

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Escondido Charter High

CDS Code: 37681063731023

School Year: 2021-22

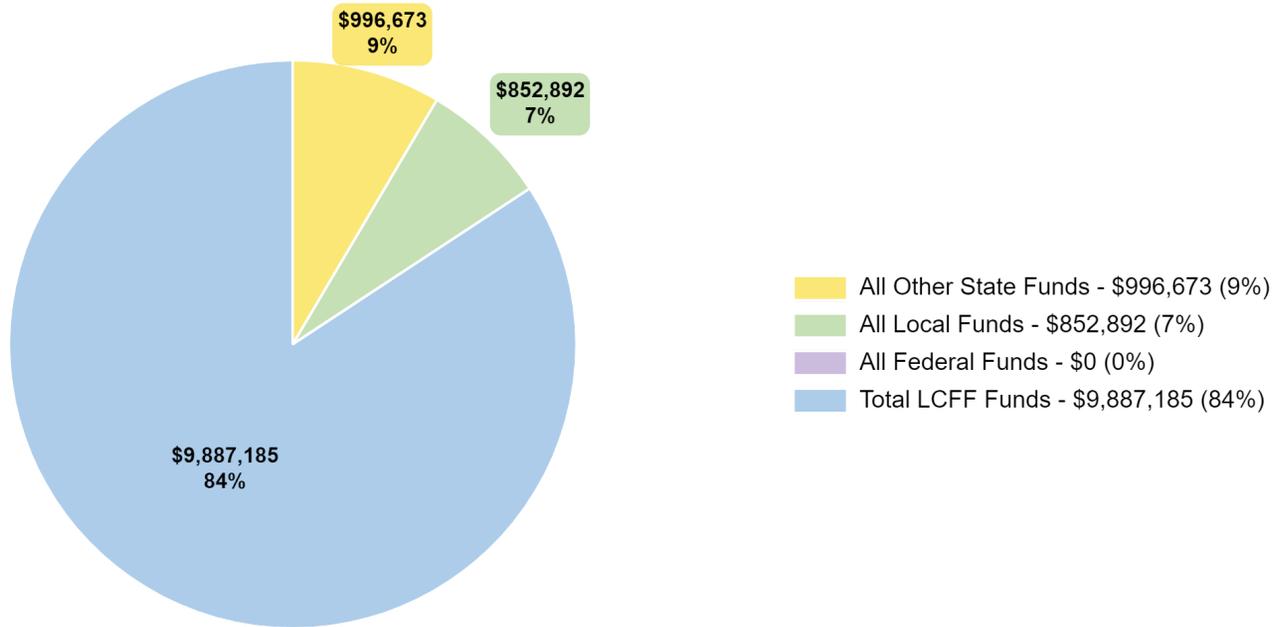
LEA Contact Information: Shawn Roner |

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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).

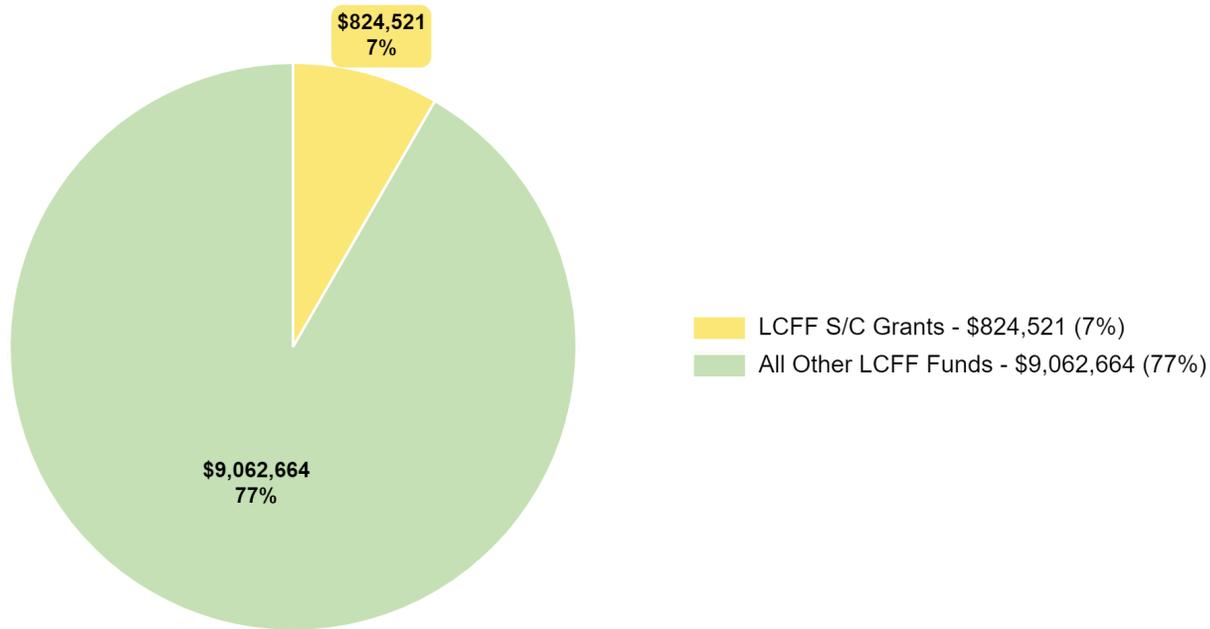
# Budget Overview for the 2021-22 LCAP Year

## Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$996,673	9%
All Local Funds	\$852,892	7%
All Federal Funds	\$0	0%
Total LCFF Funds	\$9,887,185	84%

# Breakdown of Total LCFF Funds



Source	Funds	Percentage
LCFF S/C Grants	\$824,521	7%
All Other LCFF Funds	\$9,062,664	77%

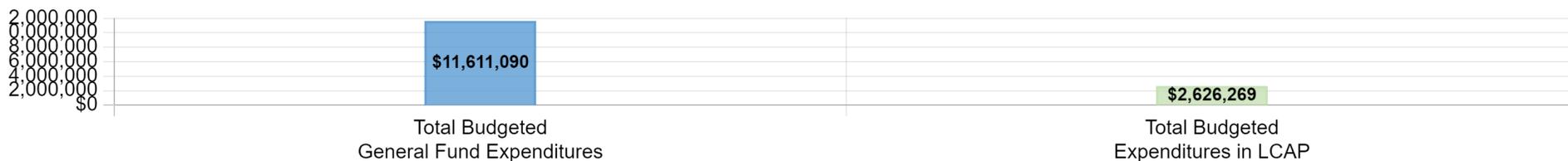
*These charts show the total general purpose revenue Escondido Charter High expects to receive in the coming year from all sources.*

The total revenue projected for Escondido Charter High is \$11,736,750, of which \$9,887,185 is Local Control Funding Formula (LCFF), \$996,673 is other state funds, \$852,892 is local funds, and

\$0 is federal funds. Of the \$9,887,185 in LCFF Funds, \$824,521 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



*This chart provides a quick summary of how much Escondido Charter High plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.*

Escondido Charter High plans to spend \$11,611,090 for the 2021-22 school year. Of that amount, \$2,626,269 is tied to actions/services in the LCAP and \$8,984,821 is not included in the LCAP.

The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund costs not directly supporting the goals and actions listed in the LCAP were omitted from its budgeting process. These expenditures may include salaries and benefits for teachers, administrators, and support staff. In addition, maintenance and operations,

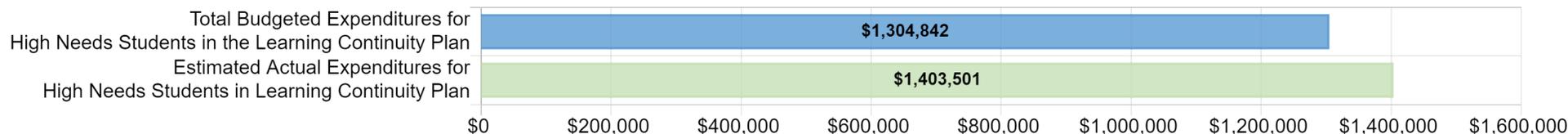
facilities, utilities, professional services (e.g., auditing, legal, etc.), equipment, and basic supplies, all necessary for school operation, were not included in the LCAP.

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

In 2021-22, Escondido Charter High is projecting it will receive \$824,521 based on the enrollment of foster youth, English learner, and low-income students. Escondido Charter High must describe how it intends to increase or improve services for high needs students in the LCAP. Escondido Charter High plans to spend \$1,962,423 towards meeting this requirement, as described in the LCAP.

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

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



*This chart compares what Escondido Charter High 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*

*Escondido Charter High*

*estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.*

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In 2020-21, Escondido Charter High's Learning Continuity Plan budgeted \$1,304,842 for planned actions to increase or improve services for high needs students. Escondido Charter High actually spent \$1,403,501 for actions to increase or improve services for high needs students in 2020-21.

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Escondido Charter High	Shawn Roner Executive Director	sroner@echhs.org 7607373154

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

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

### Goal 1

Goal #1: Improve Pupil Learning  
Student achievement will increase annually with a focus on mathematics.

State and/or Local Priorities addressed by this goal:

State Priorities: 2

4

7  
8

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
Smarter Balanced results 11th grade math: 45% or higher will meet or exceed standards.	The California Assessment of Student Performance and Progress (CAASPP) exam was cancelled for the 2019-20 school year due to COVID-19.
Smarter Balanced 11th grade math, Socioeconomically Disadvantaged group: 30% will meet or exceed standards.	The California Assessment of Student Performance and Progress (CAASPP) exam was cancelled for the 2019-20 school year due to COVID-19.
Dashboard – Graduation Rate: Hispanic graduation rate will improve to 86%.	The California Assessment of Student Performance and Progress (CAASPP) exam was cancelled for the 2019-20 school year due to COVID-19.

## Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Interventions: Math lab Math Review Classes in addition to regular math class Daily tutorial Additional student services support provided by two additional counselors Flex Lab available for Monday morning academic support Additional tutoring support Saturday School Summer School Time allocated for directors and assistant directors to provide intervention and analysis services by working with teachers, students, and parents. More options for personalized schedules within the full-time Flex and Flex 1:1 spectrum. Technology support and expansion Technology Support personnel Licenses Smarter Balanced testing and related computer needs Data maintenance and entry	\$1,165,169	\$1,114,508

## Goal Analysis

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

Actual expenses were \$50,661 less than budgeted expenses. \$30,661 of that reduction was due to the retirement of the Flex Math Lab Director, and the elimination of the position, which had not been anticipated when the budget was prepared. Other teachers were assigned to the Math Lab to ensure that the level of service did not drop despite the elimination of the director position. In addition, one of the school's counselors retired before the end of the school year, accounting for the remaining \$20,000 in actual expenses reduction.

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

Up until the closure of in-person instruction in March 2020, all of the services were performing well, and students were receiving extra support in math, English, and all other subjects. When the COVID-19 pandemic closed the campus, all of the efforts of the teachers, counselors, and IT personnel shifted to embrace the challenges of remote learning, and the school was able to continue operations, without any break, on the Monday following the campus closure.

## Goal 2

Goal #2: State academic content and performance standards will be implemented and/or maintained in all courses based on the latest published standards adopted by the state Board of Education.

State and/or Local Priorities addressed by this goal:

State Priorities: 2

4

6 7

8

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
Availability of standards-aligned texts and materials for all students: All students have adequate standards-aligned texts and materials.	The school originally intended to purchase a portion of the standards-aligned texts and materials in the 2019-2020 school year and the remainder in the following year. The Board decided to spend more than budgeted to purchase all of the required standards-aligned texts and materials for all students in the 2019-2020 school year.
List/agenda/attendance roster of staff professional development activities: All staff have access to professional development activities that support standards alignment and instruction.	A majority of the opportunities for professional development related to standards alignment and instruction were scheduled for the second semester of the 2019-20 school year. In February of 2020, the school realized that we would need to prepare for remote instruction in case the schools were shut down for in-person instruction. By mid-March, the school shifted to fully remote instruction, and all professional development opportunities were cancelled.

## Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Standards-aligned texts and materials will be purchased as needed to meet student need. Staff will have access and time to attend professional development activities will assist them in implementing standards. Induction/BTSA program now provided on-site to teachers.	68,921	\$124,306

## Goal Analysis

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

While a small portion of the professional development budget was spent in the first semester, a majority of that budget was slated to be spent in the second semester, but was interrupted by the COVID-19 pandemic. The school had planned a series of opportunities for teachers learn about the new state academic and performance standards, and teachers were scheduled to collaborate with one another to develop new curriculum that would be fully aligned with the state standards and vertically aligned within the school. In late February 2020, school administrators realized that the pandemic might disrupt regular school activities, and they shifted their focus to preparation for a school closure and a move to remote learning. In the first two weeks of March 2020, all planning activities focused on preparing for remote learning, and all other scheduled activities, including professional development, were put on hold. When the schools were closed on March 13, 2020, ECHS was prepared to offer remote learning for its students, and all efforts went into making that experience as positive as possible. Instead of receiving professional development training to assist with the new standards alignment, teachers worked together to create online resources and develop the skills to serve the students in the online environment. ECHS was one of the few schools that was ready to move to the online environment on the Monday following the school closure. The professional development that was delayed due to the pandemic will be resumed in the 2021-22 school year.

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

COVID-19 created the biggest challenge to implementing the scheduled professional development. When the pandemic hit, the school shifted all of its energy to providing students with the best online experience possible. The school was successful in remaining open remotely, without skipping a day. The professional development that was planned had to be put off through the 2020-21 school year as well and has been rescheduled for the 2021-22 school year. The school was successful in purchasing standards-aligned textbooks for all students.

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# 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
Employee cost to implement COVID-19 mitigation and screening measures.	\$103,638	\$102,820	Y
PPE, cleaning, and COVID-19 mitigation measures.	\$30,090	\$30,090	Y
COVID-19 protocol management and tracking.	\$5,193	\$8,694	Y

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.

Action #1 - The mitigation and screening cost associated with teachers was \$7,785 less than anticipated, but still fully implemented. The school found that it needed to spend an additional \$6,967 for administrators to track COVID-19 cases. This accounts for the \$818 dollar difference between budgeted expenses and actual expenses.

Action #2 - Actual expenses were the same as budgeted expenses.

Action #3 - An additional person was required to fully implement protocol management and tracking at a cost of \$3,500.

## Analysis of In-Person Instructional Offerings

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

Escondido Charter High School was one of the few schools in California to offer in-person learning for the entire year, starting on September 15, 2020. The students benefited greatly by being able to meet with their teachers and friends in person two days per week in the hybrid learning model. To be able to provide in-person learning, the school had to employ mitigation measures such as social distancing, which limited the number of students who could be on campus at any given time to half of the normal student population. The school also had to implement screening and tracking measures, along with enhanced cleaning and sterilization of the classrooms and shared spaces. All of these actions were difficult to implement, but the results were worth the trouble. By offering in-school learning, teachers were better able to assess the progress the students were making academically, and some of the social and emotional issues created by COVID-19 isolation were mitigated to some degree.

## Distance Learning Program

### Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Learning Management Systems, purchased curriculum, and course migration.	\$119,408	\$177,451	Y
IT support for distance and blended learning.	\$58,888	\$45,963	Y
Tracking student participation and progress.	\$46,731	\$61,013	Y
Professional development, training, and ongoing edtech teacher support.	\$44,387	\$53,840	N
Technology purchases to support distance learning (e.g., Zoom, devices, connectivity, etc.).	\$4,450	\$6,048	Y

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.

Action #1 - The expense for teacher salaries related to the migration of course materials to online platforms was substantially higher than anticipated. The school budgeted \$60,000 for this purpose, but spent \$114,651 to fully migrate all of the coursework. In addition, the school needed to upgrade Google for Education so that all of the courses could be migrated to an online environment. This \$4,200 expense had not been budgeted. The cost for other online platforms and coursework were substantially the same as budgeted and fully implemented, with Edmentum costing slightly less than expected and itsLearning costing slightly more than expected.

Action #2 - The actual expenditures for IT support were \$12,925 less than budgeted. Less time was spent on the online migration process than was anticipated, but the action was fully implemented.

Action #3 - All teachers assisted in the tracking of student progress, but the cost of that tracking was \$1,932 less than anticipated. One teacher had to take on additional tracking responsibilities as the need was identified. That teacher spent 50% of his time on this task, resulting in an increase of \$15,573 in actual expenses for this action.

Action #4 - Teachers spent a portion of their time working with other teachers on implementing online learning. The actual expense associated with that task was \$2,379 more than budgeted. The school did not provide training for itsLearning, since most of the staff was already familiar with the platform. This saved \$725. Teachers in Flex 1:1 had to implement the new Edmentum program, which had not originally been budgeted for that program. The actual expense of \$7,800 for training had not been included in the budget.

Action #5 - Expenses for technology purchases to support remote learning were substantially the same as budgeted except for the purchase of GoGuardian software at an actual expense of \$1,875, which had not been budgeted.

## **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.

### **Continuity of Instruction**

Escondido Charter High School maintained an ongoing dialogue with parents via Zoom to ensure that they were fully informed on how the school planned to serve their students during remote and hybrid learning. The school started the year with remote learning only, but pivoted to the hybrid learning model on September 15, 2020. While the hybrid model brought students on campus for in-person learning two days per week, students still had to use remote learning for the three days they were at home. To make remote learning possible, the school purchased additional seat licenses for the learning platforms it had previously used in a limited capacity. The school also had teachers migrate their existing courses to online platforms and purchased online curriculum for Flex 1:1. Because of the efforts made to implement the hybrid learning model as early in the year as possible, the school was able to make a fairly smooth transition to remote and hybrid learning.

## Access to Devices and Connectivity

All students at the school had access to a computer at home for use during remote learning. For economically disadvantaged students who did not have Internet connections at home, the school provided Internet services so they could fully participate. The school purchased docucams for teachers to use during remote learning.

## Pupil Participation and Progress

The hybrid learning model made it easier to gauge student participation and progress, but there were still several challenges. To ensure that parents and students were regularly updated on class assignments, the school emailed them a weekly digest containing the resources and assignments for the week. The school took great care to provide assignments, assessments, and live instruction sessions that were uniform across each course and grade level. Gradebook categories and the weighting of assignments was consistent for each section of a course. The school documented pupil attendance and engagement, but the process forced the reconfiguration of the school's student information system and required a significant amount of each teacher's time.

## Distance Learning Professional Development

It was very difficult to coordinate formal professional development sessions due to the changing nature of the pandemic and the increased work load for teachers, which included creating online materials, filming videos for remote learning sessions, tracking attendance and engagement, and other activities required by the pandemic. To mitigate this, teachers who were not already familiar with remote learning were assigned support teachers, who had prior experience in that area, to assist them in the transition to remote and hybrid learning. Those teachers also developed a library of sample remote and hybrid learning best practices for other teachers to reference. During hybrid learning, teachers taught in their classrooms four days per week, Tuesday through Friday. On Mondays, teachers spent a portion of their day following up on students and the rest of the day training with other teachers or developing course materials.

## Staff Roles & Responsibilities

As a result of implementing remote and hybrid learning, teachers had to adapt to new methods of instruction and were required to develop materials and resources for online learning. For most of the teachers, these were new responsibilities that took up a lot of their time and were very stressful. Support staff and administrators also took on new roles as they screened students, tracked COVID-19 exposures, notified parents, and worked to ensure continuity of instruction during quarantine periods. The staff responded well to the challenges and put forth the extra effort that was needed to make the year successful.

## Support for Pupils with Unique Needs

The school worked diligently to provide appropriate resources for students with unique needs. All communications were sent out in both English and Spanish. Spanish translators were available for parents who needed assistance in Spanish. Students with IEPs or 504 plans continued to receive the support they needed, and their needs were appropriately addressed on an individual basis. The school also collaborated with community organizations to provide additional resources for families of students with special needs.

## Pupil Learning Loss

### Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Learning acceleration and loss mitigation, interdisciplinary tracking, and Multi-Tiered Systems of Support.	\$596,051	\$733,767	Y
Tiered management of student learning loss.	\$25,654	\$34,582	Y
Teacher professional development and training.	\$21,000	\$0	Y
Learning loss and acceleration data tracking tools (e.g., Illuminate, Edmentum, etc.).	\$8,663	\$8,288	Y

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.

Action #1 - The school budgeted \$596,051 for learning acceleration and loss mitigation, interdisciplinary tracking, and multi-tiered systems of support, but found that this action required additional time in tutorials, additional time for students to meet with teachers one-to-one on campus, as well as additional Saturday school expenses. The total increase in actual expenses over budgeted expenses was \$137,716.

Action #2 - Two of the teachers involved in the tiered management of student learning loss spent almost twice as much time on this task as anticipated at an increased cost of \$7,462. One administrator spent more time than anticipated on this task, resulting in an actual expenditure that was \$1,468 higher than budgeted.

Action #3 - The school had anticipated spending \$21,000 on professional development for teachers to manage learning loss, but there was no

time for them to receive the training due to the other activities that they were required to spend time on. They spent their time working with students directly, which is why the direct cost of learning loss mitigation was higher.

Action #4 - The cost for learning loss tracking tools was substantially the same as budgeted.

## **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.

Gauging student learning loss is difficult, and the full impact of the pandemic on student learning loss will not be known until the 2021 CAASPP results are released next year. Uncertainty as to the status of the CAASPP exam led to the omission of the Smarter Balanced Interim Assessment Block tests. Locally, however, the school used Illuminate testing software and benchmark assessments to track student learning. Student engagement was lower during remote learning sessions and contributed to student learning loss. To address these challenges, teachers and support staff were in constant contact with students who were falling behind in their coursework. The school was able to successfully administer the 2020-21 CAASPP, which will provide a more complete picture of student learning loss next year.

## **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.

The COVID-19 pandemic created serious social and emotional challenges for many of the school's students. The disruption of daily routines, uncertainty about the effects of the disease, economic uncertainty and, in some cases, death of a family member, were very difficult for students to handle. The hybrid learning model, while helpful in adding some level of stability to their daily routines, only allowed for two days of in-person learning on campus. Having only two days on campus, meeting with only half of their classmates, and remaining segregated from their friends while on campus created social, emotional, and academic challenges. To help mitigate these challenges, teachers and support staff maintained regular contact with students and their families. The school also provided social and emotional counseling to support those students who were more adversely affected than others. In April 2021, the school started to hold some social activities on campus, being careful to follow state guidelines. The school allowed athletes to participate in sports from all seasons during the last eight weeks of the semester, and some school dances were held. The school held in-person awards ceremonies and in-person graduation ceremonies.

# 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.

Under normal conditions, the school kept students and their families fully engaged in academic and social activities. The pandemic made it very difficult to maintain that level of engagement, so teachers and staff had to work creatively to find new ways to engage students. They set up social media challenges to keep the students engaged with one another. They increased communications with parents, providing them with regular updates via email and Zoom meetings. The school held virtual back-to-school nights to bring some semblance of normalcy to the year. The school sought feedback through parent surveys to get a sense of how the students were reacting to the hybrid learning model and to gauge the school's performance. Weekly emails were sent home with academic schedules, calendar items, homework assignments, and information regarding the latest COVID-19 updates.

# Analysis of School Nutrition

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

The school was able to maintain the school meal program with an increase in the number of meals served, providing food safely for economically disadvantaged students while still adhering to appropriate public health mandates.

# Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
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Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Engagement and Social Emotional Well-Being	Student engagement tracking, tiered re engagement, and social emotional resources.	\$179,506	\$69,114	Y
Mental Health and Engagement	Counseling resources, tiered re engagement management, and outreach opportunities (i.e., social media events, virtual arts festival, college bound seminars, etc.).	\$35,181	\$36,858	Y
Nutrition	Meal service management and food costs.	\$26,002	\$41,021	Y

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.

Action #1 - The school had budgeted \$110,392 to hire a specialist to assist with counseling for students whose social and emotional wellbeing had been affected by the pandemic, but with the uncertainty of funding, the school did not fill this position. To fill the void, administrators and teachers worked together to reach out to students and help re-engage those students who were having social and emotional challenges.

Action #2 - The cost of this action was substantially the same as budgeted.

Action #3 - The actual expense for meals was slightly lower than budgeted, but the actual expense for delivery was \$16,730 higher than budgeted, due to the additional recipients and pandemic protocols.

## 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.

The school expects that the immediate challenges created by the pandemic will be mitigated by the relaxation of masking and social distancing requirements as more people are vaccinated or develop natural immunities to the COVID-19 virus. There will be some long-term challenges associated with the pandemic, along with the school's implementation of remote and hybrid learning, and those challenges will be

addressed in the school's 2021-24 LCAP, along with other items associated with the state priorities. The school expects that learning loss will be a significant challenge for a large segment of the student population. As a result, the school will be expanding expenditures for resources that will help identify student learning loss and will fully implement the Smarter Balanced Interim Assessment Blocks. In addition, the school will be increasing expenditures for summer school in the 2021-22 school year and, potentially, in future years. The school will continue to invest resources to improve social and emotional wellbeing and will implement a comprehensive social and emotional learning strategies framework. As the school returns to a sense of normalcy, teachers will have the time to participate in professional development opportunities once again, particularly those associated with student learning loss and implementation of the social and emotional learning strategies framework. The school will continue to emphasize efforts to re-engage students who were struggling with attendance during the 2020-21 school year, and will increase efforts to identify and support students who are at-risk for not graduating with their cohort. During the pandemic, the school learned many lessons about the limitations of remote learning and will seek to provide an in-person instructional environment that emphasizes small group learning with additional in-person support through tutorials, prescriptive work, Saturday school, and summer school.

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

As noted above, the school will be expanding expenditures for resources that will help identify student learning loss and will fully implement the Smarter Balanced Interim Assessment Blocks. In addition, the school will be increasing expenditures for summer school in the 2021-22 school year, and, potentially, in future years. Students with unique needs will continue to receive additional support including counseling, small group instruction, and EL support. Special education support will continue to be provided through the Escondido Union High School District in accordance with each student's IEP.

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.

Although there were some differences between budgeted and actual expenditures, none of the differences were substantive. In most cases, additional funding was needed to meet the increased or improved services requirement and the actions and services that were implemented to meet that requirement.

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# 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.

Student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan were affected in a most profound way by the COVID-19 pandemic. The end of the 2019-20 school year saw a shift from in-person instruction to remote learning. Most of the 2020-21 school year was spent in a hybrid learning mode, with students on campus only two days per week for in-person instruction. Internal performance metrics show that students did not perform as well under the hybrid learning model as they did with full-time in-person instruction. This concern over student learning loss was the greatest factor that the school took into consideration in developing the 2021-22 through 2023-24 LCAP.

The 2019-20 LCAP update identified two major areas of concern. The first area of concern was the loss of professional development opportunities due to shifting from full-time on-campus learning to fully remote learning during the second semester. Preparation and implementation of the remote learning plan shifted all resources away from activities such as professional development. Goal 2, Action 1 of the 2021-24 LCAP (The school will update ELA, Math, and Science coursework to ensure that it is aligned with state academic content and performance standards. Teachers are receiving professional development to assist in this effort) will reinstate the professional development that teachers would have received in the second semester of the 2019-20 school year so they can learn how to better align courses with state standards.

The second area of concern was the loss of key performance metrics due to the cancellation of the 2020 CAASPP exams. Without this data, the school had to rely on local metrics to gauge student performance. As a result, the school has not been able to use CAASPP data to inform decisions on course improvement. In the 2020-21 school year, the school did administer the CAASPP exams. Goal 2, Action 2 of the 2021-24 LCAP (The school will track standardized test performance, and use the data to inform decisions on course improvement) was developed so the school could take advantage of having those metrics by tracking standardized test performance and using those metrics to inform decisions on course improvement in keeping with state standards.

The 2020-21 LCP update identified three major areas of concern. The first area of concern was the probable learning loss that occurred as a result of the COVID-19 pandemic and implementation of the hybrid learning model, which allowed for in-person instruction only two days per week. Even without the benefit of CAASPP results, local metrics have shown that students have gaps in learning or have not been able to learn as much as they would have under normal conditions. Goal 2, Actions 3 through 6 address this concern. Goal 2, Action 3 of the 2021-24

LCAP (The school will use tutorials, progress testing and tracking, prescriptive work, Saturday school, and parental contact to help students prepare for standardized testing. Struggling students, English language (EL) learners, special education students (SPED), and students with a section 504 plan (504) will be given priority) will help those students who have learning gaps, or who were not able to make adequate academic progress due to the pandemic. This goal focuses specifically on subjects that are a part of the standardized testing regimen. Goal 2, Action 4 of the 2021-24 LCAP (The school will use tutorials, progress testing and tracking, prescriptive work, Saturday school, and parental contact to increase student performance in subject areas that are not a part of the standardized testing regimen. Struggling students, English Language (EL) learners, special education students, and students with a section 504 plan will be given priority) will also help students with learning gaps, or who have not made adequate academic progress, but this goal is focused on subjects that are not a part of the standardized testing regimen. Both of these actions will provide students with additional academic support to help them get back on track and fill in any learning gaps they may have. Students who are struggling and those with special needs will be given priority. Goal 2, Action 5 of the 2021-24 LCAP (The school will provide summer school for students who are struggling or have fallen behind their cohort) will add an additional layer of support for students who are experiencing learning loss. The school plans to expand summer school offerings to help students get back on track. Goal 2, Action 6 of the 2021-24 LCAP (EL learners will receive additional support and resources including specialized curriculum, dedicated instructional aides, and a reading specialist to help them become English proficient as quickly as possible) is targeted specifically at EL learners who may have experienced learning loss related to English language acquisition.

The second area of concern was that student and family engagement with the school was altered by the COVID-19 pandemic. Prior to COVID-19, students and their families participated in many activities on campus and were involved in ways that were not possible during the pandemic. Even though students spent time on campus, they were not able to socialize as they did before. Students were not allowed to participate in CIF sports, student government, robotics, and service clubs. Goal 1, Action 7 of the 2021-24 LCAP (The school will provide a variety of activities that will promote student involvement on campus, such as spirit week, air-bands, Saxon day, class competitions, assemblies, schoolwide bar-b-ques, field trips, homecoming dance, and spring formal. The school also participates in CIF sports to facilitate a culture of competitive greatness through the building blocks which include hard work, positive attitude, teamwork, loyalty, and commitment) will get students back to a sense of social normalcy and help them to feel more engaged with other students and with the school. Goal 4, Action 2 of the 2021-24 LCAP (The school uses a variety of communication tools to keep parents informed and engaged, including student progress reports every six weeks, access to the parent/student portal, phone calls, email blasts, direct emails from individual teachers, the school website, and social media) will get parents back in the communications loop and help them feel more engaged with the teachers and staff.

The third area of concern centered on the social and emotional challenges created by the COVID-19 pandemic, which may have long-lasting effects on academic performance as well as the social and emotional wellbeing of students and their families. The hybrid learning model, while allowing for some in-person instruction and social contact, changed the way students interacted with their teachers, with other students, and with the school in general. Students felt isolated from one another, even when they were in the same room. Activities that had been a regular part of their social life were suddenly no longer available. In addition to radical changes on campus, many students suffered economic, social, and emotional trauma at home. All students were affected to a greater or lesser degree. Goal 4, Action 6 of the 2021-24 LCAP (School personnel will perform social and emotional wellbeing checks to identify and assist students who are experiencing social and emotional

challenges) was developed to provide social and emotional support for students who had difficulty dealing with the effects of COVID-19 lockdowns and restrictions on their social lives. Goal 4, Action 7 of the 2021-24 LCAP (The school will develop and implement a comprehensive social and emotional learning strategies framework) was conceived to help the school develop learning strategies that will address the social and emotional wellbeing of students at the same time they are addressing the learning loss associated with COVID-19.

## **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](mailto:lcff@cde.ca.gov). (<mailto: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.

### **Annual Measurable Outcomes**

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.

## **Actions/Services**

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

## **Goal Analysis**

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

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

## **Annual Update**

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

## **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

### **Analysis of In-Person Instructional Offerings**

- 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.

### **Analysis of the Distance Learning Program**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,
  - Pupil Participation and Progress,
  - Distance Learning Professional Development,
  - Staff Roles and Responsibilities, and
  - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

## **Actions Related to Pupil Learning Loss**

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

## **Analysis of Pupil Learning Loss**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

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

## **Analysis of Pupil and Family Engagement and Outreach**

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

## **Analysis of School Nutrition**

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

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

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

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

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

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

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

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

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

## Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Escondido Charter High	Shawn Roner Executive Director	sroner@echhs.org 7607373154

## Plan Summary 2021-24

### General Information

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

Escondido Charter High School (ECHS), entering its 26th year in 2021-22, is located in north San Diego County, in the city of Escondido, with an average enrollment of 879 students. It serves students through two distinct programs: Traditional Learning and Flex Learning, which includes a one to one independent study program. This variety of educational deliveries ensures that all students have their learning needs and styles met. The school's LCFF supplemental funding is based on its socioeconomically disadvantaged population, which is currently 38.8 percent of the school's enrollment.

## Reflections: Successes

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

ECHS continued to provide a quality educational experience despite the COVID-19 pandemic. ECHS was one of a very small number of schools in California that provided in-person hybrid learning from the middle of September to the end of the 2020-21 school year. The hybrid learning model included two days of in-person instruction on campus, coupled with two days of remote Zoom instruction and one day for teachers to reach out to students who were challenged by the restricted educational environment. The teachers showed a profound dedication to the program and a deep commitment to the students. Their incredibly strong performance, creating both Zoom content and modified in-person lesson plans, allowed the students to keep moving forward in their studies, despite the severe limits placed on personal interaction. The school was able to do this based on the effort that was put into developing a COVID-19 Safety Plan (CSP) that satisfied all of the state guidelines while maintaining focus on what was best for the students. ECHS administrators communicated with families continuously via email and bi-weekly via Zoom and were supported by parents and students who did their part to keep things running smoothly. At times, ECHS had to quarantine students (and their teachers) who had been exposed to COVID-19 off campus, but the school remained open and worked through the difficulties.

The pandemic was stressful for many families who suffered from economic hardships and social-emotional trauma, but ECHS continued to reach out to provide support to those in need. In addition to academic courses, the school was able to provide students with some limited opportunities for socially distanced team-building and fitness activities. In April, the school provided students with the opportunity to participate in a full range of team sports, spanning all of the seasons from fall to spring. In addition, the school held a limited number of on-campus social activities in April and May, following state health guidelines, to let the students return to some sense of social normalcy. ECHS even scheduled in-person graduation ceremonies for its senior class and their families. As has been the case in previous years, ECHS seniors have applied to, and been accepted at, many of the best universities in the country.

Since the 2020 California Assessment of Student Performance and Progress (CAASPP) was suspended due to the pandemic, there are no

2020 California School Dashboard (Dashboard) metrics that can be reviewed to determine student progress. However, reaching back to the 2019 Dashboard, the data indicate a continuing strong performance in the graduation rate, at 91.7% and a green indicator. English Language Arts (ELA) also had a green indicator with 73.87% of the students proficient. In Math, 46.24% of the students were proficient with a green indicator. Despite the difficulties presented by the pandemic, ECHS was able to administer the 2021 CAASPP exam and the 2021 AP exams.

## 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.

The COVID-19 pandemic disrupted the learning environment and also interrupted the administration of the 2020 CAASPP. The suspension of the 2020 CAASPP left the school with a one-year gap in standardized student performance data. As students started the 2020-21 school year, teachers noticed that there was already a learning loss due to the closure of schools and the implementation of remote learning at the end of the previous year. As the 2020-21 school year progressed, teachers observed a learning loss based on the results of unit exams and other benchmark performance indicators - all of this despite being opened for on-campus hybrid learning. ECHS administered the 2021 CAASPP, and it is expected to confirm the significant levels of learning loss observed through local indicators. Some students were already facing achievement gaps prior to the pandemic, and it is expected that those gaps may have widened due to the challenges faced in a restricted educational environment. According to the 2019 CAASPP, economically disadvantaged students were 26 points below the standard in math, and English Language (EL) learners were 88.1 points below the standard in Math. The school will need to provide increased support for these students to help reduce the gap that already existed and was exacerbated by COVID-19.

In addition to academic performance gaps, the COVID-19 pandemic had a significant negative impact on the social and emotional wellbeing of students. For many students, this was the first time they experienced economic uncertainty in their families. Some parents were without work, and those who could still work had to leave their children at home alone. Some students experienced the death of a loved one, and many were frightened and socially isolated. There was an extreme shift in social norms and their daily routines and activities were disrupted. Even when on campus, they were distanced from their friends and had to wear masks all day. The pandemic brought with it an increased dependence on technology and social media, which created some additional challenges.

During the pandemic, parents and students voiced their concerns and expressed a desire for social and emotional support. 52% of ECHS parents in a survey expressed concerns that their student's social and emotional well-being had suffered due to the COVID-19 pandemic. Over 60% of ECHS students in a survey felt that their social and emotional well-being had suffered due to the COVID-19 pandemic. While

the school did its best to work with students and families who were suffering social and emotional hardships, it was unable to fully mitigate the negative effects of the pandemic and will need to continue efforts to help manage stress and improve face-to-face interactions in the future.

College and Career Readiness is another area that needs improvement. The 2019 Dashboard indicator in this area was orange showing only 46.4% of the students as college and career ready. Some of this deficit is due to student performance, but some is also due to the particular data examined and the manner in which the data are gathered. One of the indicators is based on the percentage of students fulfilling the UC a-g requirements. In the Flex 1:1 Learning option, many students enrolled at ECHS with credit deficiencies and were working to graduate with a general diploma that did not require them to take all of the a-g courses. In many LEAs, these students would have been enrolled in an alternative school within the district, and their statistics would not have been combined with the statistics for the LEAs comprehensive high schools. At ECHS, there is only one high school, and the statistics for all students are combined. In addition, there were a significant number of students at ECHS who successfully completed college courses, but those courses were not always captured in the statistics because they were not scheduled through Synergy. ECHS is in the process of developing new courses for Flex 1:1 that will help to increase the College and Career Readiness indicator. The school has created a Classical Learning Pathway that will increase the number of college prep courses students will be enrolled in, and several of the independent learning courses are being revised to meet UC a-g standards. In addition, the school will be developing four Career Technical Education (CTE) Pathways to provide new opportunities for students who are seeking skilled careers immediately after graduating from high school.

## LCAP Highlights

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

ECHS is a high-quality charter school providing students with an innovative and rigorous educational environment. Many ECHS graduates attend top universities around the nation. This three-year LCAP is designed to focus attention on areas where the school will provide additional support to produce improved outcomes spanning all state priorities.

ECHS recognizes that significant learning gaps may exist due to the COVID-19 pandemic and will be actively involved in removing barriers to learning and providing resources to address these challenges. The school has completed the Expanded Learning Opportunities Grant plan and will be extending the school year via summer school and Saturday school. In addition, ECHS will be extending the school day with tutorials and small group instruction to help struggling students fill those learning gaps.

This LCAP is centered on four goals with several supporting actions. The first goal is to provide a broad course of quality instruction in a safe and welcoming climate for students and their families on a campus that will be secure, clean, and in good repair. This goal includes

having teachers properly assigned and providing them with appropriate professional development. The school will also make sure that each student has standards-based instructional supplies. In addition to providing a broad course of study, the school will also include several enrichment courses in its offerings. Students will be engaged through activities and programs that help build character and foster interpersonal relationships. All of this will be done on a campus that is safe, secure, clean, and properly maintained.

The second goal is to improve student performance in all courses required by the state with an emphasis on ELA, Math, and Science. To do this ECHS will make sure all courses are aligned with relevant state standards and that courses are improved, based on feedback from CAASPP testing data. Students will be supported with additional services to help them be academically successful, with targeted services specifically aimed at EL students.

The third goal is to improve college and career readiness. To accomplish this, ECHS will expand course offerings for Flex 1:1 students, with an emphasis on creating additional college preparation and skilled career preparation courses. The school will continue to engage students and families with college preparation and admissions seminars, and will continue to sponsor college visits on campus and tours to local community colleges. To increase the school's graduation rate, ECHS will track and encourage Flex 1:1 students to graduate with their cohort and will increase dual enrollment opportunities and seek articulation agreements with local colleges.

The fourth goal is to increase family involvement, and student and family engagement, with enhanced support for student social and emotional well-being. The COVID-19 pandemic has made it even more important for the school to keep parents involved and to communicate regularly to give them opportunities to share their concerns. ECHS has been reaching out to parents and families and will continue to do so over the next three years. In addition to existing programs to help students build positive relationships, ECHS has added supports to help with the social and emotional wellbeing of students and their families and will be modifying instruction to incorporate social and emotional learning strategies.

## 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.

ECHS is not in the CSI program.

## Support for Identified Schools

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

NA

## Monitoring and Evaluating Effectiveness

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

NA

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## Stakeholder Engagement

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

This year's stakeholder engagement process was heavily influenced by the COVID-19 pandemic. Stakeholder input was vital to the development of the school's COVID-19 Safety Plan (CSP). To be successful, any plan that was put forth needed to have the approval and acceptance of all stakeholders. With so much fear and uncertainty surrounding in-person instruction, the school needed to find the middle ground where students, parents, teachers, and administrators felt comfortable and where sufficient safety precautions were in place. To

make sure all voices were heard, the school hosted monthly Zoom question and answer sessions and sent out COVID-19 policy updates with opportunities for parents and teachers to provide feedback and ask questions. Several surveys were sent out in English and Spanish to gauge stakeholder willingness to participate in learning opportunities on campus. From this stakeholder input, the leadership team developed the hybrid learning model that the school put into action on September 15, 2021.

In addition to the general communication process used to get feedback from all stakeholders, the school held an ongoing dialog with economically disadvantaged families and families of English Language (EL) learners. The school also worked directly with the Parent Volunteer Organization (PVO) to get their feedback and hear their concerns. The Board also heard comments from parents at virtual Board meetings via Zoom. All of these avenues of communication provided the school with the feedback it needed to develop the CSP as well as this LCAP.

In addition to family outreach efforts, the school also held monthly staff meetings to seek feedback from teachers and support staff. The leadership team also met on a regular basis to discuss the feedback from parents and staff. As the process moved forward a State Priorities Document was developed and circulated among members of the leadership team, asking for their feedback on the types of activities and services they were providing and were planning to provide for each state priority. The LCAP team then developed draft goals and actions that incorporated their input and sent that back to the leadership team for review. Their comments were then incorporated into the draft that was presented to all stakeholders for review at a public hearing held on May 26, 2021.

#### A summary of the feedback provided by specific stakeholder groups.

Parents were particularly concerned about learning loss and achievement gaps based on the lack of full-time in-person learning. Parents of EL learners and economically disadvantaged families were concerned that their students would be more severely impacted. Parents also expressed their concern for their students' social and emotional wellbeing. With students shut out from regular school attendance and unable to gather with their friends, many of them suffered from stress and depression. There were also conflicting concerns about the wearing of face masks and the safety measures required by the state. Some parents thought they were excessive, while others felt they did not go far enough. For parents of juniors and seniors, there was a major concern that their student's opportunity for acceptance into top-tier universities might be impacted by the COVID-19 pandemic and hybrid learning model.

Administrators expressed their concerns over the potential for learning loss and were worried about the social and emotional wellbeing of the students. They felt that it was a real challenge to unify parents who had opposing viewpoints on how to address COVID-19 safety concerns. There were also concerns about staffing during the year, as several teachers were required to quarantine, as well as staffing for summer school, since many teachers were fatigued due to the extra work and difficult teaching environment. Administrators also expressed concern over providing a safe learning environment for students as they return to full-time on-campus instruction in 2021-22.

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

The potential for learning loss and the social and emotional wellbeing of students were the two greatest areas of concern expressed by all stakeholders. Concerns regarding learning loss informed the actions developed under Goal 2. To address these concerns, the school increased opportunities for learning to include expanded tutorials, expanded Saturday school, and an enhanced summer school program. The school expanded its use of interim testing and progress tracking data to inform instructional strategies. The school also sought additional funding to support these initiatives through the ELO grant.

Concerns over UC a-g options and college and career readiness for Flex 1:1 students informed the actions developed under Goal 3. The school will be using Edmentum to provide additional UC a-g course options and will work to fully integrate dual credit options. Feedback from the leadership team also informed the emphasis on the development of additional Career Technical Education (CTE) options.

Concerns regarding the social and emotional wellbeing of students informed the actions developed under Goal 4. The school will be adding enhanced support for the social and emotional wellbeing of students and will develop a comprehensive social and emotional learning strategies framework. Additional funding from the ELO grant will help support this initiative. In addition, the Boost program will provide enhanced support for the social and emotional wellbeing of students.

## Goals and Actions

### Goals

Goal #	Description
Goal 1	<p>Provide a broad course of quality instruction in a safe and welcoming climate for students and their families on a campus that will be secure, clean, and in good repair.</p> <p>State Priorities 1, 6, and 7</p>

## An explanation of why the LEA has developed this goal.

Goal 1 was developed to address the following State Priorities:

State Priority 1 - Basic Conditions of Learning

State Priority 6 - School Climate

State Priority 7 - Course Access

Escondido Charter High School developed Goal 1 to address a number of issues that are important to providing a quality education. Historically, charter schools have had more flexibility with teacher assignments. As a result of changes in state law, the school is working to assure that quality teachers are assigned only to the course subjects for which they are appropriately credentialed. The school is committed to providing professional development opportunities to help teachers meet the new requirements. In addition, the school understands the importance of providing each student with standards-aligned instructional materials. To assure that each student is provided with materials that meet those standards, the school is annually reviewing resources and making appropriate purchases. The school believes that it is important to provide all students with educational opportunities that will enable them to attend college, find a satisfying career, and expand their horizons. To that end, the school currently provides, and will continue to provide, a broad course of study that meets all state requirements, satisfies college entrance requirements, allows students to explore career opportunities, and encourages personal enrichment. While it is important to provide quality instruction, it is also important to create a positive school climate. The school is interested in creating an environment where students feel safe and welcome. To achieve this, the school plans to maintain good order on campus through consistent discipline and positive reinforcement. The School seeks to provide students with activities that are uplifting and supportive of a positive school climate. Campus security, maintenance, and cleanliness are also important factors in providing a quality education. The school has made strides over the last few years to strengthen security measures and is continually reviewing policies and procedures to ensure that security efforts are up to date and effective. The school has always maintained facilities that are clean and in good repair, and will continue its efforts to do so in the future.

# Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
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Number of Teacher Mis-assignments	2 mis-assigned teachers	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All teachers assigned appropriately.
Suspension/Expulsion Dashboard Indicator	All: Orange (2.3% suspended at least once) Economically Disadvantaged: Yellow (2.9% suspended at least once) English learners: No Color (5.3% suspended at least once)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All: Green (< 2% suspended at least once) Economically Disadvantaged: Green (< 2% suspended at least once) English Learners: Green (< 2% suspended at least once)
Comprehensive Facilities Maintenance and Repairs Log	A comprehensive facilities maintenance and repairs schedule is under construction.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All school facilities will be maintained and repairs performed as directed in the comprehensive facilities maintenance and repairs schedule.

# Actions

Action #	Title	Description	Total Funds Contributing
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Action #	Title	Description	Total Funds Contributing	
Action #1	Teacher Assignment	The school will assign teachers to courses that match their credentials, or require mis-assigned teachers to secure the appropriate credential for the classes they teach.	\$6,838.00	No
Action #2	Professional Development	The school will partner with High Tech High's induction program to help teachers clear credentials.	\$2,000.00	No
Action #3	Instructional Resources	The school will purchase resources necessary to ensure that all students will have access to standards-aligned instructional and supplemental materials and resources. This will include textbooks, lab equipment and supplies, online courseware (Edgenuity, Edmentum, Springboard, etc), Chromebooks, and other standards-aligned instructional and supplemental materials and resources as needed.	\$34,314.00	No
Action #4	Enrichment	The school will offer enrichment classes for Flex 1:1 students in criminal justice, firefighting, 3-D printing, and graphic design, outside of the general education classroom, using appropriately credentialed teachers and all necessary resources.	\$210,235.00	Yes

Action #	Title	Description	Total Funds Contributing	
Action #5	Broad Course of Study	Student Services personnel ensure that all students will have access to, and are enrolled in, a broad course of study and will meet with each student every year to assist students in course selection to provide guidance for graduation, college acceptance, and career preparation.	\$38,136.00	No
Action #6	Good Order and Discipline	The school will maintain good order on campus through the fair and consistent application of student discipline (suspensions/expulsions) and character development in classrooms that are limited in size to reduce classroom management challenges.	\$59,952.00	Yes
Action #7	Student Engagement	The school will provide a variety of activities that will promote student involvement on campus, such as spirit week, air-bands, Saxon day, class competitions, assemblies, schoolwide bar-b-ques, field trips, homecoming dance, and spring formal. The school also participates in CIF sports to facilitate a culture of competitive greatness through the building blocks which include hard work, positive attitude, teamwork, loyalty, and commitment.	\$212,522.00	Yes
Action #8	Campus Security and Safety	The school will continue a closed campus policy with secure points of entry, deploy full-time security personnel, security technology, and a visitor screening system to ensure campus security, and will provide student supervision before and after school, as well as during lunch, to maintain a safe environment.	\$53,291.00	No

Action #	Title	Description	Total Funds Contributing	
Action #9	Campus Cleaning and Maintenance	All facilities will be cleaned in accordance with the school's cleaning protocols and maintained in accordance with the school's comprehensive facilities maintenance and repairs schedule.	\$271,240.00	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.

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

Goal #	Description
Goal 2	Improve student performance in all courses required by the state with an emphasis on ELA, Math, and Science.  State Priorities 2, 4, and 8

An explanation of why the LEA has developed this goal.

Goal 2 was developed to address the following State Priorities:

State Priority 2 - State Standards

State Priority 4 - Pupil Achievement [standardized tests, EL, early college readiness]

State Priority 8 - Other Pupil Outcomes [non-standardized coursework achievement]

The school developed Goal 2 as part of its mission to improve student performance in all subject areas. The school has worked diligently to modify and adapt its coursework to ensure that the academic content and performance standards, recently approved by the state, are met. The school is still in the process of implementing the Next Generation Science Standards and expects student performance to increase in that subject as the new standards are fully implemented. There is an ongoing effort to align course content within each grade level, and vertically between grade levels, to ensure that there are no gaps in learning and that students can move smoothly from one grade level to the next. Standardized testing data are used to identify areas in which the school can improve its already rigorous curriculum. In addition, the school uses interim assessments to provide valuable feedback to teachers who then use that information to modify and adapt instruction. Economically disadvantaged students have not performed as well as the school's average in English language arts (ELA), math, and science, so the school is providing, and will continue to provide, supplemental learning opportunities for these students. The school provides these supplemental learning opportunities for all courses required by state law, not just for those that are included in the state's standardized testing regimen. The school is also concerned that there may be a schoolwide COVID-19 regression, so these strategies will

be used to help students get back on track. The English language (EL) learner population at the school is so small that statistics cannot be revealed without violating student privacy. Even with a small EL learner population, the school provides, and will continue to provide, several avenues of support for those students.

# Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Grade 11 Progress Indicator in CAASPP ELA	All: Green (63.4 pts above standard) Economically Disadvantaged: Blue (42.7 pts above standard) English Learners: No Color (23.6 pts below standard)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All: Blue (70 pts above standard) Economically Disadvantaged: Blue (50 pts above standard) English Learners: No Color (10 pts or less below standard)

Grade 11 Progress Indicator in CAASPP Math	All: Green (5.1 pts below standard) Economically Disadvantaged: Green (26 pts below standard) English Learners: No Color (88.1 pts below standard)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All: Green (15 pts above standard) Economically Disadvantaged: Blue (At standard) English Learners: No Color (15 pts or less below standard)
Grade 12 Scores on CAST	All: 47% Economically Disadvantaged: 36% English Learners: Data unavailable per privacy rules	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All: 65% Economically Disadvantaged: 55% English Learners: TBD based upon number of students classified as English Learners
English Learner Progress Indicator	No Color: Data unavailable due to privacy rules	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	English Learners: Maintain "High" progress level

# Actions

Action #	Title	Description	Total Funds Contributing
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Action #	Title	Description	Total Funds Contributing	
Action #1	Standards Alignment	The school will update ELA, Math, and Science coursework to ensure that it is aligned with state academic content and performance standards. Teachers are receiving professional development to assist in this effort.	\$75,039.00	No
Action #2	Course Improvement	The school will track standardized test performance, and use the data to inform decisions on course improvement.	\$227,599.00	Yes
Action #3	Additional Instruction & Data Informed Prescriptive Work to Prepare for Standardized Testing	The school will use tutorials, progress testing and tracking, prescriptive work, Saturday school, and parental contact to help students prepare for standardized testing. Struggling students, English language (EL) learners, special education students (SPED), and students with a section 504 plan (504) will be given priority.	\$291,658.00	Yes
Action #4	Additional Instruction & Data Informed Prescriptive Work for Courses Not Included in Standardized Testing	The school will use tutorials, progress testing and tracking, prescriptive work, Saturday school, and parental contact to increase student performance in subject areas that are not a part of the standardized testing regimen. Struggling students, English language (EL) learners, special education students, and students with a 504 plan will be given priority.	\$218,288.00	Yes

Action #	Title	Description	Total Funds Contributing	
Action #5	Supplemental Instruction	The school will provide summer school for students who are struggling or have fallen behind their cohort.	\$75,000.00	Yes
Action #6	English Language (EL) Learner Designated Supports	EL learners will receive additional support and resources including specialized curriculum, dedicated instructional aides, and a reading specialist to help them become English proficient as quickly as possible.	\$127,390.00	Yes

## Goal Analysis 2021-22

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

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

Goal #	Description
Goal 3	Improve college and career readiness. State Priorities 2, 3, 4, 5, and 7

An explanation of why the LEA has developed this goal.

Goal 3 was developed to address the following State Priorities:

State Priority 2 - State Standards

State Priority 3 - Parental Involvement and Family Engagement

State Priority 4 - Pupil Achievement [standardized tests, EL, early college readiness]

State Priority 5 - Pupil Engagement

State Priority 7 - Course Access

The school has employed multiple successful strategies to prepare all students for college and careers and will continue to do so over the next three years. For students in the Traditional and Flex Four-Day Learning options, all UC a-g courses are offered in a classroom setting on campus. For students in the Flex 1:1 (independent study) Learning option (a majority of whom are economically disadvantaged), the full range of UC a-g courses is available only if the students attend some classroom-based courses on campus or take the necessary courses at a community college. The school is working to develop UC a-g courses that can be taken by Flex 1:1 students independently, without having to attend a class on campus or at a community college. In addition, the school is in the process of developing several Career

Technical Education (CTE) pathways that will benefit Flex 1:1 students who would like to explore skilled career opportunities. The school recognizes that understanding college and industry requirements is an important part of preparation for college and careers. The school works with parents and students to provide them with up-to-date information through grade-specific college seminars that have been effective and will be continued. In addition, the school will be adding a CTE seminar to assist parents and students in making career-oriented decisions. The school also holds an annual workshop to assist students with the college application process. This has been a successful program and will be continued. In addition, the school encourages students to explore college options by inviting colleges to visit the school and through visits to local community colleges. These efforts have been helpful to students and will be continued. Graduating high school in a timely manner is a big part of college and career readiness, but the school's graduation rate is lower than expected, particularly among students in the Flex 1:1 Learning option. Whether or not a student graduates with his or her cohort is one element that is factored into the graduation rate, so encouraging more students to graduate on time will help to increase the school's graduation rate. Moving forward, the school will track Flex 1:1 student progress and encourage students to keep pace with their cohort. In addition, the school recognizes that introducing students to college coursework while in high school will increase a student's college readiness, so the school will increase dual enrollment opportunities for students in the Flex 1:1 Learning option and seek to articulate courses with Palomar College so more students will have the opportunity to receive college credit while on the high school campus.

## Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Graduation Rate Indicator	All: Green (91.7%) Economically Disadvantaged: Green (89%)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All: Green (98%) Economically Disadvantaged: Green (95%)

College/Career Indicator	All: Orange (46.4%) Economically Disadvantaged: Green (36.9%)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All: Orange (75% or greater) Economically Disadvantaged: Green (65% or greater)
Percentage of Graduates Meeting A-G Requirements	All: 62% Economically Disadvantaged: 45.3%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All: 70% Economically Disadvantaged: 55%

# Actions

Action #	Title	Description	Total Funds Contributing	
Action #1	Expansion of Course Offerings	The school will continue to expand available course content for Flex 1:1 to increase college readiness, including the development of additional UC a-g coursework and four career and technical education (CTE) pathways.	\$87,024.00	Yes
Action #2	College Preparation	Student Services personnel will hold grade-specific presentations annually to help educate students and parents on important items related to graduation and preparation for college.	\$19,068.00	No

Action #	Title	Description	Total Funds Contributing	
Action #3	Career Preparation	Student Services personnel will hold a Career Technical Education (CTE) seminar annually, which will include tutorials, a career inventory, and guidance to help students prepare for a skilled career.	\$15,534.00	Yes
Action #4	College Application	Student Services personnel will hold a college workshop annually, which will include tutorials and guidance to help students with the college application process and scholarship opportunities.	\$9,534.00	No
Action #5	College Visits and Tours	School personnel will arrange for colleges to visit the school annually to provide presentations and will take students on tours of local community colleges.	\$12,849.00	No
Action #6	Graduation Tracking by Cohort	The school will track student progress toward graduation and encourage students to graduate with their cohort.	\$142,528.00	Yes

Action #	Title	Description	Total Funds Contributing	
Action #7	Dual Enrollment and Articulation	The school will increase dual enrollment opportunities for students and will seek to articulate courses with Palomar College so more students will have the opportunity to receive college credit on the high school campus.	\$37,973.00	Yes

## Goal Analysis 2021-22

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

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

<b>Goal #</b>	<b>Description</b>
Goal 4	Increase student and family engagement, with enhanced support for student social and emotional well-being.  State Priorities 3 and 6

An explanation of why the LEA has developed this goal.

Goal 4 was developed to address the following State Priorities:

State Priority 3 - Parental Involvement and Family Engagement

State Priority 6 - School Climate

The charter school movement was founded on the principle that parents know what is best for their students and have the right to choose the school environment that meets their student's needs. The school believes that parents have the primary responsibility for raising and educating their students and should be supported in that effort by caring educational professionals. With that in mind, it is the school's responsibility to work with, and build relationships with, parents and families. The school has developed open lines of communication with parents to share information about their student's progress and invite their feedback. During the pandemic, parents provided valuable feedback to help the school determine the direction it would take to best serve their students. Those efforts will continue as the pandemic subsides. The school has sought feedback via surveys from parents and students. On the most recent survey, parents gave a rating of 4.7 out of 5 in response to the statement, "The school builds trusting and respectful relationships with families." The school would like to maintain that rating. On that same survey, parents gave a rating of 4.5 out of 5 in response to the statement, "This school supports the social and emotional well-being of my student." The school would like to see that rating improve. The school has always been interested in helping students to build character and develop relationships. As the school moves forward, additional emphasis will be placed on this

through the development of a community sports outreach program. Over the last year, COVID-19 has taken a toll on the social and emotional wellbeing of our students and their families. In response, the school will be providing additional social and emotional support, and will implement trauma informed social and emotional learning strategies.

## Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Annual LCAP Survey Rating for Question "The school builds trusting and respectful relationships with families."	4.71/5.0 (2020-21 school year)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain or improve
Annual LCAP Survey Rating for Question "This school supports the social and emotional well-being of my student."	4.52/5.0 (2020-21 school year)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	4.75/5.0
ECHS SEL Strategies Framework Documentation & Tracking Logs	A comprehensive ECHS social and emotional learning strategies framework is under construction.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Full implementation of the ECHS SEL framework and 100% adherence to the emotional learning strategies framework protocols

# Actions

Action #	Title	Description	Total Funds Contributing	
Action #1	Parental Involvement	The school invites parents to participate in the Parent Volunteer Organization (PVO) and to attend board meetings and school activities.	\$19,304.00	No
Action #2	Communication	The school uses a variety of communication tools to keep parents informed and engaged, including student progress reports every six weeks, access to the parent/student portal, phone calls, email blasts, direct emails from individual teachers, the school website, and social media.	\$9,498.00	No
Action #3	Sharing Concerns	The school invites parents to share any concerns they have regarding their student.	\$92,797.00	No

Action #	Title	Description	Total Funds Contributing	
Action #4	Parent and Student Surveys	The school surveys parents and students to determine the effectiveness of the educational strategies the school employs and receives feedback on school climate.	\$19,938.00	No
Action #5	Relationship and Character Building	The school will implement a community sports outreach and after-school program to help students build strong interpersonal relationships and develop positive character traits.	\$99,952.00	Yes
Action #6	Social and Emotional Wellbeing	School personnel will perform social and emotional wellbeing checks to identify and assist students who are experiencing social and emotional challenges.	\$131,282.00	Yes
Action #7	Social and Emotional Learning Strategies	The school will develop and implement a comprehensive social and emotional learning strategies framework.	\$25,486.00	Yes

## Goal Analysis 2021-22

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

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

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## **Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-**

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.1%	\$824,521.00

**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 1, Action 4

The school will offer enrichment classes for Flex 1:1 students in criminal justice, firefighting, 3-D printing, and graphic design, outside of the general education classroom, using appropriately credentialed teachers and all necessary resources.

After assessing the needs, conditions, and circumstances of our economically disadvantaged students, we found that those students would benefit from enrichment courses, beyond the general education classroom, which would help to keep them interested in school and encourage them to explore potential areas of interest that might lead to skilled careers.

Because the ECHS Flex 1:1 Learning option serves a much higher percentage of economically disadvantaged students, at 56%, than the general population of ECHS, where 38% of the student population is economically disadvantaged, the school decided to direct these efforts

to the Flex 1:1 Learning option, where the economically disadvantaged students will be principally served. Under Goal 1, Action 4, the school has developed, and will continue to offer, enrichment classes for Flex 1:1 students in criminal justice, firefighting, 3-D printing, and graphic design, outside of the general education classroom.

#### Goal 1, Action 6

The school will maintain good order on campus through the fair and consistent application of student discipline (suspensions/expulsions) and character development in classrooms that are limited in size to reduce classroom management challenges.

After assessing the needs, conditions, and circumstances of our economically disadvantaged students, the school learned that a higher percentage of those students were suspended as compared with the general school population.

In order to address this condition of our economically disadvantaged students, the school has developed and implemented a discipline and good order program that is designed to address some of the major causes of student suspension. Goal 1, Action 6 will provide a fair and consistent application of student discipline, combined with character development programs and small classroom sizes that will reduce classroom management challenges and lower the suspension rate.

These actions are being provided on an LEA-wide basis and we expect that all students will benefit from having a lower suspension rate. However, because the suspension rate is higher among economically disadvantaged students, and because the actions address the issues most associated with the higher suspension rate of economically disadvantaged students, we expect that the suspension rate of our economically disadvantaged students will improve more than the suspension rate of all other students.

#### Goal 1, Action 7

The school will provide a variety of activities that will promote student involvement on campus, such as spirit week, air-bands, Saxon day, class competitions, assemblies, schoolwide bar-b-ques, field trips, homecoming dance, and spring formal. The school also participates in CIF sports to facilitate a culture of competitive greatness through the building blocks which include hard work, positive attitude, teamwork, loyalty, and commitment.

After assessing the needs, conditions, and circumstances of our economically disadvantaged students, the school learned that a majority of those students were performing academically at a lower level than the general student population and would benefit from a program that would incentivize them to perform academically at a higher level.

In order to address this condition of our economically disadvantaged students, the school has developed, and will continue to offer, a sports program that requires a 2.5 grade point average (GPA) to participate, which is higher than the standard 2.0 GPA required by the California

Interscholastic Federation. The school believes that students will work harder to reach a 2.5 GPA, and therefore perform at a higher level academically, when given the incentive of participating on a competitive sports team in a sport that they enjoy. Goal 1, Action 7, in part, states that the school participates in CIF sports to facilitate a culture of competitive greatness through the building blocks which include hard work, positive attitude, teamwork, loyalty, and commitment.

The CIF sports program is being provided on an LEA-wide basis and the school expects that all students will benefit. However, because our economically disadvantaged students are performing academically at a lower level than the general student population, and the GPAs of our economically disadvantaged students are lower than those of the general student population, the incentive to reach a 2.5 GPA will have a greater effect on our economically disadvantaged students than it will for the general student population, and our economically disadvantaged students will improve their academic performance to a greater degree than the general student population.

#### Goal 2, Action 2

The school will track standardized test performance, and use the data to inform decisions on course improvement.

After assessing the needs, conditions, and circumstances of our economically disadvantaged students, the school learned that they were performing farther from the standards than the general student population in ELA, math, and science, and the school was concerned that the courses they were taking might not have prepared them as well as possible for standardized testing.

In order to address this condition of our economically disadvantaged students, under Goal 2, Action 2, the school will track standardized test performance and use the data to inform decisions on course improvement. If courses are updated and improved to more fully prepare students for standardized testing, students will test closer to, or farther above, the standards.

These actions are being provided on an LEA-wide basis and the school expects that all students will perform at a higher level. However, because the economically disadvantaged students are farther from the standards than the general student population, and because this action addresses a key issue that could lead to better student performance in relation to the standards, the school expects that this action will help the economically disadvantaged students to a greater degree and narrow the performance gap, since the general student population has less room for improvement.

#### Goal 2, Actions 3, 4, and 5

(Goal 2, Action 3) The school will use tutorials, progress testing and tracking, prescriptive work, Saturday school, and parental contact to help students prepare for standardized testing. Struggling students, English language (EL) learners, special education students (SPED), and students with a section 504 plan (504) will be given priority.

(Goal 2, Action 4) The school will use tutorials, progress testing and tracking, prescriptive work, Saturday school, and parental contact to increase student performance in subject areas that are not a part of the standardized testing regimen. Struggling students, English language (EL) learners, special education students, and students with a 504 plan will be given priority.

(Goal 2, Action 5) The school will provide summer school for students who are struggling or have fallen behind their cohort.

After assessing the needs, conditions, and circumstances of our economically disadvantaged students, the school learned that a majority of those students were performing academically at a lower level than the general student population on standardized tests and in courses that were not a part of the standardized testing regimen. Lack of academic support at home has been identified as a contributing factor that has limited the ability for our economically disadvantaged students to reach their full academic potential.

In order to address this condition of our economically disadvantaged students, the school has developed and implemented an academic support system on campus that is designed to provide the assistance they need that they may not be receiving at home. Goal 2, Actions 3 and 4, will provide the necessary support for these students in subject areas that are included in the standardized testing regimen and subject areas that are not a part of the standardized testing regimen. For all subjects, the school will use tutorials, progress testing and tracking, prescriptive work, Saturday school, and parental contact to increase student performance. Goal 2, Action 5, will provide further support by enrolling students in summer school who are performing academically at a lower level than the general student population.

These supports will be provided on an LEA-wide basis, but priority will be given to: students who are performing academically at a lower level than the general student population, English language (EL) learners, special education students (SPED), and students with a 504 plan. Because our economically disadvantaged students are performing academically at a lower level than the general student population and will be given priority for these supports, we expect that our economically disadvantaged students will be principally served by these actions.

#### Goal 2, Action 6

EL learners will receive additional support and resources including specialized curriculum, dedicated instructional aides, and a reading specialist to help them become English proficient as quickly as possible.

EL learners at the school are a small subset of our economically disadvantaged students. After assessing the needs, conditions, and circumstances of our EL learners, the school found that they needed additional support beyond that given to English proficient students who were performing academically at a lower level than the general student population. These students needed specialized curriculum tailored to their needs and support that was specifically aimed at helping them become English proficient.

In order to address this condition of our EL learners (who are a subset of our economically disadvantaged students), the school will develop and implement a program that is designed to provide the specialized support they need. Goal 2, Action 6, will provide additional support and

resources including specialized curriculum, dedicated instructional aides, and a reading specialist to help them become English proficient as quickly as possible. These actions are being principally and solely directed at our EL learners, who are a subset of our economically disadvantaged students.

### Goal 3, Actions 1 and 3

(Goal 3, Action 1) The school will continue to expand available course content for Flex 1:1 to increase college readiness, including the development of additional UC a-g coursework and four career and technical education (CTE) pathways.

(Goal 3, Action 3) Student Services personnel will hold a Career Technical Education (CTE) seminar annually, which will include tutorials, a career inventory, and guidance to help students prepare for a skilled career.

The Flex 1:1 Learning option was created as an independent learning option and has historically attracted students who are either credit deficient or seeking to graduate high school with a general diploma. Many of these students have expressed a lack of interest in preparing to attend a university by satisfying the UC a-g requirements, and most plan to enter the workforce upon graduation. The Flex 1:1 Learning option serves a much higher percentage of economically disadvantaged students, at 56%, than the general population of ECHS, where 38% of the student population is economically disadvantaged.

After assessing the needs, conditions, and circumstances of the economically disadvantaged students in Flex 1:1, the school found that it would be in the best interest of these students to encourage them to explore options that will allow them to enter college or prepare for a skilled career after they graduate.

In order to address the needs of our economically disadvantaged students, the school will develop and implement an action plan that will increase the number of courses in Flex 1:1 that are UC a-g approved, add career technical education (CTE) pathways to the curriculum, provide them with up-to-date information on how to pursue a skilled career, and develop an inventory of skilled career options that are available to them.. Goal 3, Action 1, will increase the college readiness of Flex 1:1 students by developing additional UC a-g coursework and adding four CTE pathways. Goal 3, Action 3, will direct Student Services personnel to hold a CTE seminar annually, which will include tutorials and a career inventory, and will provide guidance to help students prepare for a career.

Because the ECHS Flex 1:1 Learning option has a larger percentage of students who are not college or career ready and serves a much higher percentage of economically disadvantaged students than the other learning options at ECHS, these efforts are principally directed to the economically disadvantaged students.

### Goal 3, Actions 6 and 7

(Goal 3, Action 6) The school will track student progress toward graduation and encourage students to graduate with their cohort.

(Goal 3, Action 7) The school will increase dual enrollment opportunities for students and will seek to articulate courses with Palomar College so more students will have the opportunity to receive college credit on the high school campus.

The Flex 1:1 Learning option was created as an independent learning option and has historically attracted students who are credit deficient and have fallen behind their high school cohort in progress toward graduation. The Flex 1:1 Learning option, when compared to the general ECHS population, also has a higher percentage of students who either will not graduate or who will graduate, but not with their cohort. The Flex 1:1 Learning option serves a much higher percentage of economically disadvantaged students, at 56%, than the general population of ECHS, where 38% of the student population is economically disadvantaged.

After assessing the needs, conditions, and circumstances of the economically disadvantaged students in Flex 1:1, the school found that it would be in the best interest of those students to track their progress toward graduation, encourage them to graduate with their cohort, and provide them with opportunities to accelerate their progress by offering dual enrollment opportunities and seeking to articulate courses with local colleges so they can receive college credit on the high school campus.

In order to address the needs of our economically disadvantaged students, the school will develop and implement a plan to carry out these actions. Goal 3, Action 6, will be developed and implemented to track student progress toward graduation and encourage students to graduate with their cohort. Goal 3, Action 7, will require the school to increase dual enrollment opportunities for students and seek to articulate courses with Palomar College so more students will have the opportunity to receive college credit on the high school campus.

Because the Flex 1:1 Learning option has a lower graduation rate than the other learning options at ECHS and many Flex 1:1 students have fallen behind their high school cohort in progress toward graduation, and because the Flex 1:1 Learning option serves a much higher percentage of economically disadvantaged students than the other learning options at ECHS, these efforts are principally directed to the economically disadvantaged students.

#### Goal 4, Action 5

The school will implement a community sports outreach and after-school program to help students build strong interpersonal relationships and develop positive character traits.

After assessing the needs, conditions, and circumstances of our economically disadvantaged students, the school learned that a majority of those students were performing academically at a lower level than the general student population and were not as engaged as students who were performing academically at a higher level.

In order to address this condition of our economically disadvantaged students, the school has developed and will implement a community sports outreach and after-school program that is aimed primarily at students who are not as engaged as the general school population and who are performing academically at a lower level than the general student population. Goal 4, Action 5, will implement a community sports outreach and after-school program to help students build strong interpersonal relationships and develop positive character traits. The school believes that, by working directly with those students to develop better relationships and build positive character traits, it will be able to re-engage those students and help them feel more capable of performing academically at a higher level.

The community sports outreach and after-school program is specifically aimed at students who are performing academically at a lower level than the general student population and who are not as engaged as the general population. Because a majority of our economically disadvantaged students are performing academically at a lower level than the general student population and are less engaged than the general student population, they will be given priority to participate in this program. The school believes that our economically disadvantaged students will be principally served by the community sports outreach and after-school program.

Goal 4, Actions 6 and 7

(Goal 4, Action 6) School personnel will perform social and emotional wellbeing checks to identify and assist students who are experiencing social and emotional challenges.

(Goal 4, Action 7) The school will develop and implement a comprehensive social and emotional learning strategies framework.

The COVID-19 pandemic has had a severe impact on school operations and student learning. It has also changed the way students interact with their teachers, with other students, and with the school in general. In addition to radical changes on campus, many students have suffered economic, social, and emotional trauma at home. All students were affected by the pandemic, but the school's economically disadvantaged students were hit harder due to the economic hardships their families suffered, which compounded the social and emotional stress they already felt.

After assessing the needs, conditions, and circumstances of our economically disadvantaged students, the school found that it was necessary to check in with these families to assess their social and emotional wellbeing and to provide assistance as needed. The school also realized that there would be a need to address the social and emotional needs of these students in the classroom when they returned to on-campus in-person instruction.

In order to address this condition of our economically disadvantaged students, the school has performed, and will continue to perform, social and emotional wellness checks on students and families who are experiencing social and emotional challenges and will develop and implement a social and emotional learning strategies framework that will help teachers to be better prepared to assist students in the classroom when they return to regular in-person instruction. Goal 4, Actions 6 and 7, were developed to address the concerns of these

students. Goal 4, Action 6, will direct school personnel to perform social and emotional wellbeing checks to identify and assist students who are experiencing social and emotional challenges. Goal 4, Action 7, will direct the school to develop and implement a comprehensive social and emotional learning strategies framework.

These actions are being provided on an LEA-wide basis and the school hopes that all students who are experiencing social and emotional challenges will benefit. However, because our economically disadvantaged students have been impacted socially and emotionally to a greater degree than the general student population, we expect that those students will benefit to a greater degree than the general school population.

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

The following actions are principally directed to the economically disadvantaged students at Escondido Charter High School, and they will increase or improve services to the economically disadvantaged students at ECHS by \$1,962,423, or 21.66%, which is greater than 9.10%, the percentage required.

#### Goal 1, Action 4

The school will offer enrichment classes for Flex 1:1 students in criminal justice, firefighting, 3-D printing, and graphic design, outside of the general education classroom, using appropriately credentialed teachers and all necessary resources.

#### Goal 1, Action 6

The school will maintain good order on campus through the fair and consistent application of student discipline (suspensions/expulsions) and character development in classrooms that are limited in size to reduce classroom management challenges.

#### Goal 1, Action 7

The school will provide a variety of activities that will promote student involvement on campus, such as spirit week, air-bands, Saxon day, class competitions, assemblies, schoolwide bar-b-ques, field trips, homecoming dance, and spring formal. The school also participates in CIF sports to facilitate a culture of competitive greatness through the building blocks which include hard work, positive attitude, teamwork, loyalty, and commitment.

#### Goal 2, Action 2

The school will track standardized test performance, and use the data to inform decisions on course improvement.

#### Goal 2, Action 3

The school will use tutorials, progress testing and tracking, prescriptive work, Saturday school, and parental contact to help students prepare for standardized testing. Struggling students, English language (EL) learners, special education students (SPED), and students with a section 504 plan (504) will be given priority.

#### Goal 2, Action 4

The school will use tutorials, progress testing and tracking, prescriptive work, Saturday school, and parental contact to increase student performance in subject areas that are not a part of the standardized testing regimen. Struggling students, English language (EL) learners, special education students, and students with a 504 plan will be given priority.

#### Goal 2, Action 5

The school will provide summer school for students who are struggling or have fallen behind their cohort.

#### Goal 2, Action 6

EL learners will receive additional support and resources including specialized curriculum, dedicated instructional aides, and a reading specialist to help them become English proficient as quickly as possible.

#### Goal 3, Action 1

The school will continue to expand available course content for Flex 1:1 to increase college readiness, including the development of additional UC a-g coursework and four career and technical education (CTE) pathways.

#### Goal 3, Action 3

Student Services personnel will hold a Career Technical Education (CTE) seminar annually, which will include tutorials, a career inventory, and guidance to help students prepare for a skilled career.

### Goal 3, Action 6

The school will track student progress toward graduation and encourage students to graduate with their cohort.

### Goal 3, Action 7

The school will increase dual enrollment opportunities for students and will seek to articulate courses with Palomar College so more students will have the opportunity to receive college credit on the high school campus.

### Goal 4, Action 5

The school will implement a community sports outreach and after-school program to help students build strong interpersonal relationships and develop positive character traits.

### Goal 4, Action 6

School personnel will perform social and emotional wellbeing checks to identify and assist students who are experiencing social and emotional challenges.

### Goal 4, Action 7

The school will develop and implement a comprehensive social and emotional learning strategies framework.

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## Total Expenditures Table

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Teacher Assignment	All students	\$6,838.00	\$0.00	\$0.00	\$0.00	\$6,838.00
1	2	Professional Development	All students	\$2,000.00	\$0.00	\$0.00	\$0.00	\$2,000.00

1	3	Instructional Resources	All Students	\$34,314.00	\$0.00	\$0.00	\$0.00	\$34,314.00
1	4	Enrichment		\$0.00	\$210,235.00	\$0.00	\$0.00	\$210,235.00
1	5	Broad Course of Study	All Students	\$19,068.00	\$19,068.00	\$0.00	\$0.00	\$38,136.00
1	6	Good Order and Discipline		\$0.00	\$59,952.00	\$0.00	\$0.00	\$59,952.00
1	7	Student Engagement		\$84,963.00	\$52,597.00	\$74,962.00	\$0.00	\$212,522.00
1	8	Campus Security and Safety	All Students	\$25,864.00	\$27,427.00	\$0.00	\$0.00	\$53,291.00
1	9	Campus Cleaning and Maintenance	All Students	\$196,830.00	\$74,410.00	\$0.00	\$0.00	\$271,240.00
2	1	Standards Alignment	All students	\$1,728.00	\$73,311.00	\$0.00	\$0.00	\$75,039.00
2	2	Course Improvement		\$187,599.00	\$40,000.00	\$0.00	\$0.00	\$227,599.00
2	3	Additional Instruction & Data Informed Prescriptive Work to Prepare for Standardized Testing		\$9,534.00	\$282,124.00	\$0.00	\$0.00	\$291,658.00

2	4	Additional Instruction & Data Informed Prescriptive Work for Courses Not Included in Standardized Testing		\$9,534.00	\$208,754.00	\$0.00	\$0.00	\$218,288.00
2	5	Supplemental Instruction		\$0.00	\$75,000.00	\$0.00	\$0.00	\$75,000.00
2	6	English Language (EL) Learner Designated Supports		\$0.00	\$127,390.00	\$0.00	\$0.00	\$127,390.00
3	1	Expansion of Course Offerings		\$30,179.00	\$56,845.00	\$0.00	\$0.00	\$87,024.00
3	2	College Preparation	All students	\$9,534.00	\$9,534.00	\$0.00	\$0.00	\$19,068.00
3	3	Career Preparation		\$4,767.00	\$10,767.00	\$0.00	\$0.00	\$15,534.00
3	4	College Application	All Students	\$4,767.00	\$4,767.00	\$0.00	\$0.00	\$9,534.00
3	5	College Visits and Tours	All Students	\$4,767.00	\$8,082.00	\$0.00	\$0.00	\$12,849.00

3	6	Graduation Tracking by Cohort		\$113,373.00	\$29,155.00	\$0.00	\$0.00	\$142,528.00
3	7	Dual Enrollment and Articulation		\$18,454.00	\$19,519.00	\$0.00	\$0.00	\$37,973.00
4	1	Parental Involvement	All students	\$3,363.00	\$15,941.00	\$0.00	\$0.00	\$19,304.00
4	2	Communication	All students	\$9,498.00	\$0.00	\$0.00	\$0.00	\$9,498.00
4	3	Sharing Concerns	All Students	\$0.00	\$92,797.00	\$0.00	\$0.00	\$92,797.00
4	4	Parent and Student Surveys	All Students	\$3,997.00	\$15,941.00	\$0.00	\$0.00	\$19,938.00
4	5	Relationship and Character Building		\$15,000.00	\$84,952.00	\$0.00	\$0.00	\$99,952.00
4	6	Social and Emotional Wellbeing		\$0.00	\$131,282.00	\$0.00	\$0.00	\$131,282.00
4	7	Social and Emotional Learning Strategies		\$4,000.00	\$21,486.00	\$0.00	\$0.00	\$25,486.00

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$799,971.00	\$1,751,336.00	\$74,962.00	\$0.00	\$2,626,269.00

Total Personnel	Total Non-Personnel
\$2,379,402.00	\$246,867.00

## Contributing Expenditures Tables

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	4	Enrichment	LEA-wide	Economically Disadvantaged Students.	Escondido Charter High School	\$0.00	\$210,235.00
1	6	Good Order and Discipline	LEA-wide	Economically Disadvantaged Students	Escondido Charter High School	\$0.00	\$59,952.00
1	7	Student Engagement	LEA-wide	Economically Disadvantaged Students	Escondido Charter High School	\$84,963.00	\$212,522.00
2	2	Course Improvement	LEA-wide	Economically Disadvantaged Students.	Escondido Charter High School	\$187,599.00	\$227,599.00

2	3	Additional Instruction & Data Informed Prescriptive Work to Prepare for Standardized Testing	LEA-wide	Economically Disadvantaged Students	Escondido Charter High School	\$9,534.00	\$291,658.00
2	4	Additional Instruction & Data Informed Prescriptive Work for Courses Not Included in Standardized Testing	LEA-wide	Economically Disadvantaged Students.	Escondido Charter High School	\$9,534.00	\$218,288.00
2	5	Supplemental Instruction	LEA-wide	Economically Disadvantaged Students	Escondido Charter High School	\$0.00	\$75,000.00
2	6	English Language (EL) Learner Designated Supports	Limited	English Language Learners	Escondido Charter High School	\$0.00	\$127,390.00
3	1	Expansion of Course Offerings	Limited	Economically Disadvantaged Students	Escondido Charter High School	\$30,179.00	\$87,024.00
3	3	Career Preparation	Limited	Economically Disadvantaged Students	Escondido Charter High School	\$4,767.00	\$15,534.00

3	6	Graduation Tracking by Cohort	Limited	Economically Disadvantaged Students	Escondido Charter High School	\$113,373.00	\$142,528.00
3	7	Dual Enrollment and Articulation	Limited	Economically Disadvantaged Students	Escondido Charter High School	\$18,454.00	\$37,973.00
4	5	Relationship and Character Building	LEA-wide	Economically Disadvantaged Students	Escondido Charter High School	\$15,000.00	\$99,952.00
4	6	Social and Emotional Wellbeing	LEA-wide	Economically Disadvantaged Students	Escondido Charter High School	\$0.00	\$131,282.00
4	7	Social and Emotional Learning Strategies	LEA-wide	Economically Disadvantaged Students	Escondido Charter High School	\$4,000.00	\$25,486.00

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>		
<b>LEA-wide Total:</b>	\$310,630.00	\$1,551,974.00
<b>Limited Total:</b>	\$166,773.00	\$410,449.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

## Annual Update Table Year 1

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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
[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]

Totals	Planned Expenditure Table	Estimated Actual Total
Totals	[Intentionally Blank]	[Intentionally Blank]

# Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services

*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](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas

encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

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

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

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

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

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 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 perse 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 2019–20 outcomes on some metrics may not be computable at the time the 2020–23 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 2020–21. 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 2021–22, 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 2022–23, 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 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 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 2022–23 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2020–21</b> .	Enter information in this box when completing the LCAP for <b>2020–21</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2020–21</b> .

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 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

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

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

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

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

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

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

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

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

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

**For School Districts Only:**

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

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

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

**Actions Provided on a Schoolwide Basis:**

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

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

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:**

Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

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

## **Expenditure Tables**

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is not included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific

Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-personnel:** This amount will be automatically calculated.
  - **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **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).
- **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.

