all programs to deepen knowledge and practices and improve coherence
- Parent Workshops on college and career options for their children
- Continue to increase concurrent enrollment in local community colleges
- Continue to focus on fostering a positive school climate and culture
- Increase opportunities for enriching activities both during and after school

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 CCHSA have access to a curriculum that is 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 post secondary options 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, enrollment in Folsom Lake College for high school students, partnership with the Northern California Construction Program for CTE, Emergency drills, and monitoring teacher credentials.

Goal 2

This goal was chosen to continue to improve the school climate and culture at CCHSA. 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 trainings 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, ILP meetings with students and parents, Mental Health Supports for Students, and Improvement Cycles on School Climate

Goal 3

This goal was developed to address the academic needs of students from grades seven through twelve at CCHSA. 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 for staff on key instructional strategies, Student Study Team and 504 Meetings to improve feedback and program improvement, Parent Trainings, and Dual Enrollment at Folsom Lake College

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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 Advisory 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 Advisory 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 Advisory 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 -

LCAP reviewed and discussed at Advisory Council - April 6, 2022

LCAP presented at Site Council for review and comments: May 4, 2022

LCAP approved by Site Council: May 4, 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. 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 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 Canvas and 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. The school staff is 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 it is 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 CAP 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 Community Home Study Academy 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 addresses State priorities 1, 2, and 7 which address the conditions of learning at CCHSA. Because there are three distinct programs within CCHSA serving different populations, it is important for the LEA to ensure all program campuses are safe, clean, and well maintained and that each program has equitable access and utilizes, curriculum and resources that are standards-based. Additionally, many students in these programs need intervention, accommodations, and assistance to meet graduation, college , and career requirements.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CCP Personal Learning Plan The name has evolved to Individual Learning Plan (ILP). | Pilot test sample beginning 1/4/2021 for all new enrollees with PLP in place equates to 21% of the student population of 106. | The name has evolved to Individual Learning Plan (ILP). Upon enrollment, 100% of students and families completed and ILP. The second week of the new quarter, 90% of students/families reviewed the plan. Adjustments were made in the following areas: * Increase/decrease on campus schedule. * Add/drop courses | | | 100% students will have a personal learning plan upon enrollment which will guide them toward successful completion. 100% of students will be guided in a quarterly review of their PLP. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | <ul style="list-style-type: none"> * Advanced Ed enrollment * Post secondary planning * Course registration for the upcoming year. * Credit recovery * Implement legislative impact, i.e., AB104, AB2306, etc. | | | |
| CCP NWEA Assessments | The NWEA (Northwest Evaluation Assn.) assessment for progress monitoring was not given this year for 0% implementation. | CCP CCP did not give the NWEA this year as planned. For 2022-2023 school year, the NWEA will be given in early September and early Spring 2023. | | | The NWEA assessment will be given two times per year in order to indicate student progress, inform instructors on instructional strategies, and identify sitewide learning goals. 90% of students will make measurable progress by the 2nd test. |
| CCP Expanding CTE Course Offerings and (SWP) Strong Workforce Program Access | Currently, there are 7 of 106 students enrolled in ROP programs within the adjacent high school district. This equates to 6% of our student population. 3 students | 0% of CCP students were enrolled in ROP courses. The partnering district struggled to keep programs in person for most of the year. However, ROP is | | | 75% of our students will be enrolled or participating in one or more of the following: Advanced Education through concurrent enrollment with Los Rios Community |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|------------------------------------------------------|-------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------|------------------------------------------------------------------------------------------------------------------------------|
| | were enrolled at FLC. This equates to 2% of the CCP student population. | back to typical circumstances and CCP students are enrolled. 8 students (.09%) of students were enrolled in Northern California Construction Trade (NCCT) course which focuses on residential and commercial construction. 5 (.05%) students participated in SCOE Virtual Pathways in the Sports Medicine and Culinary Arts area sectors. 12 CCA/CUP students were enrolled in ROP Courses and 1 CCA student was enrolled in the NCCT program. | | | College, SWP, NCCT, ROP, WBL (Work Based Learning) programs, or the College and Career Exploration course on the CCP campus. |
| CCA Students meet bi-weekly with supervising teacher | Students meet 1-4 times per month | CCA students met with teachers at least twice monthly. | | | 100% of students attend bi-weekly meetings with supervising teacher to review progress on goals, credits, and grades |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---------------------------------------------------------------------------|-----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------|----------------------------------------------------------------------------------|
| All Programs 10-12 grade students meet with Folsom Lake College Staff | Once per year | CCP Twice this year, students met with the FLC liaison to register for classes. For the summer session, current students and interested graduates met with FLC counselors. CCA/CUP students registered for FLC classes through the Administrator on site. | | | Once per semester |
| CUP Attend college workshops and meet with Student Services Specialist | Once per semester | All students attended college workshops, met with Student Services Specialist and completed grade level projects to increase awareness of college opportunities. | | | Twice per semester |
| All Programs Facility Inspections | Two times per year | Facilities were inspected two times this year and no major health or safety concerns were identified | | | Four times per year |
| All Programs Appropriate Teacher Credentialing | 100% of teachers were appropriately credentialed for their assignment | All teachers are appropriately credentialed for teaching in an | | | 100%of Teachers are appropriately credentialed for the classes they are teaching |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|----------------------------|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------|---------------------------------------------------------------------------------------------------|
| | | Independent Study program. | | | |
| Standards Based Curriculum | 100% of the curriculum is standards-based. | CCP Curriculum is standards based. New Health textbooks were adopted to align with state standards. CUP/CCA: This year, staff researched available math texts and new 7-8 math standards-based curriculum will be adopted for the 2022-23 school year. New standards-based Algebra, Geometry and Algebra II texts will also be adopted in the 22-23 school year. | | | 100% of the curriculum is standards-based |
| Emergency Drills | Fire, earthquake, and lock down drills occur at appropriate intervals during the school year. | All required drills were completed in the 2021-22 school year. | | | Fire, earthquake, and lock down drills will occur at appropriate intervals during the school year |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------------------------------|-----------------------------------------------------------------------------------------------|-------------|--------------|
| 1.1 | CCP -Personal Learning Plans for each student. | Students will have a personal learning plan upon enrollment and it will be reviewed quarterly | \$0.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-------------|--------------|
| | The name has changed to the Individual Learning Plan (ILP). | | | |
| 1.2 | All Programs - NWEA Assessments | Purchase and utilize assessments to track student growth | \$2,700.00 | No |
| 1.3 | All Programs - Northern California Construction Training Program | CTE program in construction through contract with NCCT | \$18,000.00 | No |
| 1.4 | All Programs - Enrollment in Folsom Lake College Courses | Continue to increase the number of students at CCHSA in Folsom Lake College Courses | \$0.00 | No |
| 1.5 | Facility Inspections four times per year | Facilities will be inspected by site and EDCOE staff quarterly | \$0.00 | |
| 1.6 | Monitor Teacher Credentials | EDCO and site staff will review all credentials each semester | \$0.00 | |
| 1.7 | Conduct appropriate emergency drills | Fire, earthquake, and lock down drills will occur at appropriate intervals during the school year | \$0.00 | |
| 1.8 | Standards Based Curriculum | Envision HS Math Curriculum Algebra, Geometry, Algebra II | \$16,340.00 | No |
| 1.9 | Standards Based Curriculum: MS Math | iReady adoption for MS CUP Math classes | \$4,000.00 | |

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.

There are no differences

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 are no differences

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

The actions outlined above have helped Charter Community Home Study Academy will maintain a safe and orderly school by ensuring students have access to Wellness and Mental Health resources. This access helps to support students' positive social and academic outcomes. Programs have begun utilizing the NWEA/MAP assessments to ensure students are making progress towards mastery of skills. New curriculum is aligned with state standards and all adoptions include professional development to ensure teachers are aware of all the features and can utilize the curriculum to most effectively serve students. The school is supported by EDCOE staff who oversee maintenance of the sites, ensuring the facilities are safe and inviting for all stakeholders.

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.

No changes have been made.

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 Community Home Study Academy 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 addresses state priorities 2, 5, and 6 which covers the engagement level of parents and students as well as school climate. This goal was developed because each of the school's programs serves a unique student population. School climate, as well as engagement with parents and students, is the cornerstone for success with the student populations being served. The Data Dashboard from 2019 indicates areas of improvement such as chronic absenteeism and suspension rates and the school has identified local indicators of success through student and parent surveys, focus groups, and rounding activities with teachers. 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 trainings for staff and direct support for students in the area of mental wellness.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------------------------------------------------------|------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|----------------|----------------|-----------------------------------------------------------------------------------------------------------------------------------|
| CCP ILP Meetings with students and parents (workshops) | One meeting per year | 100% of CCP students and families participated in ILP meetings upon enrollment | | | 90% of parents/guardians will successfully complete all 3 workshops. 100% of parents/guardians will complete at least 1 workshop. |
| CCP - Administer Parent Surveys | 4.56 School rules/discipline plans are enforced consistently at this school. | Working with Studer on our continuous improvement model, the following data was gathered. Results are | | | 4.5 School rules/discipline plans are enforced consistently at this school. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>4.89 My family is treated with respect at this school.</p> <p>4.72 I would recommend this school to other parents.</p> <p>4.78 This school provides a safe environment for my child to learn.</p> <p>4.77 The school is clean and well maintained</p> <p>4.89 The teachers, staff, and administration at this school demonstrate a genuine concern for my child.</p> <p>18 Parents Participated</p> | <p>scored 0-5 with 5 as the highest score:</p> <p>4.46 School rules/discipline plans are enforced consistently at this school.</p> <p>4.66 My family is treated with respect at this school.</p> <p>4.78 I would recommend this school to other parents.</p> <p>4.60 This school provides a safe environment for my child to learn.</p> <p>4.78 The school is clean and well maintained</p> <p>4.89 The teachers, staff, and administration at this school demonstrate a genuine concern for my child.</p> <p>21 Parents Participated = 20% of the school</p> | | | <p>4.5 My family is treated with respect at this school.</p> <p>4.5 I would recommend this school to other parents.</p> <p>4.5 This school provides a safe environment for my child to learn.</p> <p>4.5 The school is clean and well maintained</p> <p>4.5 The teachers, staff, and administration at this school demonstrate a genuine concern for my child.</p> <p>Increase parent participation to 80 parents or 50%</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CCP -Administer Student Surveys | <p>4.32 The teachers, staff, and administrators at my school demonstrate genuine concern for me.</p> <p>4.23 I feel safe at school.</p> <p>3.97 School rules/disciplines plans are enforced consistently at my school.</p> <p>4.55 My school is clean and well maintained.</p> <p>4.32 When I have a problem, I know how to get help.</p> <p>3.61 Students at this school are respectful of each other.</p> <p>4.65 My family is treated with respect at my school.</p> <p>31 Student Responses</p> | <p>Working with Studer on our continuous improvement model, the following data was gathered. Results are scored 0-5 with 5 as the highest score:</p> <p>4.63 The teachers, staff, and administrators at my school demonstrate genuine concern for me.</p> <p>4.33 I feel safe at school.</p> <p>4.01 School rules/disciplines plans are enforced consistently at my school.</p> <p>4.45 My school is clean and well maintained.</p> <p>4.12 When I have a problem, I know how to get help.</p> <p>3.82 Students at this school are respectful of each other.</p> <p>4.70</p> | | | <p>4.5 The teachers, staff, and administrators at my school demonstrate genuine concern for me.</p> <p>4.5 I feel safe at school.</p> <p>4.5 School rules/disciplines plans are enforced consistently at my school.</p> <p>4.5 My school is clean and well maintained.</p> <p>4..5 When I have a problem, I know how to get help.</p> <p>4.5 Students at this school are respectful of each other.</p> <p>4.5 My family is treated with respect at my school.</p> <p>150 student responses or 75%</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | <p>My family is treated with respect at my school.</p> <p>27 Student Responses = 28%</p> | | | |
| CCA - Administer Parent Surveys | <p>4.08 School rules/discipline plans are enforced consistently at this school.</p> <p>4.50 My family is treated with respect at this school.</p> <p>4.54 I would recommend this school to other parents.</p> <p>4.54 This school provides a safe environment for my child to learn.</p> <p>4.27 The school is clean and well maintained</p> <p>4.46 The teachers, staff, and administration at this school demonstrate a genuine concern for my child.</p> <p>26 Responses</p> | <p>3.82 School rules/discipline plans are enforced consistently</p> <p>4.44 My family is treated with respect at this school</p> <p>4.29 I would recommend this school to other parents</p> <p>4.36 The school provides a safe environment for my child</p> <p>4.14 The school is clean and well maintained</p> <p>4.39 The teachers, staff and administration at the school demonstrate a genuine concern for my child</p> <p>29 Responses</p> | | | <p>4.5 School rules/discipline plans are enforced consistently at this school.</p> <p>4.50 My family is treated with respect at this school.</p> <p>4.55 I would recommend this school to other parents.</p> <p>4.55 This school provides a safe environment for my child to learn.</p> <p>4.5 The school is clean and well maintained</p> <p>4.5 The teachers, staff, and administration at this school demonstrate a genuine concern for my child.</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | | | Increase parent responses to 65 or 50% |
| CCA Administer Student Surveys | <p>3.94 The teachers, staff, and administrators at my school demonstrate genuine concern for me.</p> <p>4.06 I feel safe at school.</p> <p>3.86 School rules/disciplines plans are enforced consistently at my school.</p> <p>3.76 My school is clean and well maintained.</p> <p>4.02 When I have a problem, I know how to get help.</p> <p>3.63 Students at this school are respectful of each other.</p> <p>4.20 My family is treated with respect at my school.</p> <p>55 Responses</p> | <p>3.88 The teachers, staff, and administrators at my school demonstrate genuine concern for me.</p> <p>3.98 I feel safe at school.</p> <p>3.66 School rules/disciplines plans are enforced consistently at my school.</p> <p>3.71 My school is clean and well maintained.</p> <p>3.9 When I have a problem, I know how to get help.</p> <p>3.5 Students at this school are respectful of each other.</p> <p>4.13 My family is treated with respect at my school.</p> <p>61 Responses</p> | | | <p>34.5 The teachers, staff, and administrators at my school demonstrate genuine concern for me.</p> <p>4.5 I feel safe at school.</p> <p>4.5 School rules/disciplines plans are enforced consistently at my school.</p> <p>4.5 My school is clean and well maintained.</p> <p>4.5 When I have a problem, I know how to get help.</p> <p>4.5 Students at this school are respectful of each other.</p> <p>4.5 My family is treated with respect at my school.</p> <p>75 Responses or 75%</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
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| CUP - Administer Parent Surveys | <p>4.35 School rules/discipline plans are enforced consistently at this school.</p> <p>4.54 My family is treated with respect at this school.</p> <p>4.68 I would recommend this school to other parents.</p> <p>4.65 This school provides a safe environment for my child to learn.</p> <p>4.36 The school is clean and well maintained</p> <p>4.38 The teachers, staff, and administration at this school demonstrate a genuine concern for my child.</p> <p>70 Parent Responses</p> | <p>4.11 School rules/discipline plans are enforced consistently</p> <p>4.47 My family is treated with respect at this school</p> <p>4.28 I would recommend this school to other parents</p> <p>4.47 The school provides a safe environment for my child</p> <p>3.98 The school is clean and well maintained</p> <p>4.23 The teachers, staff and administration at the school demonstrate a genuine concern for my child</p> <p>47 Responses</p> | | | <p>4.5 School rules/discipline plans are enforced consistently at this school.</p> <p>4.5 My family is treated with respect at this school.</p> <p>4.5 I would recommend this school to other parents.</p> <p>4.5 This school provides a safe environment for my child to learn.</p> <p>4.5 The school is clean and well maintained</p> <p>4.5 The teachers, staff, and administration at this school demonstrate a genuine concern for my child.</p> <p>Increase Parent responses to 100 Parents or 50%</p> |
| CUP Administer Student Surveys | <p>3.98 The teachers, staff, and administrators at my school demonstrate genuine concern for me.</p> | <p>4.03 The teachers, staff, and administrators at my school demonstrate genuine concern for me.</p> | | | <p>4.5 The teachers, staff, and administrators at my school demonstrate genuine concern for me.</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>4.22 I feel safe at school.</p> <p>3.87 School rules/disciplines plans are enforced consistently at my school.</p> <p>3.92 My school is clean and well maintained.</p> <p>3.98 When I have a problem, I know how to get help.</p> <p>3.89 Students at this school are respectful of each other.</p> <p>4.21 My family is treated with respect at my school.</p> <p>157 Responses</p> | <p>4.02 I feel safe at school.</p> <p>3.56 School rules/disciplines plans are enforced consistently at my school.</p> <p>3.89 My school is clean and well maintained.</p> <p>3.88 When I have a problem, I know how to get help.</p> <p>3.84 Students at this school are respectful of each other.</p> <p>4.21 My family is treated with respect at my school.</p> <p>102 Responses</p> | | | <p>4.5 I feel safe at school.</p> <p>4.5 School rules/disciplines plans are enforced consistently at my school.</p> <p>4.55 My school is clean and well maintained.</p> <p>4.5 When I have a problem, I know how to get help.</p> <p>4.5 Students at this school are respectful of each other.</p> <p>4.5 My family is treated with respect at my school.</p> <p>150 Responses or 75%</p> |
| All Programs Wellness Coaching Sessions for Students | 271 Total Service Sessions for Students | For the 2021-2022 school year, there were 397 Wellness Coaching sessions. | | | 400 Total Service Sessions for Student |
| Mental Health Clinician Supports | Completed ERMHS Sessions with Students -663 Non-IEP Sessions - 84 | For the 2021-2022 school year, there were 515 Direct Service sessions with the Mental Health Clinician. This includes ERMHS as | | | Complete all required ERMHS Sessions with Students Non-IEP Sessions - 150 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|------------------------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------|---------------------------------------------------------------------------------------------------------------|
| | | well as crisis intervention/behavioral support with non-IEP students. | | | |
| All Programs - Conduct Rounding sessions with students around school climate | No Baseline | CCP One student rounding session 15 students. CCA/CUP One Student rounding session, 5 students | | | 8 sessions per year with results shared with staff for cycle or improvement and students for additional input |
| All Programs - Increase opportunities for student leadership | Student Leadership Team or Student Council at one (1) program | CCP Student leadership class. However, student leadership will occur in Homerooms in the 2022-2023 school year. This will increase student participation and increase access to student voice. | | | Student Leadership Team or Student Council at all programs |
| All Programs - Parent workshops | No Baseline | CCP During enrollment, all parents participated in Aeries and Parent Square trainings. This was met with 100% participation. One or more parent/caregivers received training for each student. | | | Three parent workshops per year with 20 or more parents attending |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------|------------------------------------------------------------------------------------------------------------------------------------|
| All Programs - Professional Development for staff on Mental Health and Wellness and Resiliency | On Professional Development Session | CCP All staff participated in the Ricky Robertson Building Resilience Training. This was a 4 part series. 3 hour training on non-violent crisis intervention. Speaker on suicide awareness and noting the signs of crisis and distress in students. McKinney-Vento and Foster Youth ACES training. | | | Three professional development sessions per year |
| Chronic Absenteeism | All Students -23.2% Socioeconomically Disadvantaged Students - 58.3% White Students - 22.8% Two or More Races - 14.3% | All Students -23.4% Socioeconomically Disadvantaged Students - 58.6% White Students - 18.0% Two or More Races - 15.8% | | | All Students - 10% Socioeconomically Disadvantaged Students - 15%% White Students - 10%% Two or More Races - 5%% |
| Suspension Rate | All Students - 13% English Learners - 21.4% Foster Youth - 6.4% Homeless - 41.5% Socioeconomically Disadvantaged Students - 21.6% | All Students - 3.0% English Learners - 4.0% Foster Youth - 0% Homeless - 0% Socioeconomically Disadvantaged Students - 12.0% | | | All Students - 5% English Learners - 5% Foster Youth - 5% Homeless - 5% Socioeconomically Disadvantaged Students - 5%% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------|------------------------------------------------------------------------------------------------------------------|
| | Students with Disabilities - 27.3% American Indian - 15.4% Hispanic - 21.9% White - 11.6% Two or More Races - 6.3% | Students with Disabilities - 6.0% American Indian - 0% Hispanic - 0% White - 21.0% Two or More Races - 5.0% | | | Students with Disabilities - 5% American Indian - 0% Hispanic - 5% White - 5% Two or More Races - 5% |
| All Programs - Enrichment Opportunities and School Sponsored Events | No Baseline for 20-21 School Year due to COVID Restrictions | CCP Northern California Construction Trade field trips to local utility companies and a trade show. School field trips to Bodega Bay Tide Pools, San Francisco Science Museum, Yosemite Conservation Tour. Visiting speakers in the following industry sectors: Fire Science through CA Department of Forestry, Real Estate through Lyon Realty, Construction through JDW Construction. | | | 10 Student Events or additional enrichment opportunities |
| Staff Rounding Sessions | Two times per year | CCP Completed 2.5 staff rounding sessions. | | | Three times per year |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------------------------------------|------------------------------------------------------------------------------------------------|-------------|--------------|
| 2.1 | CCP - ILP meetings with students and parents | ILP workshops and meetings with parents and students | \$0.00 | No |
| 2.2 | All Programs - Administer student surveys | Student surveys three times per year | \$1,000.00 | No |
| 2.3 | All Programs - Parent Surveys | Parent survey three times per year | \$1,000.00 | |
| 2.4 | CCP - Professional Development - Building Resiliency | Rickey Robertson - four times during 21-22 school year | \$0.00 | |
| 2.5 | All Programs - Parent Communication | Use Parent Square to communicate with parents on an ongoing basis | \$1,200.00 | No |
| 2.6 | CCP - Multitiered Systems of Support | MTSS process in collaboration with the mental health clinician and a contracted wellness coach | \$0.00 | No |
| 2.7 | All Programs - Mental Health Supports for Students | Mental Health Clinician 1.0FTE | \$75,959.00 | Yes |
| 2.8 | Wellness Supports for students | Mental health services provided | \$44,800.00 | Yes |
| 2.9 | All Programs - Expanded number of family events | Continue to build community through family events | \$1,000.00 | |
| 2.10 | All Programs - Improvement Cycles on School Climate | Analyze student, parent, and staff feedback on surveys and rounding sessions | \$0.00 | |

| Action # | Title | Description | Total Funds | Contributing |
|----------|----------------------------------------------------------------------------|---------------------------------------------------------------------------------|-------------|--------------|
| 2.11 | CCA and CUP - Parent Training on CANVAS | Training on use of CANVAS and how to communicate with staff | \$0.00 | |
| 2.12 | All Programs - Events and Enrichment Opportunities for Students Enrichment | Student activities, field trips, extracurricular events | \$15,000.00 | No |
| 2.13 | CCA and CUP - Professional Development | Professional Development for staff on Mental Health and Wellness and Resiliency | \$0.00 | Yes |

Goal Analysis [2021-22]

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

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

There are no differences

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 are no differences

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

Charter Community Home Study Academy utilized parent and student surveys to gather feedback from key stakeholders to identify strengths and areas for improvement. In addition to the surveys, the school has begun personal interviews with stakeholders called "Rounding". Rounding with students and staff gave valuable insight for future planning. Wellness and Mental Health supports helped to create a positive and welcoming learning environment to engage students. Student and family events also helped to engage families and build community at the school. During the 21-22 school year, all staff participated in Professional Development geared towards inclusivity. In addition, staff professional development included use of Canvas as a tool for communication. This will be expanded next year to include training for parents on how to access student grades and progress on CANVAS.

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.

No substantial changes have been made

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 Community Home Study Academy 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 addresses State priorities 4 and 8 (Pupil Outcomes). The school chose this goal because it addresses the academic needs for all three student programs (CCA, CUP, and CCP). Each of the programs is unique. However, All three programs have specific metrics, goals, and actions they are working on to improve academic outcomes for students so they are able to complete their academic plans and be prepared for life after high school.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|----------------------------------|------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CCP - Personalized Learning Plan | Pilot test sample beginning 1/4/2021 for all new enrollees with PLP in place equates to 21% of the student population of 106 | The name has evolved to Individual Learning Plan (ILP). Upon enrollment, 100% of students and families completed and ILP. The second week of the new quarter, 90% of students/families reviewed the plan. Adjustments were made in the following areas: * Increase/decrease on campus schedule. * Add/drop courses | | | 100% students will have a personal learning plan upon enrollment which will guide them toward successful completion. 100% of students will be guided in a quarterly review of their PLP. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | <ul style="list-style-type: none"> * Advanced Ed enrollment * Post secondary planning * Course registration for the upcoming year. * Credit recovery * Implement legislative impact, i.e., AB104, AB2306, etc. | | | |
| All Programs - NWEA Assessments | The NWEA (Northwest Evaluation Assn.) assessment for progress monitoring was not given this year for 0% implementation. | CCP CCP did not give the NWEA this year as planned. For 2022-2023 school year, the NWEA will be given in early September and early Spring 2023. | | | The NWEA assessment will be given three times per year in order to indicate student progress, inform instructors on instructional strategies, and identify sitewide learning goals. 90% of students will make measurable progress by the 3rd test. |
| CCP - Expanding CTE Course Offerings and (SWP) Strong Workforce Program Access | 7 of 106 students enrolled in ROP programs within the adjacent high school district. This equates to 6% of our student population. 3 students were enrolled at FLC. | 0% of CCP students were enrolled in ROP courses. The partnering district struggled to keep programs in person for most of the year. However, ROP is back to typical | | | 75% of our students will be enrolled or participating in one or more of the following: Advanced Education through concurrent enrollment with Los Rios Community College, SWP, NCCT, |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|------------------------------------------------------|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | This equates to 2% of our student population | <p>circumstances and CCP students are enrolled.</p> <p>8 students (.09%) of students were enrolled in Northern California Construction Trade (NCCT) course which focuses on residential and commercial construction.</p> <p>5 (.05%) students participated in SCOE Virtual Pathways in the Sports Medicine and Culinary Arts area sectors.</p> | | | ROP, WBL (Work Based Learning) programs, or the College and Career Exploration course on the CCP campus. |
| CCP - Parent Workshops on Personalized Learning Plan | No Baseline | <p>All parents participated in the enrollment ILP process. No collective meetings occurred, however, the goal setting for Academic Progress Monitoring with students and parents was 90%. The workshops initially started as a way to keep parents informed of academic progress. Workshops for 2022-2023 will include a</p> | | | <p>Parent/Guardian Workshop will occur 3 times per year to review their student's PLP</p> <p>The name has changed to the Individual Learning Plan (ILP).</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|----------------------------------------------|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | focus on mental health and community resource outreach. | | | |
| Teacher Guided Student Self-Assessment | No Baseline | CCA - Teachers met with students at least twice monthly to guide students in progress and self assessment | | | 100% of students will attend a teacher guided, student self assessment four times per year with regard to progress on all goals including but not limited to: attendance, grades, credits, formative assessments, NWEA, survey response results |
| CCA - Students meet with supervising teacher | Students meet 1-4 times per month | Students meet with their supervising teachers at least two times per month | | | 100% of students will attend a Supervising Teacher meeting at least bi-weekly with students to assess progress and provide support |
| All Programs - Student Focus Meetings | No Baseline | CCP 1 rounding session with students in 2021-2022. 'Student Talk' occurs once per month; there were 10 Student Talk sessions this year. | | | Hold monthly meetings with dedicated staff for CCA and CUP grade level groups (grades 7&8, 9&10, 11&12) to identify students having difficulty and to take appropriate actions to assist those students |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------|--------------------------------------------------------------------------------------------------------------------------|
| | | The CUP Middle School team met monthly to discuss | | | |
| All Programs - Student-to-teacher ratio | Current Ratio 20:1 | Current Ratio 20:1 | | | Maintain 20:1 ratio |
| CCA - Enrollment in Folsom Lake College and ROP | 65% Take at least one college course and 10% enroll in ROP Courses | 10% of CCA students took ROP courses 5% of CCA students took FLC courses this year | | | Every student will take at least one ROP course and/or a college career course during high school |
| CU Prep - Folsom Lake College | Average 1.5 classes completed at FLC per graduating senior | 54 CUP/CCA graduates completed a combined total of 77 community college classes during the 21-22 School year for an average of 1.5 classes per student. | | | An average 2.0 classes completed per graduating senior, or 60 courses per graduating class of 30 |
| CUP - Student GPA | CUP students have an average GPA of 3.5 overall and GPA for college courses is 3.5 | Overall CUP GPA for 21-22: 3.6925 | | | CUP students will maintain an average GPA of 3.5 or higher with college classes at 3.7 or higher. |
| Graduation Rate 2018-19 Data | All Students 74.5% Socioeconomically Disadvantaged Students - 60.5% Students With Disabilities - 61.1% Hispanic - 55.6% | All Students 85% Socioeconomically Disadvantaged 71.7% Students with Disabilities 58.8% Hispanic 82.4% White 83.9% | | | All Students 90% Socioeconomically Disadvantaged Students - 90% Students With Disabilities - 90% Hispanic - 90% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | White - 78.5% | | | | White - 90% |
| College/Career Indicator 2018-19 Data | All Students - 24.5% Socioeconomically Disadvantaged Students - 9.3% Students with Disabilities - 0% Hispanic - 5.6% White 30.4% | Not yet available | | | All Students - 45% Socioeconomically Disadvantaged Students - 40% Students with Disabilities - 40% Hispanic - 50% White 50% |
| CAASPP ELA | All Students - 5.8 Below Standard Socioeconomically Disadvantaged Students - 63.2 Below Standard Students with Disabilities - 159 Below Standard Hispanic - 65.5 Below Standard White - 15.7 Above Standard Two or More Races - 35.8 Above Standard | 2020-21 Results All Students - Socioeconomically Disadvantaged Students Below Standard Students with Disabilities - Hispanic - White - Two or More Races | | | All Students - 10 Above Standard Socioeconomically Disadvantaged Students - 15 Below Standard Students with Disabilities - 50 Below Standard Hispanic - 15 Below Standard White - 25 Above Standard Two or More Races - 35 Above Standard |
| CAASPP Math | All Students -60.2 below standard Socioeconomically Disadvantaged -137.2 Below Standard | 2020-21 Results All Students - Socioeconomically Disadvantaged Students with Disabilities - Hispanic - | | | All Students - 25 Below standard Socioeconomically Disadvantaged -50 Below Standard |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|----------------|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Students with Disabilities - 243 Below Standard Hispanic - 141 Below Standard White - 47 Below Standard Two or More Races - 48 Below Standard | White - Two or More Races - | | | Students with Disabilities - 100 Below Standard Hispanic - 75 Below Standard White - 25 Below Standard Two or More Races - 25 Below Standard |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
| 3.1 | CCP - Professional Development | Staff development 2 times per year will focus on interpreting data and selecting appropriate academic interventions and supports. | | No |
| 3.2 | All Programs - Student Focus Meetings | Monthly staff meetings to monitor student progress | \$0.00 | |
| 3.3 | All Programs - Disaggregate Graduation Rates | Beginning the 2021-2022 school year, a tracking system will be implemented to disaggregate graduation rates for CCP, CCA, and CUP in order to meet the unique needs of students across all programs | \$0.00 | No |
| 3.4 | CCP - Parent Trainings | Parent training (Workshops) will be provided up to 3 times per year regarding various topics including, but not limited to, interpreting assessment results, supporting student instruction at home, graduation and post secondary goals, and determining individual student needs. | \$1,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|--------------|--------------|
| 3.5 | All Programs - NWEA Assessments | NWEA assessments will be conducted three times per year - Cost Covered in Goal 1 action 2 | \$0.00 | |
| 3.6 | All Programs - Cycles of Improvement | Staff will use assessment data from NWEA and CAASPP to develop goals and monitor student progress | \$0.00 | No |
| 3.7 | Student-to-teacher ratios | Maintain 20:1 student-to-teacher ratios | \$245,125.00 | Yes |
| 3.8 | All Programs - Dual Enrollment at Folsom Lake College | Increase the number of students participating in dual enrollment program | \$0.00 | |
| 3.9 | Regional Occupation Programs | Facilitate student participation in ROP programs with local high school district | \$5,400.00 | |
| 3.10 | Software to support student academic goals | The school uses a variety of software programs to support interventions for students and allow access to curriculum. | \$40,000.00 | 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.

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.

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

Charter Community Home Study Academy 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. CCHSA's Mental Health Clinician and Health Coach have led the effort to monitor social emotional well-being. They have provided sessions for students to support social skills development, stress management, and other wellness needs. Teachers utilized Canvas to monitor students' academic progress. Low student to teacher ratio, assisted with this by allowing teachers to focus on fewer students in their classrooms. Software including Canvas, Discovery Ed and Turnitin supported students' academic growth. Student enrollment in ROP and Community College courses continues to grow. NWEA/MAP assessments were given at CCA and CUPrep, giving teachers immediate feedback on students' mastery of academic skills. Staff participated in Professional Development geared towards use of data and continuous improvement cycles.

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.

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) |
| 366884 | 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 |
|---------------------------------------------------------------------------------|-----------------------------|-------------------------|-----------------------------------------------------------------------------|
| 9.03% | 0 | \$0.00 | 9.03% |

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 7 - Mental Health supports for Foster Youth and low income students is an identified need at CCHSA. Although the Mental Health Clinician will serve the entire program at CCHSA, specific and targeted supports for Foster Youth and low income students will be implemented to support their social-emotional well-being.
- Goal 2 Action 8 - Mental Health supports for Foster Youth and low income students is an identified need at CCHSA. Although the Wellness Coach n will serve the entire program at CCHSA, specific and targeted supports for Foster Youth and low income students will be implemented to support their social-emotional well-being.
- Goal 2 Action 13 - Professional Development with a focus on mental health will benefit Foster Youth and low-income students because school staff will be able to identify mental health supports students need and provide those supports on an ongoing basis.
- Goal 3 Action 4 - Parent trainings will offer targeted supports for parents of low-income and English Learners in order to provide them with the information and skills necessary to understand what their children need in order to be successful both in high school and beyond.
- Goal 3 Action 7 - 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 Community Home Study Academy 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 CCHSA. Although the Mental Health Clinician will serve the entire program at CCHSA, 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 CCHSA. Although the Wellness Coach will serve the entire program at CCHSA, specific and targeted supports for Foster Youth and low-income students will be implemented to support their social-emotional well-being. Professional Development with a focus on mental health will benefit Foster Youth and low-income students because school staff will be able to identify mental health supports students need and provide those supports on an ongoing basis. Parent training will offer targeted supports for parents of low-income and English Learners in order to provide them with the information and skills necessary to understand what their children need in order to be successful both in high school and beyond. 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.

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

2022-23 Total Expenditures Table

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|--------------|-------------------|-------------|---------------|--------------|-----------------|---------------------|
| Totals | \$414,484.00 | \$58,040.00 | | | \$472,524.00 | \$250,125.00 | \$222,399.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|------------------------------------------------------------------------------------------------------------|------------------|------------|-------------------|-------------|---------------|-------------|
| 1 | 1.1 | CCP -Personal Learning Plans for each student. The name has changed to the Individual Learning Plan (ILP). | All | | | | | \$0.00 |
| 1 | 1.2 | All Programs - NWEA Assessments | All | | \$2,700.00 | | | \$2,700.00 |
| 1 | 1.3 | All Programs - Northern California Construction Training Program | All | | \$18,000.00 | | | \$18,000.00 |
| 1 | 1.4 | All Programs - Enrollment in Folsom Lake College Courses | All | | | | | \$0.00 |
| 1 | 1.5 | Facility Inspections four times per year | | | | | | \$0.00 |
| 1 | 1.6 | Monitor Teacher Credentials | | | | | | \$0.00 |
| 1 | 1.7 | Conduct appropriate emergency drills | | | | | | \$0.00 |
| 1 | 1.8 | Standards Based Curriculum | All | | \$16,340.00 | | | \$16,340.00 |
| 1 | 1.9 | Standards Based Curriculum: MS Math | | | \$4,000.00 | | | \$4,000.00 |
| 2 | 2.1 | CCP - ILP meetings with students and parents | All | | | | | \$0.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|----------------------------------------------------------------------------|------------------------------------------------|-------------|-------------------|-------------|---------------|-------------|
| 2 | 2.2 | All Programs - Administer student surveys | All | | \$1,000.00 | | | \$1,000.00 |
| 2 | 2.3 | All Programs - Parent Surveys | | | \$1,000.00 | | | \$1,000.00 |
| 2 | 2.4 | CCP - Professional Development - Building Resiliency | English Learners Foster Youth Low Income | | | | | \$0.00 |
| 2 | 2.5 | All Programs - Parent Communication | All | \$1,200.00 | | | | \$1,200.00 |
| 2 | 2.6 | CCP - Multitiered Systems of Support | All | | | | | \$0.00 |
| 2 | 2.7 | All Programs - Mental Health Supports for Students | Foster Youth Low Income | \$75,959.00 | | | | \$75,959.00 |
| 2 | 2.8 | Wellness Supports for students | Foster Youth Low Income | \$44,800.00 | | | | \$44,800.00 |
| 2 | 2.9 | All Programs - Expanded number of family events | | \$1,000.00 | | | | \$1,000.00 |
| 2 | 2.10 | All Programs - Improvement Cycles on School Climate | | | | | | \$0.00 |
| 2 | 2.11 | CCA and CUP - Parent Training on CANVAS | | | | | | \$0.00 |
| 2 | 2.12 | All Programs - Events and Enrichment Opportunities for Students Enrichment | All | | \$15,000.00 | | | \$15,000.00 |
| 2 | 2.13 | CCA and CUP - Professional Development | English Learners Foster Youth Low Income | | | | | \$0.00 |
| 3 | 3.1 | CCP - Professional Development | All | | | | | |
| 3 | 3.2 | All Programs - Student Focus Meetings | | | | | | \$0.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|-------------------------------------------------------|------------------------------------------------|--------------|-------------------|-------------|---------------|--------------|
| 3 | 3.3 | All Programs - Disaggregate Graduation Rates | All | | | | | \$0.00 |
| 3 | 3.4 | CCP - Parent Trainings | English Learners Foster Youth Low Income | \$1,000.00 | | | | \$1,000.00 |
| 3 | 3.5 | All Programs - NWEA Assessments | | | | | | \$0.00 |
| 3 | 3.6 | All Programs - Cycles of Improvement | All | | | | | \$0.00 |
| 3 | 3.7 | Student-to-teacher ratios | English Learners Foster Youth Low Income | \$245,125.00 | | | | \$245,125.00 |
| 3 | 3.8 | All Programs - Dual Enrollment at Folsom Lake College | | | | | | \$0.00 |
| 3 | 3.9 | Regional Occupation Programs | | \$5,400.00 | | | | \$5,400.00 |
| 3 | 3.10 | Software to support student academic goals | All | \$40,000.00 | | | | \$40,000.00 |

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 |
|------------------------------|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------------------------------------------|---------------------------------------------------------|------------------------------------------------------|--------------------------------------------------------------------------------------------------------|--------------------------|------------------|
| 4060742 | 366884 | 9.03% | 0 | 9.03% | \$366,884.00 | 0.00% | 9.03 % | Total: | \$366,884.00 |
| | | | | | | | | LEA-wide Total: | \$366,884.00 |
| | | | | | | | | Limited Total: | \$0.00 |
| | | | | | | | | Schoolwide Total: | \$0.00 |

| 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 | CCP - Professional Development - Building Resiliency | | | English Learners Foster Youth Low Income | Specific Schools: CCP | | |
| 2 | 2.7 | All Programs - Mental Health Supports for Students | Yes | LEA-wide | Foster Youth Low Income | | \$75,959.00 | |
| 2 | 2.8 | Wellness Supports for students | Yes | LEA-wide | Foster Youth Low Income | | \$44,800.00 | |
| 2 | 2.13 | CCA and CUP - Professional Development | Yes | LEA-wide | English Learners Foster Youth Low Income | | | |
| 3 | 3.4 | CCP - Parent Trainings | Yes | LEA-wide | English Learners Foster Youth Low Income | | \$1,000.00 | |
| 3 | 3.7 | Student-to-teacher ratios | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$245,125.00 | |

2021-22 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---------------|------------------------------------------------------|--------------------------------------------|
| Totals | \$461,996.00 | \$406,955.00 |

| 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 | CCP -Personal Learning Plans for each student | No | \$0.00 | \$0.00 |
| 1 | 1.2 | All Programs - NWEA Assessments | No | \$1,600.00 | \$2,700.00 |
| 1 | 1.3 | All Programs - Northern California Construction Training Program | No | \$17,000.00 | \$18,000.00 |
| 1 | 1.4 | All Programs - Enrolment in Folsom Lake College Courses | No | \$0.00 | \$0.00 |
| 1 | 1.5 | Facility Inspections four times per year | | \$0.00 | \$0.00 |
| 1 | 1.6 | Monitor Teacher Credentials | | \$0.00 | \$0.00 |
| 1 | 1.7 | Conduct appropriate emergency drills | | \$0.00 | \$0.00 |
| 2 | 2.1 | CCP - ILP meetings with students and parents | No | \$0.00 | \$0.00 |
| 2 | 2.2 | All Programs - Administer student surveys | No | \$1,000.00 | \$1,000.00 |
| 2 | 2.3 | All Programs - Parent Surveys | | \$1,000.00 | \$1,000.00 |
| 2 | 2.4 | CCP - Professional Development - Building Resiliency | | \$0.00 | \$0.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|----------------------------------------------------------------------------|------------------------------------------------|------------------------------------------------|---------------------------------------------------|
| 2 | 2.5 | All Programs - Parent Communication | No | \$1,200.00 | \$0.00 |
| 2 | 2.6 | CCP - Multitiered Systems of Support | No | \$0.00 | \$0.00 |
| 2 | 2.7 | All Programs - Mental Health Supports for Students | Yes | \$68,382.00 | \$71,435.00 |
| 2 | 2.8 | Wellness Supports for students | Yes | \$50,765.00 | \$41,480.00 |
| 2 | 2.9 | All Programs - Expanded number of family events | | \$1,000.00 | \$1,000.00 |
| 2 | 2.10 | All Programs - Improvement Cycles on School Climate | | \$0.00 | \$0.00 |
| 2 | 2.11 | CCA and CUP - Parent Training on CANVAS | | \$0.00 | \$0.00 |
| 2 | 2.12 | All Programs - Events and Enrichment Opportunities for Students Enrichment | No | \$15,000.00 | \$0.00 |
| 2 | 2.13 | CCA and CUP - Professional Development | Yes | \$2,500.00 | \$5,575.00 |
| 3 | 3.1 | CCP - Professional Development | No | \$0.00 | \$0.00 |
| 3 | 3.2 | All Programs - Student Focus Meetings | | \$0.00 | \$0.00 |
| 3 | 3.3 | All Programs - Disaggregate Graduation Rates | No | \$0.00 | \$0.00 |
| 3 | 3.4 | CCP - Parent Trainings | Yes | \$1,000.00 | \$1,000.00 |
| 3 | 3.5 | All Programs - NWEA Assessments | | \$0.00 | \$0.00 |
| 3 | 3.6 | All Programs - Cycles of Improvement | No | \$0.00 | \$0.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|-------------------------------------------------------|------------------------------------------------|------------------------------------------------|---------------------------------------------------|
| 3 | 3.7 | Student-to-teacher ratios | Yes | \$261,549.00 | \$216,335.00 |
| 3 | 3.8 | All Programs - Dual Enrollment at Folsom Lake College | | \$0.00 | \$0.00 |
| 3 | 3.9 | Regional Occupation Programs | | \$10,000.00 | \$7,200.00 |
| 3 | 3.10 | Software to support student academic goals | No | \$30,000.00 | \$40,230.00 |

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) |
|----------------------------------------------------------------------------------|---------------------------------------------------------|-----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|------------------------------------------------------|--------------------------------------------------------|----------------------------------------------------------------------------------------------|
| 335825 | \$383,196.00 | \$335,825.00 | \$47,371.00 | 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 | 2.7 | All Programs - Mental Health Supports for Students | Yes | \$68,382.00 | 71435 | | |
| 2 | 2.8 | Wellness Supports for students | Yes | \$49,765.00 | 41480 | | |
| 2 | 2.13 | CCA and CUP - Professional Development | Yes | \$2,500.00 | 5575 | | |
| 3 | 3.4 | CCP - Parent Trainings | Yes | \$1,000.00 | 1000 | | |
| 3 | 3.7 | Student-to-teacher ratios | Yes | \$261,549.00 | 216335 | | |

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) |
|-----------------------------------------------------------|-------------------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|---------------------------------------------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|---------------------------------------------------|
| 3753834 | 335825 | 0 | 8.95% | \$335,825.00 | 0.00% | 8.95% | \$0.00 | 0.00% |

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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