

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: El Dorado County Office of Education - Charter Community School Home Study Academy

CDS Code: 09100900930123

School Year: 2021-22

LEA contact information:

Michael Gillespie

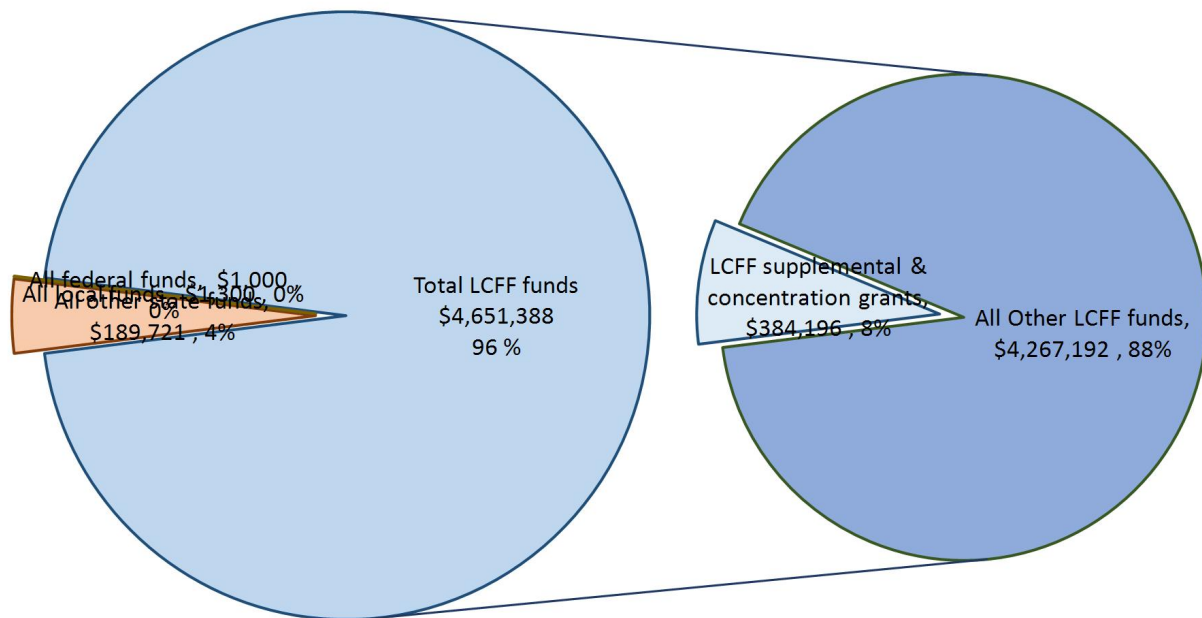
Executive Director

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 2021-22 School Year

Projected Revenue by Fund Source



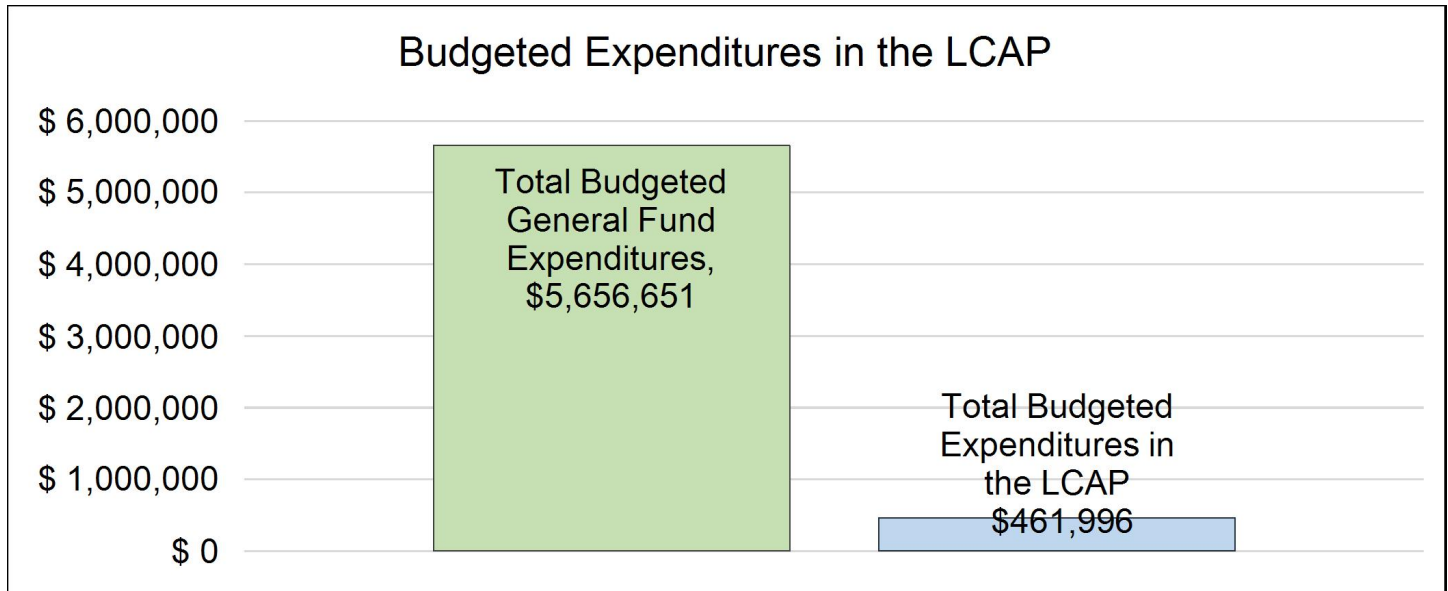
This chart shows the total general purpose revenue El Dorado County Office of Education - Charter Community School Home Study Academy expects to receive in the coming year from all sources.

The total revenue projected for El Dorado County Office of Education - Charter Community School Home Study Academy is \$4,843,409, of which \$4,651,388 is Local Control Funding Formula (LCFF), \$189,721 is other state funds, \$1,300 is local funds, and \$1,000 is federal funds. Of the \$4,651,388 in LCFF Funds,

\$384,196 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 El Dorado County Office of Education - Charter Community School Home Study Academy plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

El Dorado County Office of Education - Charter Community School Home Study Academy plans to spend \$5,656,651 for the 2021-22 school year. Of that amount, \$461,996 is tied to actions/services in the LCAP and \$5,194,655 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

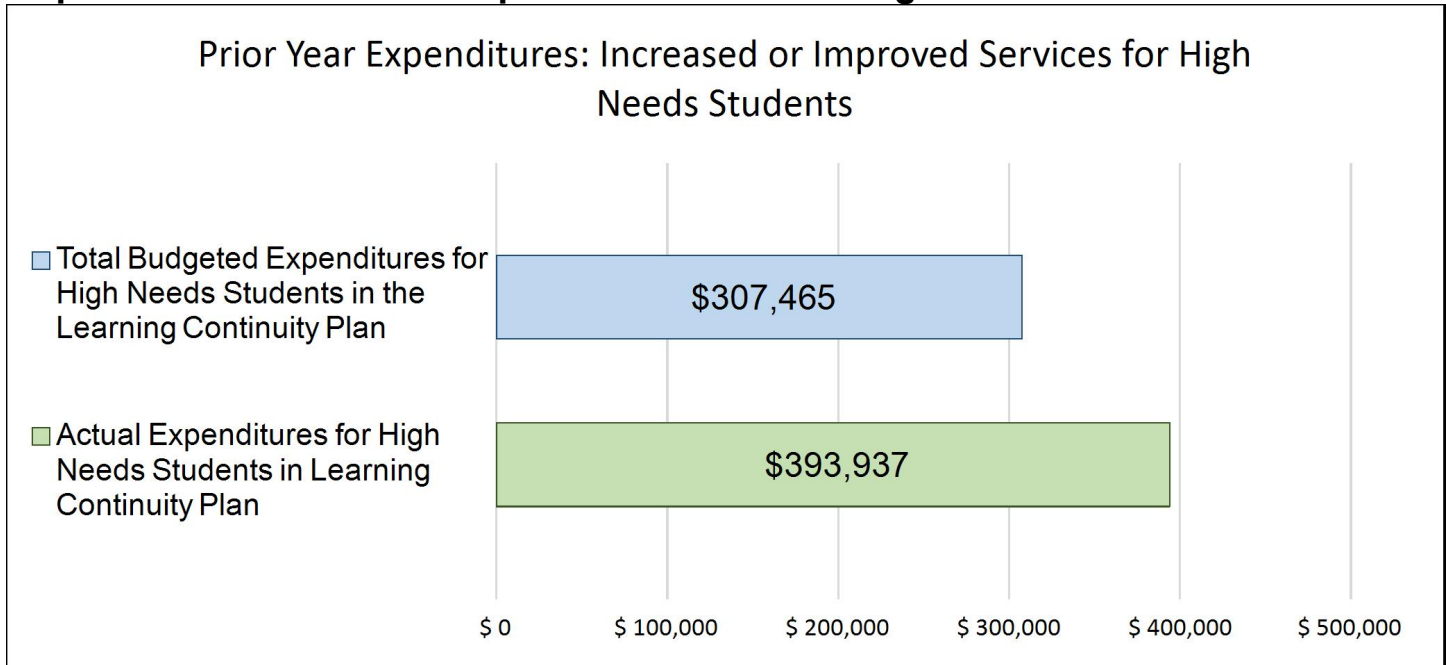
General fund expenditures not included in the LCAP cover the annual operating costs of the program for utilities, maintenance, technology infrastructure and supports as well as teacher and support staff salaries.

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

In 2021-22, El Dorado County Office of Education - Charter Community School Home Study Academy is projecting it will receive \$384,196 based on the enrollment of foster youth, English learner, and low-income students. El Dorado County Office of Education - Charter Community School Home Study Academy must describe how it intends to increase or improve services for high needs students in the LCAP. El Dorado County Office of Education - Charter Community School Home Study Academy plans to spend \$384,196 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what El Dorado County Office of Education - Charter Community School Home Study Academy budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what El Dorado County Office of Education - 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.

In 2020-21, El Dorado County Office of Education - Charter Community School Home Study Academy's Learning Continuity Plan budgeted \$307,465 for planned actions to increase or improve services for high needs students. El Dorado County Office of Education - Charter Community School Home Study Academy actually spent \$393,937 for actions to increase or improve services for high needs students in 2020-21.

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

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

LEA Name	Contact Name and Title	Email and Phone
El Dorado County Office of Education - Charter Community School Home Study Academy	Michael Gillespie Executive Director	mgillespie@edcoe.org 530-622-7130

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

Goal 1

All students will have access to a quality education that ensures college and career readiness in the 21st Century.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator All teachers will be credentialed and properly assigned in the subject areas and for the grade- levels they are teaching.</p> <p>19-20 100% of teachers will be credentialed and properly assigned in the subject areas and for the grade- levels they are teaching.</p> <p>Baseline 100% of teachers will be credentialed and properly assigned in the subject areas and for the grade- levels they are teaching.</p>	<p>100% of teachers were credentialed. There were some teachers teaching additional courses where the credential did not cover. CCHSA will be working to ensure all courses are taught by appropriately credentialed staff.</p>
<p>Metric/Indicator Students will be provided standards-aligned instructional materials, including NGSS.</p> <p>19-20 100% of students will be provided standards-aligned instructional materials, including NGSS when the materials become available and when they have been researched and piloted.</p> <p>Baseline</p>	<p>100% of students were provided standards-aligned instructional materials during the 2020-21 school year.</p>

Expected	Actual
<p>100% of students will be provided standards-aligned instructional materials, including NGSS</p> <p>Metric/Indicator Facilities will be maintained in good repair by EDCOE as evidenced by facility inspection reports.</p> <p>19-20 Facilities will be maintained in good repair by EDCOE as evidenced by facility inspection reports.</p> <p>Baseline Facilities will be maintained in good repair by EDCOE as evidenced by facility inspection reports.</p>	<p>CCHSA worked with Mother Lode Union and EDCOE staff to maintain facilities to create a safe learning environment for students, staff, and families. The school implemented and followed all COVID protocols as required by CAL OSHA and California Department of Public Health. EDCOE provided additional custodial support to sanitize restrooms and high touch surfaces and plexiglass barriers were installed in areas where social distancing was not possible such as offices and teacher desk</p>
<p>Metric/Indicator Professional development opportunities for teachers, administrators, & support staff on the new State Standards and associated instructional changes and strategies will be part of a comprehensive professional development plan, including providing effective support for at-risk, foster youth, and EL students, as well as best practices for effective math delivery in a hybrid, independent study program.</p> <p>19-20 100% of instructional staff will participate in professional development meeting State Standards through the use of effective instructional strategies, including providing effective support for at-risk, foster youth, and EL students, as well as best practices for effective math delivery in a hybrid, independent study program.</p> <p>Baseline 80% of instructional staff will participate in professional development meeting State Standards through the use of effective instructional strategies, including providing effective support for at-risk, foster youth, and EL students, as well as best</p>	<p>100% of CCHSA staff participated in ongoing professional development during the 20-21 school year. The primary PD for the 20-21 school year focused on resources, materials, curriculum and strategies for distance and hybrid learning. All staff were provided with both hardware and software tools to support student academic outcomes in a distance or hybrid setting. This included training on Google Classroom, Canvas LMS, and other tools to enhance connection and academic support for students.</p>

Expected	Actual
<p>practices for effective math delivery in a hybrid, independent study program.</p> <p>Metric/Indicator Sudents enrolled in our programs will benefit from a staff-to-pupil ratio of roughly 20 to 1, which is significantly lower than county or state averages.</p> <p>19-20 Students enrolled in our programs will benefit from a staff-to-pupil ratio of roughly 20 to 1, which is significantly lower than county or state averages.</p> <p>Baseline Students enrolled in our programs will benefit from a staff-to-pupil ratio of roughly 20 to 1, which is significantly lower than county or state averages.</p>	<p>CCHSA maintained a ratio of 20:1 or lower during the 20-21 school year.</p>
<p>Metric/Indicator All students will be provided with the digital tools necessary to access the new state standards, to develop 21st Century learning skills, and to be prepared to participate in state assessments.</p> <p>19-20 100% students will be provided with the digital tools necessary to access the new State Standards, to develop 21st Century learning skills, and to be prepared to participate in state assessments.</p> <p>Baseline 100% students will be provided with the digital tools necessary to access the new State Standards, to develop 21st Century learning skills, and to be prepared to participate in state assessments.</p>	<p>100% of students were provided with a Chromebook during the 20-21 school year in order to support distance learning from August through the end of September. Any family who did not have reliable access to the internet at home was provided with a Verizon hot spot device in order for students to access the curriculum.</p>
<p>Metric/Indicator A research-based ELD Program that includes pre and post assessments to determine progress in learning English will be provided for all ELD students.</p> <p>19-20</p>	<p>The school adopted and utilizes a state adopted ELD curriculum and utilizes assessments to track student progress.</p>

Expected	Actual
<p>100% of ELD students will be provided with a research-based ELD Program that includes pre and post assessments to determine progress in learning English.</p> <p>Baseline 100% of ELD students will be provided with a research-based ELD Program that includes pre and post assessments to determine progress in learning English.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain approximately a 20 to 1 student to teacher ratio to meet student needs	\$577,062 Sup/Con \$80,314 Base Supplemental and Concentration 626713	\$577,062 Sup/Con \$80,314 Base Supplemental and Concentration 493173
All teachers will be credentialed and properly assigned in the subject areas and for the grade-levels they are teaching.	No additional Cost 0	No additional Cost 0
100% of students will be provided standards-aligned instructional materials, including NGSS when the materials become available and when they have been researched and piloted.	Curriculum Base 40186	Curriculum Base 47156
Facilities will be maintained in good repair.	CU Charges Base 463480	CU Charges Base 453458
Professional development opportunities for teachers, administrators, & support staff on the new State Standards and associated instructional changes and strategies will be part of a comprehensive professional development plan, including providing effective support for at-risk, foster youth, and EL students, as well as best practices for effective math delivery in a hybrid, independent study program.	PD provided for all staff Base 6643	PD provided for all staff Base 5219
All students will be provided with the digital tools necessary to access the new State Standards, to develop 21st Century learning skills, and to be prepared to participate in state assessments.	Includes instructional technology and online licensing: EDCOE Tech \$42,246 HAPARA \$792 Drivers' Ed \$450 Base 46254	Includes instructional technology and online licensing: EDCOE Tech \$42,246 HAPARA \$792 Drivers' Ed \$450 Base 42982

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
100% of ELD students will be provided with a research based ELD Program that includes pre and post assessments to determine progress in learning English.	Budget reflects all Title III ELD monies available. Title III 0	Budget reflects all Title III ELD monies available. Title III 0
Tutoring and support services for individual students in danger of or already failing, including ELD and Foster Youth were provided.	Tutoring supports provided for English Learners, Foster Youth and low income students Title I-A 124633	Tutoring supports provided for English Learners, Foster Youth and low income students Title I-A 120159

Goal Analysis

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

All funds budgeted for actions/services were implemented to support students, families, teachers, and staff

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

The professional development provided to staff around supports for English Learners, Foster Youth, and low income students enabled staff to identify additional supports those students needed to be successful in school. The low student-to-teacher ratio across all programs gave the teachers additional time with students in smaller group settings to provide academic supports and interventions during the school year.

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),

There were many successes the school had during the 2019-20 school year supporting students and families during the COVID crisis. There was a high level of continuity in the program and instruction provided to students and families as well as support for the student's mental well-being. The school worked with the EDCO facilities and maintenance staff to maintain safe conditions for students and staff. The 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.

All teachers received two additional days of professional development and common planning time prior to the 20-21 school year. Teachers shared resources and software platforms they used during the spring of 2020 and teachers also received additional training on Google Classroom and specific software for math and ELA.

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. During distance learning, each staff member, as appropriate, scheduled time with the student in order to support them in meeting their goals. Once the school returned to a hybrid schedule, the students received these supports in person on the days they attended school. The students had their progress monitored on a regular basis through teacher observation, classroom assessments, and iReady 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, and their progress was also monitored on a regular basis through teacher observation, classroom assessments, and iReady assessments during the school year.

The program had success during the spring of 2020 when schools went to distance learning. Because two programs within the school already operated in a hybrid format, teachers were able to continue to provide resources and lessons for students and families through Google Classroom or other online platforms. Chromebooks and Verizon hotspots were provided to families in order to ensure access to the curriculum. When school resumed in August of 2020 the staff was even more prepared to support the students in the distance learning format. Each family had a one-on-one meeting with their teacher to make sure they understood the learning platforms, lessons, and how to access support. When the school transitioned to one day per week in September the majority of students returned to campus for in-person instruction and those who were not comfortable were able to continue with distance learning.

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 school year due to the COVID crisis and the need for schools to implement distance learning. 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 (eg 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

Goal 2

Provide an innovative and engaging education that meets the diverse learning needs of all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Staff will participate in professional development on implementing highly effective, research-based instructional and behavioral strategies for high risk students that support academic achievement, student engagement, college and career readiness, and the transition into continuing education and/or employment opportunities.</p> <p>19-20 100% of staff will participate annually in professional development on implementing highly effective, research-based instructional and behavioral strategies for high risk students that support academic achievement, student engagement, college and career readiness, and the transition into continuing education and/or employment opportunities.</p>	<p>Staff participated in professional development on implementing highly effective, research-based instructional and behavioral strategies for high risk students that support academic achievement, student engagement, college and career readiness, and the transition into continuing education and/or employment opportunities.</p>

Expected	Actual
<p>Baseline 80% of staff will participate annually in professional development on implementing highly effective, research-based instructional and behavioral strategies for high risk students that support academic achievement, student engagement, college and career readiness, and the transition into continuing education and/or employment opportunities.</p>	
<p>Metric/Indicator Further develop and implement a quality Advanced Education program, including increasing the percent of high-risk students at our Charter College & Career Prep program, aged 16 or older.</p> <p>19-20 15% of high-risk students at our Charter College & Career Prep program, aged 16 or older, will participate in a quality Advanced Education program.</p> <p>Baseline 5% of high-risk students at our Charter College & Career Prep program, aged 16 or older, participated in a quality Advanced Education pilot program during 2016-17.</p>	<p>The school developed and implement a quality Advanced Education program, including increasing the percent of high-risk students at our Charter College & Career Prep program, aged 16 or older.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
100% of staff will participate annually in professional development on implementing highly effective, research based instructional and behavioral strategies for high risk students that support academic achievement, student engagement, college and career readiness, and the transition into continuing education and/or employment opportunities.	Professional development, including conferences, workshops, and on-site PLCs Base 20000	Professional development, including conferences, workshops, and on-site PLCs Base 4345
15% of high-risk students at our Charter College & Career Prep program, aged 16 or older, will participate in a quality Advanced Education program.	Advanced Education program funded by CTEIG or College Readiness grant. Other 0	Advanced Education program funded by CTEIG or College Readiness grant. Other 9654

Goal Analysis

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

All funds budgeted for actions/services were implemented to support students, families, teachers, and staff.

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

Staff participated annually in professional development on implementing highly effective, research based instructional and behavioral strategies for high risk students that support academic achievement, student engagement, college and career readiness, and the transition into continuing education and/or employment opportunities.

There were many successes the school had during the 2019-20 school year supporting students and families during the COVID crisis. There was a high level of continuity in the program and instruction provided to students and families as well as support for the student's mental well-being. The school worked with the EDCO facilities and maintenance staff to maintain safe conditions for students and staff. The 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.

All teachers received two additional days of professional development and common planning time prior to the 20-21 school year. Teachers shared resources and software platforms they used during the spring of 2020 and teachers also received additional training on Google Classroom and specific software for math and ELA.

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. During distance learning, each staff member, as appropriate, scheduled time with the student in order to support them in meeting their goals. Once the school returned to a hybrid schedule, the students received these supports in person on the days they attended school. The students had their progress monitored on a regular basis through teacher observation, classroom assessments, and iReady 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, and their progress was also monitored on a regular basis through teacher observation, classroom assessments, and iReady assessments during the school year.

The program had success during the spring of 2020 when schools went to distance learning. Because two programs within the school already operated in a hybrid format, teachers were able to continue to provide resources and lessons for students and families through Google Classroom or other online platforms. Chromebooks and Verizon hotspots were provided to families in order to ensure access to the curriculum. When school resumed in August of 2020 the staff was even more prepared to support the students in the distance learning format. Each family had a one-on-one meeting with their teacher to make sure they understood the learning platforms, lessons, and how to access support. When the school transitioned to one day per week in September the majority of students returned to campus for in-person instruction and those who were not comfortable were able to continue with distance learning.

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 school year due to the COVID crisis and the need for schools to implement distance learning. 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 (eg 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

Goal 3

Provide a clean and safe learning environment that is culturally responsive to all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 3.1: Provide professional development for staff regarding maintaining a culturally responsive environment, including effective practices for supporting students with learning/academic, behavioral, and/or emotional/mental health issues</p> <p>19-20 100% of staff will participate in professional development regarding maintaining a culturally responsive environment, including effective practices for supporting students with learning/academic, behavioral, and/or emotional/mental health issues</p> <p>Baseline 75% of staff will participate in professional development regarding maintaining a culturally responsive environment, including effective practices for supporting students with learning/academic, behavioral, and/or emotional/mental health issues</p>	<p>All staff attended professional development regarding maintaining a culturally responsive environment, including effective practices for supporting students with learning/academic, behavioral, and/or emotional/mental health issues</p>
<p>Metric/Indicator 3.2: Maintain clean, safe and culturally responsive learning environment, as noted by site inspections.</p> <p>19-20</p>	<p>The school programs maintained clean, safe and culturally responsive learning environment, as noted by site inspections.</p>

Expected	Actual
<p>Maintain clean, safe and culturally responsive learning environment, as noted by site inspections.</p> <p>Baseline Maintain clean, safe and culturally responsive learning environment, as noted by site inspections.</p>	
<p>Metric/Indicator 3.3: Feedback from stakeholder surveys.</p> <p>19-20 65% of stakeholders - including students, parents, and staff - will respond that they "Agree" or "Strongly Agree" in response to the question "The school is a safe, clean, and positive place that nurtures learning."</p> <p>Baseline 40% of stakeholders - including students, parents, and staff - will respond that they "Agree" or "Strongly Agree" in response to the question "The school is a safe, clean, and positive place that nurtures learning."</p>	<p>Feedback from stakeholder surveys indicated a high level of satisfaction with the school program and the supports the staff was able to provide to families during distance learning</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
90% of staff will participate in professional development regarding maintaining a culturally responsive environment, including effective practices for supporting students with learning/academic, behavioral, and/or emotional/mental health issues	Budget references Mental Health allocation. Other 9199	Budget references Mental Health allocation. Other 0
Maintain clean, safe and culturally responsive learning environment, as noted by site inspections.	[Note: No dollar amount shown here because it is the CU Charges are reflected/shown under Goal 1 (1.1)]	[Note: No dollar amount shown here because it is the CU Charges are reflected/shown under Goal 1 (1.1)]
70% of stakeholders - including students, parents, and staff - will respond that they "Agree" or "Strongly Agree" in response to the question "The school is a safe, clean, and positive place that nurtures learning."	EDCOE provides/covers cost of Survey Monkey. 0	EDCOE provides/covers cost of Survey Monkey. 0

Goal Analysis

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

All funds budgeted for actions/services were implemented to support students, families, teachers, and staff.

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

All staff attended professional development regarding maintaining a culturally responsive environment, including effective practices for supporting students with learning/academic, behavioral, and/or emotional/mental health issues

The school programs maintained clean, safe and culturally responsive learning environment, as noted by site inspections.

Feedback from stakeholder surveys indicated a high level of satisfaction with the school program and the supports the staff was able to provide to families during distance learning

Goal 4

Involve parents, family, and community members as partners in the education of all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <p>4.1: Fully implement a new webbased strategic communication platform that is easier to use and manage, more responsive and flexible, and which encourages more two-way communication and/or participation, including providing multiple ways to communicate with families - e.g., email, text, and/or and phone app.</p> <p>19-20</p> <p>Send a minimum of 30 messages to families using a web-based strategic communication platform that is easy to use and manage, more responsive and flexible, and which encourages more two-way communication and/or participation, including providing multiple ways to communicate with families - e.g., email, text, and/or and phone app.</p> <p>Baseline</p> <p>Currently there is no web-based strategic communication platform that is easy to use and manage, more responsive and flexible, and which encourages more two-way communication and/or participation, including providing multiple ways to communicate with families - e.g., email, text, and/or and phone app.</p>	<p>The school purchased and Fully implemented a new web based strategic communication platform that is easier to use and manage, more responsive and flexible, and which encourages more two-way communication and/or participation, including providing multiple ways to communicate with families - e.g., email, text, and/or and phone app.</p>

Expected	Actual
Metric/Indicator 4.2: A majority of students, parents, and staff will participate in a beginning and end of the year stakeholder survey. 19-20 60% of students, parents, and staff will participate in a beginning and end of the year stakeholder survey. Baseline 40% of students, parents, and staff participate in an end of the year stakeholder survey.	A majority of students, parents, did not participate in the surveys. The results indicated approximately 40% of parents and 37% of students participated in the surveys and 90% of staff will participated in a beginning and end of the year stakeholder survey.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Send a minimum of 25 messages to families using a web-based strategic communication platform that is easy to use and manage, more responsive and flexible, and which encourages more two-way communication and/or participation, including providing multiple ways to communicate with families - e.g., email, text, and/or and phone app.	Parent Square or similar; budgeted at \$4.50/student. Base 1893	Parent Square or similar; budgeted at \$4.50/student. Base 1260
Maintain Beehively website/maintenance services.	Beehively monthly fee. Base 5269	Beehively monthly fee. Base 3674
Maintain Edgenuity Learning Management System.	D2L - \$13,181 Edgenuity - \$10,449 Base 23630	D2L - \$13,181 Edgenuity - \$10,449 Base 25022
Maintain Parent Link communication system (EDCOE provides/pays for)	(EDCOE provides/pays for)	(EDCOE provides/pays for)
Provide/budget for print, postage, and other associated costs.	Budget for print, postage, and other associated costs. Base 300	Budget for print, postage, and other associated costs. Base 11124

Goal Analysis

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

All funds budgeted for actions/services were used to support students, families, teachers, and staff.

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

majority of students, parents, did not participate in the surveys. The results indicated approximately 40% of parents and 37% of students participated in the surveys and 90% of staff will participated in a beginning and end of the year stakeholder survey. The school purchased and set up a web-based strategic communication platform that is easy to use and manage, more responsive and flexible, and which encourages more two-way communication and/or participation, including providing multiple ways to communicate with families. This tool was extremely beneficial when the school went into distance learning during the spring of 2020. It was utilized to communicate with families to make appointments to come to the school to pick up Chromebooks and Verizon hotspots so the students could continue to access the curriculum and instruction when there was no in-person instruction. In addition, it was used to communicate regularly with families to give updates on COVID restrictions, school reopening, and the transition back to in-person instruction.

The website was utilized to post important information on COVID such as the school COVID-19 School Guidance Checklist, COVID-19 Prevention Program for Charter Home Study Program

2020-2021 School Year: COVID-19 and Reopening In-Person Instruction Framework & Public Health Guidance for K-12 Schools in California, EDCOE COVID-19 Potential Response Scenarios in a School Setting, EDCOE: COVID-19 Staff Reporting Checklist, and the EDCOE Return to Worksite Plan Guidance Protocols 2020

The school maintained the use of the Pathways learning management system which students and families access to track assignments, receive communication from teachers, and document student work.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide sufficient PPE equipment and supplies for students and staff to ensure a safe learning environment during in-person instruction	\$7,200.00	\$7,200.00	Yes
Purchase and Utilization of a Hypochlorous Acid Machine to sanitize work stations, classrooms, and restrooms	\$23,454.00	\$23,255.00	Yes
Purchase of Plexiglas barriers to provide safe conditions for students and staff	\$5,000.00	\$5,000.00	Yes
Increase custodial cleaning and sanitizing of rest rooms, high-touch surfaces, and classrooms	\$15,000.00	\$15,000.00	Yes

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

There was no substantive difference between the planned action and budgeted expenditures for in-person instruction.

Analysis of In-Person Instructional Offerings

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

The school worked with the EDCO facilities and maintenance staff to maintain safe conditions for students and staff. The 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.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional Development for staff to increase skills in on line learning setting	\$10,000.00	\$2,625.00	Yes
Provide Chromebooks for students in order to access the on line learning platform and software	\$44,153.00	\$224,472.00	Yes
Verizon hot spots for WiFi access for students	\$5,000.00	\$3,200.00	Yes
Zoom subscriptions for instructors	\$1,500.00	\$1,500.00	
On line learning software and platforms	\$25,000.00	\$29,088.00	

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

There were no substantive differences between the planned actions and budgeted expenditures.

Analysis of the Distance Learning Program

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

CCHSA is a small 7-12 grade charter school that is part of the El Dorado County Office of Education. It serves approximately 375 students in three unique educational programs and the programs for students are primarily a two-day-per-week hybrid program.

Continuity of Instruction: The success the program had started during the spring of 2020 when schools went to distance learning. Because two of the three school programs already operated in a hybrid format, teachers were able to continue to provide resources and lessons for students and families through Google Classroom. The third program quickly transitioned to distance learning and was able to provide students with the curriculum and support they needed to finish out the school year. When school resumed in August of 2020 the staff was even more prepared to support the students in the distance learning format. Each family had a one-on-one meeting with their teacher to make sure they understood the learning platforms, lessons, and how to access support. When all three of

the school programs transitioned to one day per week in September and two days per week in the spring semester the majority of student returned to campus for in person instruction and those who were not comfortable were able to continue with distance learning.

Access to Devices and Connectivity: Chromebooks and Verizon hotspots were provided to families in order to ensure access to the curriculum. Initially, one Chromebook was checked out to each family. However, many families with more than one child enrolled requested additional Chromebooks for each child because they were not able to complete all of their work while sharing. All students were provided one Chromebook each so they would be able to access the resources and curriculum as well as attend remote classes.

Pupil Participation and Progress: 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. Pupil progress was monitored through completion of coursework, homework assignments and local assessments.

Distance Learning Professional Development: All teachers received two additional days of professional development and common planning time prior to the 20-21 school year. Teachers shared resources and software platforms they used during the spring of 2020 and teachers also received additional training on Google Classroom and specific software for math and ELA. Two of the three programs implemented Canvas as their learning management system during the 20-21 school year which was very successful due to extensive and ongoing support and professional development prior to and during the school year.

Staff Roles and Responsibilities: The roles and responsibilities of the staff did not shift significantly during distance and hybrid learning. Because the school is relatively small, the staff perform a variety of duties to ensure the program runs smoothly. All of instructional and support staff continued in their traditional roles to support students and families.

Support for Pupils with Unique Learning Needs: CCHSA has a relatively small number students with Individualized Educational Plans in two of the three educational programs. However, all students with IEPs received the same amount and type of support during distance learning and hybrid programs. 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. During distance learning, each staff member, as appropriate, scheduled time with the student in order to support them in meeting their goals. Once the school returned to a hybrid schedule, the students received these supports in person on the days they attended school. The students had their progress monitored on a regular basis through teacher observation, classroom assessments, and student work samples 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, and their progress was also monitored on a regular basis through teacher observation, classroom assessments, and student work samples during the school year.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide software to ensure access to on line learning platforms and curriculum	\$5,000.00	\$12,100.00	
Provide additional on line support for students who demonstrate learning loss or who are falling behind due to distance learning	\$10,000.00	\$1,500.00	

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

There were no substantive differences between the planned actions and budgeted expenditures.

Analysis of Pupil Learning Loss

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

CCHSA's programs were able to return to in person instruction in September with a hybrid program of one day per week. The traditional two day per week program resumed in January for two of the school's programs and the third continued with hybrid through the beginning of the second semester and began their two day per week program in April. The school utilized student work samples, curriculum based assessments, attendance, grades, and credits earned to monitor student progress. Any student who failed to meet assessment criteria or whose attendance was not regular was given additional support through their caseload manager. In addition, the students who failed specific courses or did not earn enough credits will be offered additional support during summer school in 2021.

Analysis of Mental Health and Social and Emotional Well-Being

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

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. This was the first year the school was able to fund these supports for students and it was very successful. The Mental Health Clinician served as the coordinator for all mental health supports for students. A referral system was put in place that any staff member, student, or parent could access. The Mental Health Clinician worked received all referrals and then followed up with the student to ensure they were receiving adequate supports. The staff received training on their own self-care and students were provided with ongoing in-class lessons on the importance of stress management, self-care, and mindfulness. Surveys were administered to students during the school year go gauge their mental well-being and they indicated students felt safe and supported through the school's efforts.

Analysis of Pupil and Family Engagement and Outreach

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

CCHSA is a small 7-12 grade charter school that is part of the El Dorado County Office of Education. It serves approximately 375 students in the program and the program for students is a two-day-per-week hybrid program. The success the program had started during the spring of 2020 when schools went to distance learning. Because the school already operated in a hybrid format, teachers were able to continue to provide resources and lessons for students and families through Google Classroom. Chromebooks and Verizon hotspots were provided to families in order to ensure access to the curriculum. When school resumed in August of 2020 the staff was even more prepared to support the students in the distance learning format. Each family had a one-on-one meeting with their teacher to make sure they understood the learning platforms, lessons, and how to access support. When the school transitioned to one day per week in September the majority of student returned to campus for in person instruction and those who were not comfortable were able to continue with distance learning. 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.

Analysis of School Nutrition

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

CCHSA school programs have traditionally had a low level of participation in the school lunch program. However, this year has changed that dramatically. The school worked with the food services department to provide take home food bags once per week during the beginning of the school year. Families could come once per week to pick up a grocery bag with basic staples to help them provide healthy food to their families. This worked very well and there were a good number of families who participated. When students returned to campus, free meals were provided to all students at the school. This, in addition to high quality meals, increased

participation in the school nutrition program dramatically. Students were no longer shy about getting a school lunch and the food quality was very good.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Mental Health Clinician	\$138,894.00	\$80,337.00	Yes
Mental Health and Social and Emotional Well-Being	Mental Health Coach	\$58,764.00	\$32,848.00	Yes

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

There is no substantive difference between the planned action and budgeted expenditures because both of the actions have been occurring during the school year. The Mental health clinician has provided individual and group supports and has coordinated the services of the mental health coach during the school year.

Overall Analysis

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

Because two of the CCHSA have been operating as a non-classroom based program since its inception, the shift to distance learning in the spring of 2020 and then the hybrid program in September of 2020 were not major shifts for teaching staff, student, and families. The third program was able to quickly make the shift to distance learning because of the small size and nature of the program for students with high needs. There were, however, key areas that impacted the students and families during distance learning and hybrid instruction. Access to technology was one important factor that had not been a barrier prior to distance learning. Families were able to come to campus, meet with teachers, and pick up curriculum and materials on a regular basis. When the school went to distance learning, families needed more than one device if they had more than one child and internet access was an issue in rural areas of El Dorado County. Another issue which was important prior to distance learning came to the forefront and that is the mental health needs of students. Prior to distance learning, the school had a goal of increasing mental health supports for students. The school was able to increase mental health supports for students and provide staff with professional development in order to recognize and support students with mental health needs. This will continue to be an area of focus for CAP and additional resources and supports will be provided in the 21-24 LCAP for mental health services and supports for students and staff.

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

Pupil learning loss will continue to be assessed in grades 7-12 through curriculum based assessments, student work samples, credits, and grades earned by students. The primary indicator of student progress at the high school level continues to be grades and credits earned. All 9-12 grade students at CCHSA are required to attend classes in order meet the graduation requirements of EDCOE. All students have an individualized learning plan they make with the support of the school staff to be college or career ready. The school monitors progress by analyzing student grades and credits earned to ensure all students are on track to graduate. Any student who does not meet the criteria for adequate progress is supported through the Student Study Team process in order to accelerate student progress toward graduation.

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

There were no substantive difference between the description of actions or services in the plan and the actions or services implemented in 20-21.

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

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

During the 2019-20 school year, the school's primary focus was on the California Dashboard as the focal point of student outcome data. Because the California School Dashboard's primary data sources were not available for the 19-20 and 20-21 school year the school has shifted its focus to local survey data and academic assessments adopted during the 20-21 school year to track student achievement. In addition, the school administered a series of surveys throughout the year to students, staff, and families around distance learning, safety, and mental health. These sources of data, as well as applicable data from the 2019 California School Dashboard such as chronic absenteeism and suspension rates will be used to set goals and track progress through the next LCAP cycle. Mental health and well-being has been a primary focus of the school during 20-21 and will continue to be an area that the school sets goals around and gathers data to ensure all students feel supported.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	1,368,200.00	1,217,226.00
	0.00	0.00
Base	607,655.00	594,240.00
Other	9,199.00	9,654.00
Supplemental and Concentration	626,713.00	493,173.00
Title I-A	124,633.00	120,159.00
Title III	0.00	0.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	1,368,200.00	1,217,226.00
	1,368,200.00	1,217,226.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	1,368,200.00	1,217,226.00
		0.00	0.00
	Base	607,655.00	594,240.00
	Other	9,199.00	9,654.00
	Supplemental and Concentration	626,713.00	493,173.00
	Title I-A	124,633.00	120,159.00
	Title III	0.00	0.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	1,307,909.00	1,162,147.00
Goal 2	20,000.00	13,999.00
Goal 3	9,199.00	0.00
Goal 4	31,092.00	41,080.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$50,654.00	\$50,455.00
Distance Learning Program	\$85,653.00	\$260,885.00
Pupil Learning Loss	\$15,000.00	\$13,600.00
Additional Actions and Plan Requirements	\$197,658.00	\$113,185.00
All Expenditures in Learning Continuity and Attendance Plan	\$348,965.00	\$438,125.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$26,500.00	\$30,588.00
Pupil Learning Loss	\$15,000.00	\$13,600.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$50,654.00	\$50,455.00
Distance Learning Program	\$59,153.00	\$230,297.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$197,658.00	\$113,185.00
All Expenditures in Learning Continuity and Attendance Plan	\$307,465.00	\$393,937.00

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
El Dorado County Office of Education - Charter Community School Home Study Academy	Michael Gillespie Executive Director	mgillespie@edcoe.org 530-622-7130

Plan Summary [2021-22]

General Information

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

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, 21st Century programs that prepares 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 provide 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

Charter Connections Academy (CCA) provides the highest quality instruction and curriculum for students to seamlessly transition into college, vocational training, the military, or employment. 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 school year due to the COVID crisis and the need for schools to implement distance learning. 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 (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),

There were many successes the school had during the 2020-2021 school year supporting students and families during the height of the COVID crisis. There was a high level of continuity in the program and instruction provided to students and families as well as support for the student's mental well-being. The school worked with the EDCO facilities and maintenance staff to maintain safe conditions for students and staff. The 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.

The program had success during the spring of 2020 when schools went to distance learning. Because the school already operated in a hybrid format, teachers were able to continue to provide resources and lessons for students and families through Google Classroom. When school resumed in August of 2020 the staff was even more prepared to support the students in the distance learning format. Each family had a one-on-one meeting with their teacher to make sure they understood the learning platforms, lessons, and how to access support. When the school transitioned to one day per week in September the majority of students returned to campus for in-person instruction and those who were not comfortable were able to continue with distance learning.

Chromebooks and Verizon hotspots were provided to families in order to ensure access to the curriculum. Initially, one Chromebook was checked out to each family. However, many families with more than one child enrolled requested additional Chromebooks for each child because they were not able to complete all of their work while sharing. All students were provided one Chromebook each so they would be able to access the resources and curriculum as well as attend remote classes.

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 additional days of professional development and common planning time prior to the 20-21 school year. Teachers shared resources and software platforms they used during the spring of 2020 and teachers also received additional training on Google Classroom and specific software for math and ELA.

CCHSA was able to return to in-person instruction in September with a hybrid program. The traditional two-day per week program resumed in January. The school utilized iReady and Sanger assessments to monitor student progress in English language arts and math. Any student who scored below grade level on these assessments was given additional support through their caseload manager. In addition, The students who scored below the expected levels will be offered additional support during summer school in 2021.

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. During distance learning, each staff member, as appropriate, scheduled time with the student in order to support them in meeting their goals. Once the school returned to a hybrid schedule, the students received these supports in person on the days they attended school. The students had their progress monitored on a regular basis through teacher observation, classroom assessments, and iReady 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, and their progress was also monitored on a regular basis through teacher observation, classroom assessments, and iReady 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. This was the first year the school was able to fund these supports for students and it was very successful. The Mental Health Clinician served as the coordinator for all mental health supports for students. A referral system was put in place that any staff member, student, or parent could access. The Mental Health Clinician worked received all referrals and then followed up with the student to ensure they were receiving adequate supports. The staff received training on their own self-care and students were provided with ongoing in-class lessons on the importance of stress management, self-care, and mindfulness. Surveys were administered to students during the school year to gauge their mental well-being and they indicated students felt safe and supported through the school's efforts.

The program had success during the spring of 2020 when schools went to distance learning. Because two programs within the school already operated in a hybrid format, teachers were able to continue to provide resources and lessons for students and families through Google Classroom or other online platforms. Chromebooks and Verizon hotspots were provided to families in order to ensure access to the curriculum. When school resumed in August of 2020 the staff was even more prepared to support the students in the distance learning format. Each family had a one-on-one meeting with their teacher to make sure they understood the learning platforms, lessons, and how to access support. When the school transitioned to one day per week in September the majority of students returned to campus for in-person instruction and those who were not comfortable were able to continue with distance learning.

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 school year due to the COVID crisis and the need for schools to implement distance learning. 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 (eg 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.

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

Stakeholder Engagement

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

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

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

Direct stakeholder input for needs assessment using School Site Council was supplemented by using a stakeholder survey on quality school indicators, as well as during discussions with staff, students, parents, and community members. The stakeholder survey is given at the beginning and end of the year to provide ongoing, comparative data. To ensure that ELL, Foster Youth, and expelled youth representatives were involved, a number of additional steps and measures were taken such as sending home information in a variety of formats and using different communication media. Stakeholder engagement also includes Client Roundtables for each program and meetings with parent groups. The Site Council review and has 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 - October 25, 2020
January 15, 2020

April 19, 2020

Parent and Student Focus Groups - February 18, 19, 24, and 26, 2021

LCAP reviewed and discussed at Site Council - January 25, 2021

LCAP presented at Site Council for review and comments: February 24, 2021

LCAP approved by Site Council: May 19, 2021

LCAP presented at a public hearing for public review and comment: June 15, 2020

LCAP accepted by the El Dorado County Board of Education: June 22, 2020

A summary of the feedback provided by specific stakeholder groups.

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

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

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

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

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

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

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

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

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

Mental Health Support for Students:

One concerning trend has been the steady increase of students enrolling as a result of, and/or struggling with, a wide range of mental health related issues, including but not limited to anxiety, depression, and phobias. 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 2010-21 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	Pilot test sample beginning 1/4/2021 for all new enrollees with PLP in place equates to 21% of the student population of 106.				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.
CCP NWEA Assessments	The NWEA (Northwest Evaluation Assn.) assessment for progress monitoring was not given this year for 0% implementation.				The NWEA assessment will be given three times per year in order to indicate student progress, inform instructors on instructional strategies, and identify

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					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	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 were enrolled at FLC. This equates to 2% of the CCP student population.				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, 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				100% of students attend bi-weekly meetings with supervising teacher to review progress on goals, credits, and grades
All Programs 10-12 grade students meet with Folsom Lake College Staff	Once per year				Once per semester
CUP	Once per semester				Twice per semester

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attend college workshops and meet with Student Services Specialist					
All Programs Facility Inspections	Two times per year				Four times per year
All Programs Appropriate Teacher Credentialing					100% of Teachers are appropriately credentialed for the classes they are teaching
Standards Based Curriculum	100% of the curriculum is standards-based				100% of the curriculum is standards-based
Emergency Drills	Fire, earthquake, and lock down drills occur at appropriate intervals during the 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	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
2	All Programs - NWEA Assessments	Purchase and utilize assessments to track student growth	\$1,600.00	No

Action #	Title	Description	Total Funds	Contributing
3	All Programs - Northern California Construction Training Program	CTE program in construction through contract with NCCT	\$17,000.00	No
4	All Programs - Enrolment in Folsom Lake College Courses	Continue to increase the number of students at CCHSA in Folsom Lake College Courses	\$0.00	No
5	Facility Inspections four times per year	Facilities will be inspected by site and EDCOE staff quarterly	\$0.00	
6	Monitor Teacher Credentials	EDCO and site staff will review all credentials each semester	\$0.00	
7	Conduct appropriate emergency drills	Fire, earthquake, and lock down drills will occur at appropriate intervals during the school year	\$0.00	

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	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				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.				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>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>
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>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>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<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>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>
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</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</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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>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 65 or 50%</p>
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>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>

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	70 Parent Responses				Increase Parent responses to 100 Parents or 50%
CCP Administer Student Surveys	<p>3.98 The teachers, staff, and administrators at my school demonstrate genuine concern for me.</p> <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>4.5 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>4.55 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>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All Programs Wellness Coaching Sessions for Students	271 Total Service Sessions for Students				400 Total Service Sessions for Student
Mental Health Clinician Supports	Completed ERMHS Sessions with Students -663 Non IEP Sessions - 84				Complete all required ERMHS Sessions with Students Non IEP Sessions - 150
All Programs - Conduct Rounding sessions with students around school climate	No Baseline				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) programs				Student Leadership Team or Student Council at all programs
All Programs - Parent workshops	No Baseline				Three parent workshops per year with 20 or more parents attending
All Programs - Professional Development for staff on Mental Health and Wellness and Resiliency	On Professional Development Session				Three professional development sessions per year
Chronic Absenteeism	All Students -23.2% Socioeconomically Disadvantaged Students - 58.3%				All Students - 10% Socioeconomically Disadvantaged Students - 15%%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	White Students - 22.8% Two or More Races - 14.3%				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% Students with Disabilities - 27.3% American Indian - 15.4% Hispanic - 21.9% White - 11.6% Two or More Races - 6.3%				All Students - 5% English Learners - 5% Foster Youth - 5% Homeless - 5% Socioeconomically Disadvantaged Students - 5%% 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				10 Student Events or additional enrichment opportunities
Staff Rounding Sessions	Two times per year				Three times per year

Actions

Action #	Title	Description	Total Funds	Contributing
1	CCP - ILP meetings with students and parents	ILP workshops and meetings with parents and students	\$0.00	No
2	All Programs - Administer student surveys	Student surveys three times per year	\$1,000.00	No
3	All Programs - Parent Surveys	Parent survey three times per year	\$1,000.00	
4	CCP - Professional Development - Building Resiliency	Rickey Robertson - four times during 21-22 school year	\$0.00	
5	All Programs - Parent Communication	Use Parent Square to communicate with parents on an ongoing basis	\$1,200.00	No
6	CCP - Multitiered Systems of Support	MTSS process in collaboration with the mental health clinician and a contracted wellness coach	\$0.00	No
7	All Programs - Mental Health Supports for Students	Mental Health Clinician 1.0FTE	\$68,382.00	Yes
8	Wellness Supports for students	Minds moving Forward to work in conjunction with Mental Health Clinician	\$50,765.00	Yes
9	All Programs - Expanded number of family events	Continue to build community through family events	\$1,000.00	
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
11	CCA and CUP - Parent Training on CANVAS	Training on use of CANVAS and how to communicate with staff	\$0.00	
12	All Programs - Events and Enrichment Opportunities for Students Enrichment	Student activities, field trips, extracurricular events	\$15,000.00	No
13	CCA and CUP - Professional Development	Professional Development for staff on Mental Health and Wellness and Resiliency	\$2,500.00	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.

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	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				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.
All Programs - NWEA Assessments	The NWEA (Northwest Evaluation Assn.) assessment for progress monitoring was not given this year for 0% implementation.				The NWEA assessment will be given three times per year in order to indicate student progress, inform instructors on instructional

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					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. This equates to 2% of our student population				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, 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				Parent/Guardian Workshop will occur 3 times per year to review their student's PLP
Teacher Guided Student Self-Assessment	No Baseline				100% of students will attend a teacher guided, student self assessment four times per year with regard to progress on all goals goals including but not limited to: attendance, grades, credits,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					formative assessments, NWEA, survey response results
CCA - Students meet with supervising teacher	Students meet 1-4 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				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
All Programs - Student-to-teacher ratio	Current Ratio 20:1				Maintain 201:1 ratio
CCA - Enrollment in Folsom Lake College and ROP	65% Take at least one college course and 10% enroll in ROP Courses				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				An average 2.0 classes completed per graduating senior, or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					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				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% White - 78.5%				All Students 90% Socioeconomically Disadvantaged Students - 90% Students With Disabilities - 90% Hispanic - 90% 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%				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				All Students - 10 Above Standard Socioeconomically Disadvantaged Students - 15 Below Standard Students with Disabilities - 50 Below Standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Hispanic - 65.5 Below Standard White - 15.7 Above Standard Two or More Races - 35.8 Above 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 Students with Disabilities - 243 Below Standard Hispanic - 141 Below Standard White - 47 Below Standard Two or More Races - 48 Below Standard				All Students - 25 Below standard Socioeconomically Disadvantaged -50 Below Standard 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
1	CCP - Professional Development	Staff development 2 times per year will focus on interpreting data and selecting appropriate academic interventions and supports.		No
2	All Programs - Student Focus Meetings	Monthly staff meetings to monitor student progress	\$0.00	

Action #	Title	Description	Total Funds	Contributing
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
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
5	All Programs - NWEA Assessments	NWEA assessments will be conducted three times per year - Cost Covered in Goal 1 action 2	\$0.00	
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
7	Student-to-teacher ratios	Maintain 20:1 student-to-teacher ratios	\$261,549.00	Yes
8	All Programs - Dual Enrollment at Folsom Lake College	Increase the number of students participating in dual enrollment program	\$0.00	
9	Regional Occupation Programs	Facilitate student participation in ROP programs with local high school district	\$10,000.00	
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.	\$30,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.00%	\$384,196

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

Required Descriptions

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

Goal 2 Action 7 - Mental Health supports for Foster Youth and low income students is an identified need at CAP. Although the Mental Health Clinician will serve the entire program at CAP, specific and targeted supports for Foster Youth and low income students will be implemented to support their social-emotional well-being.

Goal 2 Action 8 - Mental Health supports for Foster Youth and low income students is an identified need at CAP. Although the Wellness Coach n will serve the entire program at CAP, specific and targeted supports for Foster Youth and low income students will be implemented to support their social-emotional well-being.

Goal 2 Action 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 CAP. Although the Mental Health Clinician will serve the entire program at CAP, specific and

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

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$425,396.00	\$35,600.00		\$1,000.00	\$461,996.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$266,549.00	\$195,447.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	CCP -Personal Learning Plans for each student					\$0.00
1	2	All	All Programs - NWEA Assessments		\$1,600.00			\$1,600.00
1	3	All	All Programs - Northern California Construction Training Program		\$17,000.00			\$17,000.00
1	4	All	All Programs - Enrolment in Folsom Lake College Courses					\$0.00
1	5		Facility Inspections four times per year					\$0.00
1	6		Monitor Teacher Credentials					\$0.00
1	7		Conduct appropriate emergency drills					\$0.00
2	1	All	CCP - ILP meetings with students and parents					\$0.00
2	2	All	All Programs - Administer student surveys		\$1,000.00			\$1,000.00
2	3		All Programs - Parent Surveys		\$1,000.00			\$1,000.00
2	4	English Learners Foster Youth Low Income	CCP - Professional Development - Building Resiliency					\$0.00
2	5	All	All Programs - Parent Communication	\$1,200.00				\$1,200.00
2	6	All	CCP - Multitiered Systems of Support					\$0.00
2	7	Foster Youth Low Income	All Programs - Mental Health Supports for Students	\$68,382.00				\$68,382.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	8	Foster Youth Low Income	Wellness Supports for students	\$49,765.00			\$1,000.00	\$50,765.00
2	9		All Programs - Expanded number of family events	\$1,000.00				\$1,000.00
2	10		All Programs - Improvement Cycles on School Climate					\$0.00
2	11		CCA and CUP - Parent Training on CANVAS					\$0.00
2	12	All	All Programs - Events and Enrichment Opportunities for Students Enrichment		\$15,000.00			\$15,000.00
2	13	English Learners Foster Youth Low Income	CCA and CUP - Professional Development	\$2,500.00				\$2,500.00
3	1	All	CCP - Professional Development					
3	2		All Programs - Student Focus Meetings					\$0.00
3	3	All	All Programs - Disaggregate Graduation Rates					\$0.00
3	4	English Learners Foster Youth Low Income	CCP - Parent Trainings	\$1,000.00				\$1,000.00
3	5		All Programs - NWEA Assessments					\$0.00
3	6	All	All Programs - Cycles of Improvement					\$0.00
3	7	English Learners Foster Youth Low Income	Student-to-teacher ratios	\$261,549.00				\$261,549.00
3	8		All Programs - Dual Enrollment at Folsom Lake College					\$0.00
3	9		Regional Occupation Programs	\$10,000.00				\$10,000.00
3	10	All	Software to support student academic goals	\$30,000.00				\$30,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$383,196.00	\$384,196.00
LEA-wide Total:	\$383,196.00	\$384,196.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	4	CCP - Professional Development - Building Resiliency		English Learners Foster Youth Low Income	Specific Schools: CCP		\$0.00
2	7	All Programs - Mental Health Supports for Students	LEA-wide	Foster Youth Low Income		\$68,382.00	\$68,382.00
2	8	Wellness Supports for students	LEA-wide	Foster Youth Low Income		\$49,765.00	\$50,765.00
2	13	CCA and CUP - Professional Development	LEA-wide	English Learners Foster Youth Low Income		\$2,500.00	\$2,500.00
3	4	CCP - Parent Trainings	LEA-wide	English Learners Foster Youth Low Income		\$1,000.00	\$1,000.00
3	7	Student-to-teacher ratios	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$261,549.00	\$261,549.00

Annual Update Table Year 1 [2021-22]

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

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

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:

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