LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: County Office of Education-Charter Alternative Program

CDS Code: 09100900123521

School Year: 2021-22

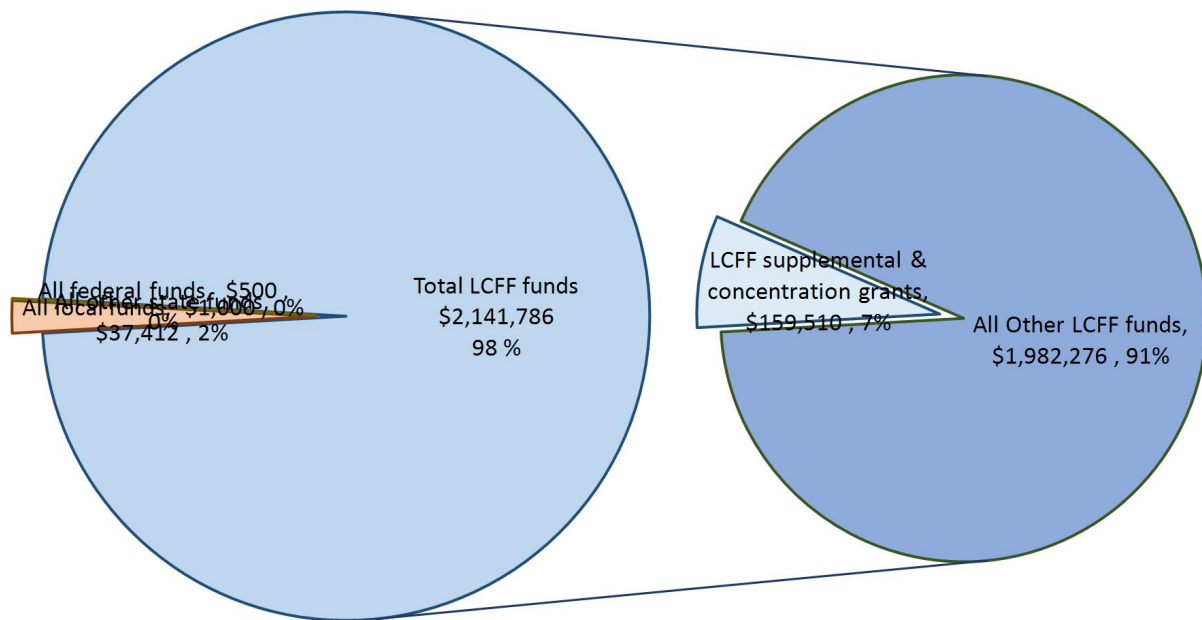LEA contact information:

Michael Gillespie

Executive Director

530-295-2257

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

All federal funds, $500

All local funds, $1,000, 0%

All other state funds, $37,412, 2%

Total LCFF funds $2,141,786 98 %

LCFF supplemental & concentration grants, $159,510, 7%

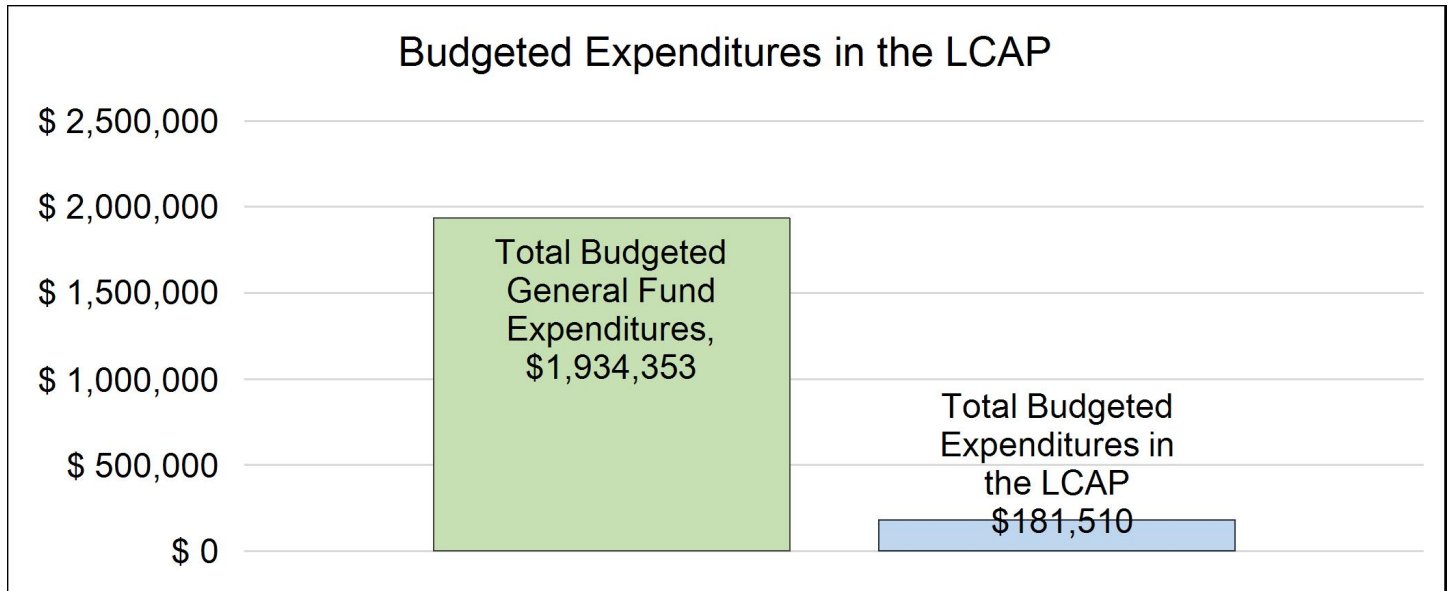All Other LCFF funds, $1,982,276, 91%

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

The total revenue projected for County Office of Education-Charter Alternative Program is $2,180,698, of which $2,141,786 is Local Control Funding Formula (LCFF), $37,412 is other state funds, $1,000 is local funds, and $500 is federal funds. Of the $2,141,786 in LCFF Funds, $159,510 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

$ 2,500,000	
$ 2,000,000	
$ 1,500,000	Total Budgeted General Fund Expenditures, $1,934,353
$ 1,000,000	
$ 500,000	Total Budgeted Expenditures in the LCAP $181,510
$ 0	

This chart provides a quick summary of how much County Office of Education-Charter Alternative Program plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

County Office of Education-Charter Alternative Program plans to spend $1,934,353 for the 2021-22 school year. Of that amount, $181,510 is tied to actions/services in the LCAP and $1,752,843 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
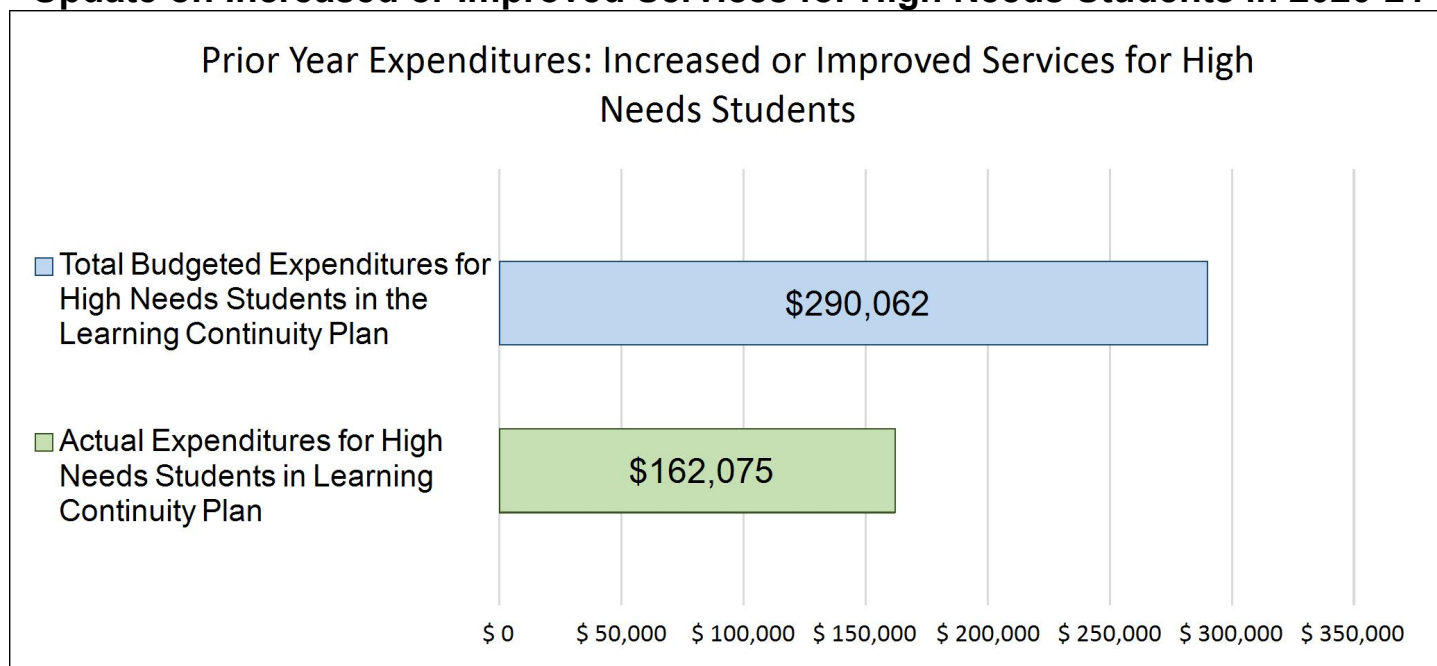
General fund expenditures not included in the LCAP cover the annual operating costs of the program for utilities, maintenance, technology infrastructure and supports as well as teacher and support staff salaries.

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

In 2021-22, County Office of Education-Charter Alternative Program is projecting it will receive $159,510 based on the enrollment of foster youth, English learner, and low-income students. County Office of Education-Charter Alternative Program must describe how it intends to increase or improve services for high needs students in the LCAP. County Office of Education-Charter Alternative Program plans to spend $159,510 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

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

□ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $290,062

□ Actual Expenditures for High Needs Students in Learning Continuity Plan — $162,075

$ 0 $ 50,000 $ 100,000 $ 150,000 $ 200,000 $ 250,000 $ 300,000 $ 350,000

This chart compares what County Office of Education-Charter Alternative Program 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 County Office of Education-Charter Alternative Program estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, County Office of Education-Charter Alternative Program's Learning Continuity Plan budgeted $290,062 for planned actions to increase or improve services for high needs students. County Office of Education-Charter Alternative Program actually spent $162,075 for actions to increase or improve services for high needs students in 2020-21.

The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions and services because the mental health supports originally budgeted in the LCP were supposed to be split between Charter Alternative Program and Charter Community Home Study Academy. They were budgeted solely to Charter Alternative Program. The actions to increase or improve services to high needs students was fully implemented and the actual expenditures reflect an accurate amount of funds to accomplish the supports for mental health for high needs students during the 2020-2021 school year.

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
County Office of Education-Charter Alternative Program	Michael Gillespie Executive Director	mgillespie@edcoe.org 530-295-2257

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).

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
County Office of Education-Charter Alternative Program

Page 1 of 34

Goal 1

All students will be provided 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
Metric/Indicator All teachers will be credentialed and properly assigned in the subject areas and for the grade-levels they are teaching. **19-20** 100% of teachers will be credentialed and properly assigned in the subject areas and for the grade-levels they are teaching. **Baseline** 100% of teachers will be credentialed and properly assigned in the subject areas and for the grade-levels they are teaching.	All teachers held a valid California Teacher Credential during the 19-20 school year.
Metric/Indicator Students will be provided standards-aligned instructional materials, including NGSS. **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. **Baseline**	100% of students were provided with standards-aligned instructional materials during the 2020-2021 school year.

Expected	Actual
100% of students will be provided standards-aligned instructional materials, including NGSS	
Metric/Indicator Facilities will be maintained in good repair by EDCOE as evidenced by facility inspection reports. **19-20** Facilities will be maintained in good repair by EDCOE as evidenced by facility inspection reports. **Baseline** Facilities will be maintained in good repair by EDCOE as evidenced by facility inspection reports.	CAP 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 desks.
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. **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. **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 practices for effective math delivery in a hybrid, independent study program.	100% of CAP staff participated in ongoing professional development during the 20-21 school year. Staff were trained on the use of the iReady assessment platform as well as the Sanger Unified early literacy assessments. Staff will also participate in GLAD training during the summer of 2021 to increase effectiveness of instructional strategies for English learners.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
County Office of Education-Charter Alternative Program

Page 3 of 34

Expected	Actual
Metric/Indicator 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. **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. **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.	CAP maintained a ratio of 20:1 or lower during the 20-21 school year.
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. **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. **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.	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.
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. **19-20**	100% of ELD students were provided with a research-based ELD Program that includes pre and post assessments to determine progress in learning English.

Expected	Actual
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. **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.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain approximately a 20 to 1 student to teacher ratio to meet student needs.	0000: Unrestricted Supplemental and Concentration 154128	0000: Unrestricted Supplemental and Concentration 183087
All teachers will be credentialed and properly assigned in the subject areas and for the grade-levels they are teaching.	0	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.	Base 26361	Base 37821
Facilities will be maintained in good repair.	CU Charges Base 129400	CU Charges Base 129400
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.	Base 2479	Base 3479

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 $10,241
	Dreambox $200
	  Base 23119
		Includes instructional technology and online licensing.
		EDCOE Tech $10,241
		Dreambox $200
		  Base 15174

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.	All Title III ELD monies available to CAP. Title III 0 NWEA licenses. Base 2295	All Title III ELD monies available to CAP. Title III 0 NWEA licenses. Base 1958
Provide tutoring and support services for at-risk students, including those who are socio-economically disadvantaged, foster youth, and EL students.	0	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.

100% of the funds budgeted for actions/services were utilized to meet this goal.

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

CAP was able to maintain approximately a 20 to 1 student-to-teacher ratio during the 19-20 school year and will continue this action moving forward to support English Learners and socioeconomically disadvantaged students.
All teachers were fully credentialed in 19-20. There is a need to continue to monitor that teachers are properly assigned in the subject areas and for the grade levels they are teaching because of the size of the program and the need for teachers to teach subject-specific areas in the middle school program.
100% of students utilized and had access to standards-aligned instructional materials, curriculum, and instruction.
Professional development opportunities for teachers, administrators, & support staff continued during the 19-20 school year and included 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.
All students were provided with the digital tools necessary to access the State Standards and to participate in state assessments.
During distance learning all students were able to take home Chromebooks for use at home and Verizon hotspots were provided to any family that did not have reliable access to the internet due to the remote locations where they live. This enabled the students to access live instruction with teachers and the curriculum they needed to avoid significant learning loss.
100% of ELD students were provided with a research-based ELD Program that includes pre and post-assessments to determine progress in learning English.
CAP was able to provide tutoring and support services for at-risk students, including those who are socio-economically disadvantaged, foster youth, and EL students once the students returned to in-person learning in September.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
County Office of Education-Charter Alternative Program

Page 6 of 34

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
County Office of Education-Charter Alternative Program

Page 7 of 34

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 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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. **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.	100% of certificated 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.

Expected	Actual
Baseline 75% 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.	

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 2479	Professional development, including conferences, workshops, and on-site PLCs. Base 3479

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 or services were utilized to meet this goal.

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

A group of staff members participated in Universal Design for Learning training and shared those principles with the staff throughout the 19-20 school year. The staff agreed to utilized specific strategies in common to create instructional coherence and to monitor the effectiveness of the strategies. The staff recognized the need for additional professional development in the area of English language arts and math and the need for cycles of improvement to monitor student growth throughout the school year. The principal attended Improvement Science professional development to improve their understanding of the structures necessary to foster continuous growth and improvement of the instructional program.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
County Office of Education-Charter Alternative Program

Page 9 of 34

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 1: Basic (Conditions of Learning)
                     Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 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. **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. **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.	100% of 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.
Metric/Indicator Maintain clean, safe and culturally responsive learning environment, as noted by site inspections. **19-20**	The school principal worked in partnership with EDCOE and Mother Lode facilities and maintenance staff to maintain clean, safe and culturally responsive learning environment. Regular safety inspections were held during the year as well as safety drills to prepare the staff and students for emergencies. The principal

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
County Office of Education-Charter Alternative Program

Page 10 of 34

Expected	Actual
Maintain clean, safe and culturally responsive learning environment, as noted by site inspections. **Baseline** Maintain clean, safe and culturally responsive learning environment, as noted by site inspections.	observed classrooms on a regular basis throughout the year and provided feedback to the teachers on teaching practices.
Metric/Indicator Feedback from stakeholder surveys. **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." **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."	83% of stakeholders indicated they "agree" or "strongly agree" the school provides a safe, clean, and positive place that nurtures learning

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
80% of staff participated 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. Maintained a clean, safe and culturally responsive learning environment, as noted by site inspections. Staff receive ongoing training for Emergency Communications and drills. A new communication system was approved to expand to all campuses and is in the process of implementation. Security cameras were upgraded to encourage safe practices by students, as well as to ensure certain knowledge and resolution of unsafe events.	Professional development. Base 1240	Professional Development Base 1740
Maintain clean, safe and culturally responsive learning environment, as noted by site inspections.	CU Charges - already accounted for in Goal 1, Action 4 Base 129400	CU Charges - already accounted for in Goal 1, Action 4 Base 129400

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
County Office of Education-Charter Alternative Program

Page 11 of 34

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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."	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 or services to meet this goal were utilized.

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

The school recognized the need for mental health supports for students, especially during the time period where students were in distance learning in the spring of 2020. The school worked with teachers to provide professional development for teachers to recognize students who needed additional support and 100% of staff participated 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.

The school principal worked in partnership with EDCOE and Mother Lode facilities and maintenance staff to maintain a clean, safe, and culturally responsive learning environment. Regular safety inspections were held during the year as well as safety drills to prepare the staff and students for emergencies. The principal observed classrooms on a regular basis throughout the year and provided feedback to the teachers on teaching practices. There was a plan to paint the facility, remove hazardous trees, and seal/stripe the parking lot in the summer of 2020 but those projects were delayed due to COVID restrictions. That work is now scheduled to take place in the summer of 2021 which will provide much-needed deferred maintenance and beautification of the school campus. Staff and families received ongoing communication during the time the school shifted to distance learning and when the school returned to in-person instruction in the fall of 2020. The school ensured all of the COVID protections were in place for staff and students when they returned to campus.The communication system was approved to expand to all campuses and was utilized on a regular basis to communicate updates on COVID issues. Security cameras were upgraded to encourage safe practices by students, as well as to ensure certain knowledge and resolution of unsafe events.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
County Office of Education-Charter Alternative Program

Page 12 of 34

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 3: Parental Involvement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Fully implement 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. **19-20** 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. **Baseline** 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.	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 - e.g., email, text, and/or and phone app.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
County Office of Education-Charter Alternative Program

Page 13 of 34

Expected	Actual
Metric/Indicator 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.	65% of families and students participated in the stakeholder survey and 100% of staff participated in the survey.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Fully implemented a new web-based strategic communication platform that is easier to use and manage, is 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. Sent a minimum of 25 messages to families using the new system with positive results from families.	Parent Square or similar; budgeted at $4.50/student. Base 690	Parent Square or similar; budgeted at $4.50/student. Base 540
Maintain Beehively website/maintenance services.	Beehively monthly fee. Base 1712	Beehively monthly fee. Base 1427
Maintain use of the Pathways Learning management system.	Pathways Learning Management Learning System budgeted at $3/student/months (x12) + $2,800 annual fee. Base 10000	Pathways Learning Management Learning System budgeted at $3/student/months (x12) + $2,800 annual fee. Base 8943
Maintain Parent Link communication system (EDCOE provides/pays for)	Discontinued use of Parent Link 0	Discontinued use of Parent Link 0
Provide/budget for print, postage, and other associated costs.	Budget for print, postage, and other associated costs. Base 4400	Budget for print, postage, and other associated costs. Base 1081

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
County Office of Education-Charter Alternative Program

Page 14 of 34

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 the actions and services were utilized to meet this goal.

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

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 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 and use of Plexiglas barriers to provide safe conditions for students and staff	$5,000.00	$5,000.00	Yes
Increase custodial cleaning and sanitizing of restrooms, high-touch, surfaces, and classrooms.	$15,000.00	$15,000.00	No

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.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
County Office of Education-Charter Alternative Program

Page 16 of 34

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide Chromebooks for students in order to access the on line learning platform and software	$34,000.00	$38,800.00	Yes
Professional Development for staff to increase skills in on line learning setting	$7,000.00	$4,000.00	Yes
Verizon Hot Spots for WiFi access for students	$5,000.00	$300.00	Yes
Zoom Subscriptions for instructors	$750.00	$750.00	Yes
On Line learning software and platforms	$3,500.00	$3,274.00	Yes

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

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.

CAP is a small K-8 charter school that is part of the El Dorado County Office of Education. It serves approximately 200 students in the program and the program for students is either a two-day-per-week hybrid program or a home school only option.

Continuity of Instruction: 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. 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.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
County Office of Education-Charter Alternative Program

Page 17 of 34

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 the use of iReady assessments and Sanger Unified assessments for math and ELA. All students were assessed a minimum of two times during the 20-21 school year to monitor progress and assess for learning loss.

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.

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 instructional and support staff continued in their traditional roles to support students and families.

Support for Pupils with Unique Learning Needs: CAP has a relatively small number 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.
CAP 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.

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	$6,500.00	$4,039.00	Yes
Provide additional on line support for students who demonstrate learning loss or who are falling behind due to distance learning	$10,000	$6,399.00	No

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.

CAP 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 expected levels will be offered additional support during summer school in 2021. The challenge for CAP has been that this is the first year they have used the iReady and Sanger assessment so there was no baseline for students from the 19-20 school year.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
County Office of Education-Charter Alternative Program

Page 19 of 34

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.

CAP partnered with Charter Community Home Study Academy, 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.

CAP is a small K-8 charter school that is part of the El Dorado County Office of Education. It serves approximately 200 students in the program and the program for students is either a two-day-per-week hybrid program or a home school only option. 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 students 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.

CAP has 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.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
County Office of Education-Charter Alternative Program

Page 20 of 34

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
County Office of Education-Charter Alternative Program

Page 21 of 34

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	$53,558.00	Yes
Mental Health and Social and Emotional Well-Being	Mental Health Coach	$58,764.00	$21,899.00	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 CAP has 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. 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.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
County Office of Education-Charter Alternative Program

Page 22 of 34

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 ELA and math using both the iReady software assessment system and the Sanger Unified assessments. the 20-21 year was the first year these assessments were used and the school has found these assessment tools very useful for teachers and families because they are very clear and straightforward. Although the assessments give clear grade level equivalents, the school now has baseline data and growth data for each student to continue to monitor student progress. The school will continue to use these assessments and establish goals for all students and significant subgroups in the 21-24 LCAP. Students who are not making adequate progress or who are currently below grade level expectations will be offered summer learning opportunities and after school support during the school year. Additionally, students in grades 1-4 who are not reading at grade level will be offered support in individual or small groups both during and after school.

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.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
County Office of Education-Charter Alternative Program

Page 24 of 34

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.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
County Office of Education-Charter Alternative Program

Page 25 of 34

- 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,

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
County Office of Education-Charter Alternative Program

Page 26 of 34

- o Pupil Participation and Progress,
- o Distance Learning Professional Development,
- o Staff Roles and Responsibilities, and
- o 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

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
County Office of Education-Charter Alternative Program

Page 27 of 34

- 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 Developing the 2021-22 Local Control and Accountability Plan
County Office of Education-Charter Alternative Program

Page 28 of 34

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
County Office of Education-Charter Alternative Program

Page 29 of 34

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	487,703.00	517,529.00
	0.00	0.00
Base	333,575.00	334,442.00
Supplemental and Concentration	154,128.00	183,087.00
Title III	0.00	0.00

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

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
County Office of Education-Charter Alternative Program

Page 30 of 34

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	487,703.00	517,529.00
	333,575.00	334,442.00
0000: Unrestricted	154,128.00	183,087.00

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

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
County Office of Education-Charter Alternative Program

Page 31 of 34

		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	487,703.00	517,529.00
		0.00	0.00
	Base	333,575.00	334,442.00
	Title III	0.00	0.00
0000: Unrestricted	Supplemental and Concentration	154,128.00	183,087.00

* 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	337,782.00	370,919.00
Goal 2	2,479.00	3,479.00
Goal 3	130,640.00	131,140.00
Goal 4	16,802.00	11,991.00

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

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
County Office of Education-Charter Alternative Program

Page 33 of 34

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	$50,250.00	$47,124.00
Pupil Learning Loss	$16,500.00	$10,438.00
Additional Actions and Plan Requirements	$197,658.00	$75,457.00
All Expenditures in Learning Continuity and Attendance Plan	$315,062.00	$183,474.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$15,000.00	$15,000.00
Distance Learning Program		
Pupil Learning Loss	$10,000.00	$6,399.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$25,000.00	$21,399.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$35,654.00	$35,455.00
Distance Learning Program	$50,250.00	$47,124.00
Pupil Learning Loss	$6,500.00	$4,039.00
Additional Actions and Plan Requirements	$197,658.00	$75,457.00
All Expenditures in Learning Continuity and Attendance Plan	$290,062.00	$162,075.00

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
County Office of Education-Charter Alternative Program

Page 34 of 34

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
County Office of Education-Charter Alternative Program	Michael Gillespie Executive Director	mgillespie@edcoe.org 530-295-2257

Plan Summary [2021-22]

General Information

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

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

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

The Charter Program covered in this LCAP includes:

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

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

Charter Home Study Academy K-8 supports and invests in families who choose to be active participants in their children's education. Staff,

students, and their families use a team approach to recognize, encourage, and develop individual potential as a limitless resource. We build foundational skills, empowering students to find solutions and adapt to the challenges of an ever-changing world. Together we educate the whole child in an inspiring and nurturing environment where students have an opportunity to flourish.

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

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

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

EMPHASIS & CONCENTRATION of the school program:
Prepare students for success at the high school level.
Support families in their choice to home school through a variety of personally tailored educational options.
Create strong and positive relationships with parents and students.
Recognize, encourage, and develop a student's individual potential as a limitless resource.
Personalize education, toward the needs of the whole child.
Encourage and foster critical thinking skills.

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

Students and parents or guardians entering our Charter attend an informational conference with a school representative to initiate a

partnership among parents, staff, and students to support positive behavior, academic standards, and achievement, as well as communication protocols resulting in student growth.

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

Reflections: Successes

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

All of the data on the California School Dashboard is from the 2018-19 school year because there is no data on the Dashboard from the 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 CHSA are Chronic Absenteeism, Suspension Rate, English Language Arts, and Math.

For the 2019 Dashboard CHSA was placed in the following areas which indicate success:
Chronic Absenteeism - Hispanic Students " Green" (Declined)
Suspension Rate - All Students " Green" (Increased but still "Low") and Hispanic Students "Blue" (Maintained "Low")
English Language Arts - There were no student groups, including "All Students" who improved in this area.
Math - There were no student groups, including "All Students" who improved in this area.

There were many successes 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. Pupil progress was monitored through the use of iReady assessments and Sanger Unified assessments for math and ELA. All students were assessed a minimum of two times during the 20-21 school year to monitor progress and assess for learning loss.

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.

CHSA 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.

CHSA has a relatively small number of students with Individualized Educational Plans. These students were supported both by their classroom teacher and additional staff such as a Resource Specialist or Speech Pathologist as required in their plans. 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.

CHSA also has a relatively small number of English Language Learners. These students were supported by their classroom teacher in individual or small group ELD instruction, as appropriate, and their progress was also monitored on a regular basis through teacher observation, classroom assessments, and iReady assessments during the school year.

The iReady results indicated both areas of strength and areas for improvement.

Grade 3 - 78% of students reading at or above grade level
Grade 4 - 63% of students reading at or above grade level
Grade 5 - 56% of students reading at or above grade level
Grade 6 - 65% of students reading at or above grade level
Grade 7 - 61% of students reading at or above grade level

Grade 3 - 59% of students at or above grade level in math
Grade 4 - 71% of students at or above grade level in math
Grade 5 - 50% of students at or above grade level in math
Grade 6 - 59% of students at or above grade level in math

CHSA partnered with Charter Community Home Study Academy, 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 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 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 CHSA are Chronic Absenteeism, Suspension Rate, English Language Arts, and Math.

For the 2019 Dashboard CHSA was placed in the following areas:
Chronic Absenteeism - All Students "Orange" (Increased Significantly), White Students "Orange" (Increased), Socioeconomically Disadvantaged Students "Orange" (Increased)
Suspension Rate - White Students "Yellow" (Increased), Socioeconomically Disadvantaged Students "Orange" (Increased)
English Language Arts - All Students "Orange" (Declined), White Students "Yellow" (Declined), Socioeconomically Disadvantaged Students "Orange" (Declined Significantly), and Hispanic Students (No Color - Not enough students tested because CAASPP is not administered to students in kindergarten through third grade)
Math - All Students "Orange" (Declined), Shite Students "Orange" (Maintained), Socioeconomically Disadvantaged Students " Orange" (Declined Significantly), and Hispanic Students (No Color - Not enough students tested because CAASPP is not administered to students in kindergarten through third grade)

The challenge for CAP has been that this is the first year they have used the iReady and Sanger assessment so there was no baseline for students from the 19-20 school year.
The results below indicate areas of improvement in reading and math.
Reading:
All Students
Grade 3 - 14% reading one grade level below and 14% reading two grade levels below
Grade 4 - 29% reading one grade level below and 8% reading two grade levels below
Grade 5 - 31% reading one grade level below and 13% reading two grade levels below
Grade 6 - 15% reading one grade level below and 20% reading two grade levels below
Grade 7 - 6% reading one grade level below and 33% reading two grade levels below
Grade 8 - 22% reading one grade level below and 51% reading two grade levels below

Socioeconomically Disadvantaged Students - 25% reading one grade level below and 30% reading two grade levels below

Math:
All Students
Grade 3 - 41% of students one grade level below in math
Grade 4 - 21% of students one grade level below in math and 8% of students two grade levels below in math
Grade5 - 31% of students one grade level below in math and 19% of students two grade levels below in math
Grade 6 - 33% of students one grade level below in math and 8% of students two grade levels below in math
Grade 7 - 19% of students one grade level below in math and 38% of students two grade levels below in math
Grade8 - 38% of students one grade level below in math and 46% of students two grade levels below in math

Socioeconomically Disadvantaged Students - 54% of students one grade level below in math and 36% of students two grade levels below in math

Other areas of identified need the school staff have identified:
Only 80% of students are currently enrolled in grade-level math for grades 6, 7, and 8. The other 20% of students are enrolled in a remedial math program which does give them the support they need to improve in math but not access to the grade-level content and concepts they will need to be successful. During the 21-22 school year all students in grades 6, 7, and 8 will be enrolled in grade-level math.

The school piloted benchmark testing in all grades during the 20-21 school year but identified a need for a clear reporting method to share with families where their student is academically. The staff will work to develop a method to clearly share student results that is meaningful to families in the 21-22 school year.
In kindergarten through third grade, the school used Sager Learns Benchmarks as the starting point for CHSA benchmarks. The staff identified several areas that needed to be customized for their school program to create benchmark assessments based on CHSA Curriculum. They will be revised during the 21-22 school year and baseline data will be developed to add specific goals for students in kindergarten through third grade for the 22-23 school year and beyond.
The school staff also identified a need for a common assessment for writing as well. The staff will work to identify and customized writing rubrics for each grade level during the 21-22 school year and baseline data will be developed to add specific goals for writing for the 22-23 school year and beyond.

LCAP Highlights

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

Goal 1
This goal was developed to ensure that all students at CHSA have access to curriculum that is aligned with State Standards and resources are allocated to ensure the school is providing the necessary COVID protections to its employees and students. This goal also addresses the need for all students to have a broad course of study to prepare them for high school and that the teachers are all appropriately credentialed for the classes they are teaching. This goal addresses State Priorities 1,2, and 7 (Conditions of Learning).
Highlights of the goals and actions for Goal 1 include Facility inspections, Standards based curriculum that aligns with Universal Design for Learning principals, Emergency drills and 6-8 grader math placement, and monitoring teacher credentials.

Goal 2
This goal was chosen to continue to improve the school climate and culture at CHSA. The school has solid data indicating it is a place where students and families feel welcomed and supported and the school will continue to look for ways to engage the students and families to improve in this area. The need for mental health supports was addressed during the 20-21 school year. However, students and families continued to communicate the need for ongoing and more mental health supports for the students. Staff also recognize this as a need and

the school will continue trainings for staff and direct support for students in the area of mental wellness. This goal addresses State Priorities 3,5, and 6 (Engagement)
Highlights of the goals and actions for Goal 2 include Parent and Student Surveys, Monitoring and addressing Chronic Absenteeism and Suspension Rates, Supports for student mental health and professional development for school staff in the area of mental health, Family Events, Focus groups with parents and student and rounding with teachers.

Goal 3
This goal was developed to address the academic needs of students from kindergarten through eighth grade at CHSA. The school recognized the need to develop systems to monitor student progress more closely and work in partnership with parents to set goals for students, monitor their academic progress, and implement cycles of improvement to utilize what is working and eliminate ineffective strategies and practices. This goal addresses State Priorities 4 and 8 (Pupil Outcomes)
Highlights of the goals and actions for Goal 3 include Professional development on UDL, Development of Standards Based report cards, Implementation of Benchmark testing in grades K-8 for Reading, math and writing, Cycles of improvement on academic areas and parent workshops on academic goals and outcomes.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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 Studeent 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 improves 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. We are very aware that vulnerable students in general - including Foster Youth, McKinney-Vento students, and those with special needs - tend to arrive with greater emotional needs, so we have made it a priority to provide additional support and training to better meet those students' needs. Professional development is being more actively implemented to inform and provide support for staff and stakeholders about the best practices to support these students. Additional training is being provided for staff through consultants, workshops, and conferences. Beginning with the 2010-21 school year, the school partnered with CCHSA to provide a mental health clinician and contracted with an outside agency to provide additional coaching and support for students. The stakeholders recognized this as a positive step and valued the support provided during distance and hybrid learning. As a result, the school will work to increase and improve mental health supports for all students.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facility Inspections	Two times per year				Four times per year
Teacher Credentialing - matching subjects taught	97% of Teachers are appropriately credentialed				100%of Teachers are appropriately credentialed
Standards Based Curriculum	100% of the curriculum is standards-based				100% of the curriculum is standards-based
Adopt instructional materials that support Universal Design for Learning (UDL) practices and a Multi-Tiered System of Supports (MTSS)	25% Alignment with UDL				100% Alignment with UDL
Students in grades 6-8 enrolled in grade level math	80% currently enrolled				100% enrolled

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Emergency Drills	Fire Drills Monthly Earthquake Drills Quarterly Lock Down Drills Twice per year				Fire Drills Monthly Earthquake Drills Quarterly Lock Down Drills Twice per year

Actions

Action #	Title	Description	Total Funds	Contributing
1	Facility Inspections four times per year	Facilities will be inspected by site and EDCOE staff quarterly	$0.00	No
2	Monitor Teacher Credentials	EDCO and site staff will review all credentials each semester	$0.00	No
3				No
4	Purchase of Curriculum	Adopt and purchase instructional materials that support Universal Design for Learning (UDL) practices and a Multi-Tiered System of Supports (MTSS)	$10,000.00	No
5	All students assigned to appropriate grade level courses	Monitor course placement each semester	$0.00	
6	Conduct appropriate emergency drills	Fire, earthquake, and lock down drills will occur at appropriate intervals during the school year	$0.00	

Goal Analysis [2021-22]

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

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

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Surveys	39% agree and 41% strongly agree the teachers, staff, and administrators at school care about them 30% agree and 58% strongly agree they feel safe at school 42% agree and 30% strongly agree the school is clean and well maintained 41% of students agree and 48% of students strongly agree they know how to get help when they have a problem 36% of students agree and 26% of students strongly agree students at the school are respectful of each other 28% of students agree and 59% of students strongly agree their family is treated with respect at the school				Increase strongly agree to 60% that teachers, staff, and administrators at school care about them Increase to 90% that students feel safe at school Increase to 95% know how to get help at school Increase to 85% students at the school are respectful of each other Increase to 90% students feel their family is treated with respect at the school
Chronic Absenteeism	All Students 9.3% White Students 6.4% Socioeconomically Disadvantaged Students 19.7%				All Students 2.5% White Students 3% Socioeconomically Disadvantaged Students 6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rates	White Students .5-1.5% Socioeconomically Disadvantaged Students 1-3%				White students .5% or less Socioeconomically Disadvantaged Students .5% or less
Professional Development for Staff on Mental Health Supports	1 time per year				3 times per year
Expand Mental Health Supports for students	44% of 6-8 grade Students participated in wellness campaign 8 service sessions with Mental Health Clinician 63 Service sessions with wellness coaching				80% of 6-8 grade students participate in wellness campaign 25 sessions with Mental Health Clinician 85 service sessions with wellness coaching
Student Focus Groups - Focus on School Climate	No Baseline Data				3 times per year
Expand Electives - Arts, Music, and Enrichment	No Baseline due to COVID restrictions				5 electives with 80% student participation
School Events for Families and Students	No Baseline- COVID Restrictions				8 Events per year
Evaluate Success of Current Student Support Systems	One cycle complete with academic support on Wednesdays				Complete 2 Cycles of Improvement per year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					on Student Support Systems
Parent Participation in Conferences	Meet with 100% of families once per quarter				K-5 Meet with 100% of families every 20 days 6-8 Meet with 100% of families once per quarter
Parent Focus Groups	1-2 times per year				3 times per year
Individual Staff Rounding Meetings	2 times per year				3 times per year

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Surveys	Parent Surveys 3x per year to gather feedback on school climate	$500.00	No
2	Student Surveys	Student Surveys 3x per year to gather feedback on school climate	$500.00	No
3	Communicate with families on importance of attendance	Use parent square to communicate with parents on an ongoing basis	$800.00	No
4	Mental Health Supports for Students	Mental Health Clinician 1.0 FTE	$45,588.00	Yes
5	Mental Health Supports for Students	Minds Moving Forward to work in conjunction with Mental Health Clinician	$5,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	Expand number of family events	Continue to build community through family events	$500.00	No
7	Improvement Cycles on School Climate	Analyze student, parent, and staff feedback un surveys and rounding sessions	$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
3	Charter Alternative Program will monitor social emotional well-being and academic progress for all students and sub-groups and engage in data analysis, improvement cycles, and support to ensure improved outcomes for all students and sub-groups.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Professional Development on Universal Design for Learning	3 staff members trained on UDL				100% of staff members trained on UDL
Use of Standard's Based Report Card	No Baseline				100% K-5 students will have standards aligned reporting. With updates and reports held a minimum of three times a year with families
Benchmark testing K-2	Piloted Benchmarks during 20-21 school year				CHSA designed benchmarks fully implemented, baseline and annual goals established

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Benchmark testing in Grades 3-8	iReady assessments were used two times per year				All Students tested three times per year and develop program to use iReady lessons and discussions with families.
iReady Assessment Reading Results	Grade 3 - 14% reading one grade level below and 14% reading two grade levels below Grade 4 - 29% reading one grade level below and 8% reading two grade levels below Grade 5 - 31% reading one grade level below and 13% reading two grade levels below Grade 6 - 15% reading one grade level below and 20% reading two grade levels below Grade 7 - 6% reading one grade level below and 33% reading two grade levels below Grade 8 - 22% reading one grade level below and 51% reading two grade levels below				Grade 3 - 10% reading one grade level below and 0% reading two grade levels below Grade 4 - 15% reading one grade level below and 0% reading two grade levels below Grade 5 - 15% reading one grade level below and 0% reading two grade levels below Grade 6 - 15% reading one grade level below and 0% reading two grade levels below Grade 7 - 15% reading one grade level below and 0% reading two grade levels below Grade 8 - 20% reading one grade level below and 0% reading two grade levels below

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socioeconomically Disadvantaged Students - 25% reading one grade level below and 30% reading two grade levels below				Socioeconomically Disadvantaged Students - 15% reading one grade level below and 0% reading two grade levels below
iReady Assessment Math Results	Grade 3 - 41% of students one grade level below Grade 4 - 21% of students one grade level below in math and 8% of students two grade levels below Grade5 - 31% of students one grade level below in math and 19% of students two grade levels below Grade 6 - 33% of students one grade level below in math and 8% of students two grade levels below Grade 7 - 19% of students one grade level below in math and 38% of students two grade levels below				Grade 3 - 15% of students one grade level below Grade 4 - 15% of students one grade level below in math and 0% of students two grade levels below Grade5 - 15% of students one grade level below in math and 0% of students two grade levels below Grade 6 - 15% of students one grade level below in math and 0% of students two grade levels below Grade 7 - 15% of students one grade level below in math and 5% of students two grade levels below

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grade8 - 38% of students one grade level below in math and 46% of students two grade levels below Socioeconomically Disadvantaged Students - 54% of students one grade level below in math and 36% of students two grade levels below				Grade8 - 20% of students one grade level below in math and 10% of students two grade levels below Socioeconomically Disadvantaged Students - 20% of students one grade level below in math and 10% of students two grade levels below
CAASPP ELA Results	All Students 10.4 points below standard Socioeconomically Disadvantaged Students 42.9 points below standard White Students 3.2 points below standard				All Students 20 points above standard Socioeconomically Disadvantaged Students 10 points below standard White Students 20 points above standard
CAASPP Math Results	All Students 62.1 points below standard Socioeconomically Disadvantaged Students 92.6 points below standard White Students 52.5 points below standard				All Students 0 points below standard Socioeconomically Disadvantaged Students 25 points below standard White Students 0 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Cycles of Improvement	One cycle of improvement in 20-21 school year				Two cycles of improvement on reading and math data
English Learner Achievement	No Baseline Data				Establish baselines and set goals for English Learners on iReady assessments
Parent Workshops on interpreting assessment results, supporting student instruction at home, and determining individual student needs.	No Baseline Data				3x per year
Develop plan to assist students as they transition from Elementary to Middle School	No baseline				Develop and implement plan to assist students as they transition from elementary to middle school
Student-to-teacher ratios	Currently 20:1 Student-to-Teacher Ratio				Maintain 20:1 Student-to-Teacher Ratio

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development in UDL	Staff attend EDCOE Trainings	$100.00	Yes
2	Develop standards-based report cards	Staff will collaborate to create standards-based report cards	$2,200.00	No

Action #	Title	Description	Total Funds	Contributing
3	Develop benchmark tests aligned to K-2 curriculum	Staff will collaborate to develop K-2 benchmark assessments		No
4	Use iReady	Use of iReady to track student progress in reading and math in grades 3-8	$8,850.00	Yes
5	Cycles of Improvement	Staff will use assessment data from iReady and CAASPP to develop goals and monitor progress	$0.00	No
6	Parent Workshops	Parent workshops on Assessment results and grading process to improve partnerships with families	$500.00	
7	Plan development for transition to middle school	Transitions plans will be developed by staff to support students as they transition to middle school	$0.00	
9	Student-to-teacher ratios	Maintain 20:1 student-to-teacher ratios	$99,472.00	Yes
10	Software to support student academic goals	Use a variety of software subscriptions to reinforce academic skills and support increased academic outcomes for students	$7,000.00	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
8.05%	$159,510

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

Goal 2 Action 5 - Mental Health supports for Foster Youth and low income students is an identified need at CAP. Although the Wellness Coach 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 3 Action 1- Universal Design for Learning is a research-based approach to providing the specific supports low income students need to access the core curriculum with the academic supports they need to improve student outcomes.

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

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

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

Because Charter Alternative Program (CHSA) is a small charter school, the school utilizes the LCAP and associated budgets to provide specific services targeted for low-income, Foster Youth, and English Learners. Mental Health supports for Foster Youth and low-income students is an identified need at CAP. Although the Mental Health Clinician will serve the entire program at CAP, specific and targeted

supports for Foster Youth and low-income students will be implemented to support their social-emotional well-being. Mental Health supports for Foster Youth and low-income students is an identified need at CAP. Although the Wellness Coach 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. The use of iReady assessments will assist the school in identifying learning loss and learning gaps for low-income students to provide interventions and additional resources for improved student outcomes. By maintaining a low student-to-teacher ratio and implementing research-based strategies to help low-income students, the teachers will be able to increase the time they are able to work with low-income students to improve their academic outcomes.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$167,460.00	$13,550.00		$500.00	$181,510.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$99,472.00	$82,038.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Facility Inspections four times per year					$0.00
1	2	All	Monitor Teacher Credentials					$0.00
1	3	All						
1	4	All	Purchase of Curriculum		$10,000.00			$10,000.00
1	5		All students assigned to appropriate grade level courses					$0.00
1	6		Conduct appropriate emergency drills					$0.00
2	1	All	Parent Surveys		$500.00			$500.00
2	2	All	Student Surveys		$500.00			$500.00
2	3	All	Communicate with families on importance of attendance	$800.00				$800.00
2	4	Foster Youth Low Income	Mental Health Supports for Students	$45,588.00				$45,588.00
2	5	Foster Youth Low Income	Mental Health Supports for Students	$5,000.00			$500.00	$5,500.00
2	6	All	Expand number of family events	$500.00				$500.00
2	7		Improvement Cycles on School Climate					$0.00
3	1	English Learners Foster Youth Low Income	Professional Development in UDL	$100.00				$100.00
3	2	All	Develop standards-based report cards	$2,200.00				$2,200.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3	All	Develop benchmark tests aligned to K-2 curriculum					
3	4	English Learners Foster Youth Low Income	Use iReady	$6,300.00	$2,550.00			$8,850.00
3	5	All Students with Disabilities	Cycles of Improvement					$0.00
3	6		Parent Workshops	$500.00				$500.00
3	7		Plan development for transition to middle school					$0.00
3	9	English Learners Foster Youth Low Income	Student-to-teacher ratios	$99,472.00				$99,472.00
3	10	All	Software to support student academic goals	$7,000.00				$7,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$156,460.00	$159,510.00
LEA-wide Total:	$56,988.00	$60,038.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$99,472.00	$99,472.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	**4**	Mental Health Supports for Students	LEA-wide	Foster Youth Low Income		$45,588.00	$45,588.00
2	**5**	Mental Health Supports for Students	LEA-wide	Foster Youth Low Income		$5,000.00	$5,500.00
3	**1**	Professional Development in UDL	LEA-wide	English Learners Foster Youth Low Income		$100.00	$100.00
3	**4**	Use iReady	LEA-wide	English Learners Foster Youth Low Income		$6,300.00	$8,850.00
3	**9**	Student-to-teacher ratios	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: CHSA	$99,472.00	$99,472.00

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

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)).

- o   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:

- o **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.

- o **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.

- o **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:

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

  - o **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.