

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Escondido Charter High

CDS Code: 37681063731023

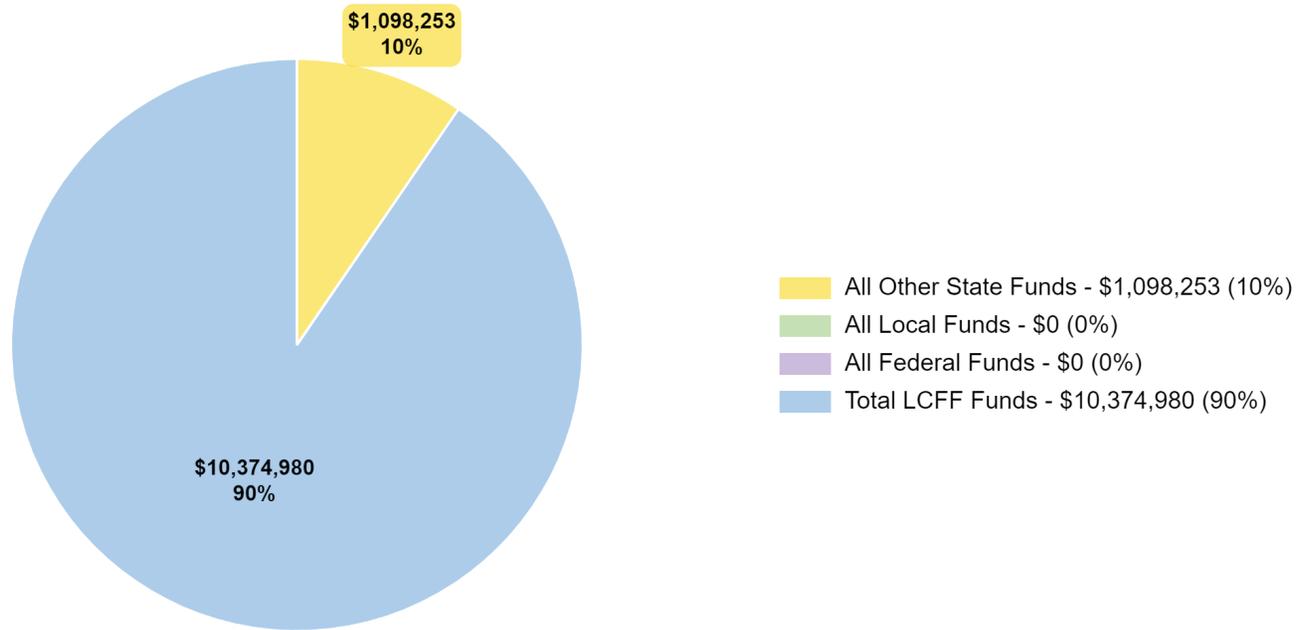
School Year: 2022-23

LEA Contact Information: Shawn Roner | [sroner@echhs.org](mailto:sroner@echhs.org) | 7607373154

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

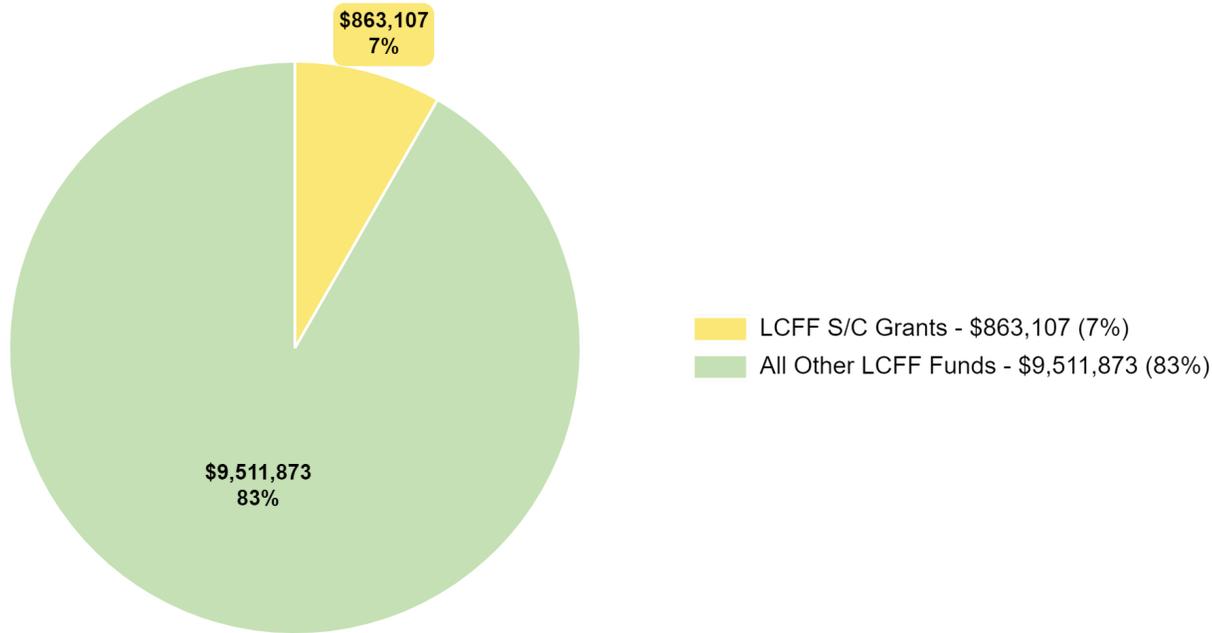
# Budget Overview for the 2022-23 LCAP Year

## Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$1,098,253	10%
All Local Funds	\$0	0%
All Federal Funds	\$0	0%
Total LCFF Funds	\$10,374,980	90%

# Breakdown of Total LCFF Funds



Source	Funds	Percentage
LCFF S/C Grants	\$863,107	7%
All Other LCFF Funds	\$9,511,873	83%

*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 \$11,473,233, of which \$10,374,980 is Local Control Funding Formula (LCFF), \$1,098,253 is other state funds, \$0 is local funds, and \$0 is federal funds. Of the \$10,374,980 in LCFF Funds, \$863,107 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 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.*

Escondido Charter High plans to spend \$11,585,216 for the 2022-23 school year. Of that amount, \$2,752,091 is tied to actions/services in the LCAP and \$8,833,125 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

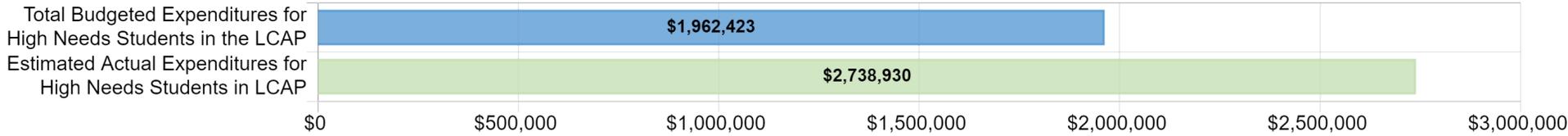
General Fund costs not directly supporting the goals and actions listed in the LCAP were omitted from its budgeting process. These expenditures may include salaries and benefits for teachers, administrators, and support staff. In addition, maintenance and operations, facilities, utilities, professional 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 2022-23 School Year

In 2022-23, Escondido Charter High is projecting it will receive \$863,107 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 \$1,383,417 towards meeting this requirement, as described in the LCAP.

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

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



*This chart compares what Escondido Charter High budgeted last year in the LCAP 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.*

In 2021-22, Escondido Charter High's LCAP budgeted \$1,962,423 for planned actions to increase or improve services for high needs students. Escondido Charter High actually spent \$2,738,930 for actions to increase or improve services for high needs students in 2021-22.

## Instructions

### LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents.

*\*NOTE:* The "High Needs Students" referred to below are Unduplicated Students for LCFF funding purposes.

#### LEA Information

The LEA must enter the LEA name, county district school (CDS) code (14 digits), and LEA contact information (name, phone number and email address) in the corresponding blue boxes.

*Coming School Year:* This information is automatically generated.

*Current School Year:* This information is automatically generated.

#### Projected General Fund Revenue for the 2022–23 School Year

All amounts should be entered in the boxes below the corresponding amount title. The coming school year (as indicated above) means the fiscal year for which an LCAP is adopted or updated by July 1.

- *Total LCFF Funds:* This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to California Education Code (EC) sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming school year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).
- *LCFF Supplemental & Concentration Grants:* This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5), pursuant to EC sections 2574 and 42238.02, as applicable for the coming school year.
- *All Other State Funds:* This amount is the total amount of other state funds (do not include LCFF funds) the LEA estimates it will receive.
- *All Local Funds:* This amount is the total amount of local funds and entitlements the LEA estimates it will receive.
- *All Federal Funds:* This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

The total of the Projected General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01, Column F, row A.5 (Total Revenues).

- *Brief description for General Fund Expenditures:* Briefly describe any of the General Fund Budget Expenditures for the current school year that are not included in the Local Control and Accountability Plan. The LEA's response for this prompt is limited to 450 characters.

#### Total Budgeted Expenditures for the 2022–23 School Year

- *Total Budgeted General Fund Expenditures:* This amount is the LEA's total budgeted General Fund expenditures for the coming school year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the California School Accounting Manual (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- *Total Budgeted Expenditures in the LCAP:* This is the total amount of budgeted expenditures for the planned actions to meet the goals included in the LCAP for the coming school year.
- *Total Budgeted Expenditures for High Needs Students in the LCAP:* This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to EC Section 42238.07.
- *Expenditures Not in the LCAP:* This amount is automatically calculated.
- *Brief description for High Needs Students:* If the amount in “Total Budgeted Expenditures for High Needs Students in the LCAP” is less than the amount in “LCFF Supplemental & Concentration Grants”, a prompt will appear and the LEA must provide a brief description of the additional actions it is taking to meet its requirement to increase or improve services for high needs students.  
*Note:* If no prompt appears, the LEA is not required to supply a description.

### **Expenditures for High Needs Students in the 2021–22 School Year**

- *Total Budgeted Expenditures for High Needs Students in the LCAP:* This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to EC Section 42238.07 for the current school year.
- *Actual Expenditures for High Needs Students in the LCAP:* This is the total of the estimated actual expenditures of LCFF funds to implement the actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to EC Section 42238.07, as reflected in the Annual Update for the current LCAP year.
- *Brief description for actual expenditures for high needs students:* If the amount in “Total Budgeted Expenditures for High Needs Students in the LCAP” for the 2021–22 school year is greater than the amount in “Actual Expenditures for High Needs Students in LCAP”, a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to EC Section 42238.07.  
*Note:* If no prompt appears, the LEA is not required to supply a description.

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

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

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

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP)

Escondido Charter High School (ECHS) received the Expanded Learning Opportunities Grant (\$343,835) and Educator Effectiveness Block Grant (\$153,645) funding through the Budget Act of 2021. Formulation of actions and plans for these grants were shaped through the lens of the school’s 2021-22 LCAP goals and are aligned to help expand upon the actions designed to achieve these goals. As outlined in the 2021-22 LCAP (<https://www.amhcs.org/about/lcap/>), the school hosted monthly Zoom question and answer sessions, affording opportunities for parents and educational partners to provide feedback and ask questions. Additionally, surveys were administered in English and Spanish with the goal of further engagement. Following the adoption of the 2021-22 LCAP, the school continues to solicit feedback from parents, administration, and staff via regularly scheduled meetings of the Parent Volunteer Organization, Board, staff, departmental, and leadership team meetings. Site leaders hold informal coffee chats to learn more about issues facing the school’s families. These conversations significantly shaped the formulation of the school’s Expanded Learning Opportunity Grant Plan (<https://bit.ly/ECHSELOG>). Additional surveys to benchmark the school’s performance regarding the LCAP goals are scheduled for administration this spring.

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

N/A, ECHS did not receive concentration grant add-on funding.

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

Escondido Charter High School does not accept federal funds.

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

Escondido Charter High School does not accept federal funds.

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

ECHS considers the LCAP to be the comprehensive planning document for identifying the school's priorities and actions. Additional funding provided the most significant contribution in terms of LCAP Goal 2 and LCAP Goal 3 (<https://www.amhcs.org/about/lcap/>). Specifically, these funds allowed ECHS to:

- Staff additional, optional Saturday School learning opportunities for students.
- Expand the school's before and after-school tutorial support for students.
- Provide staffing for Summer School (2021).

- Improve Student Services academic support
- Purchase Illuminate DnA subscription to provide improved tracking of student performance.
- Fund the purchase of Edmentum curriculum, facilitating access to CTE and required courses for credit deficient students.
- Support student access to Free and Reduced-Price Lunch program.
- Fund the creation of materials and the staffing of a social-emotional support program (i.e., character, values, etc.)
- Hire additional substitute teachers to staff the classroom during the COVID-19 pandemic.

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

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

### **Introduction**

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

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

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

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

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

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

## Instructions

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

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

*Prompt 1:* “A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in

the 2021–22 Local Control and Accountability Plan (LCAP).”

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

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

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

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

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

providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

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

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

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

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

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

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and

Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

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

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

# 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 2022-23

### General Information

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

Escondido Charter High School (ECHS), entering its 27th year in 2022-23, is located in north San Diego County, in the city of Escondido, with an average enrollment of 929 students. It serves students through two distinct learning options: The Traditional Classroom option and the Flex option, which comprises a range of student schedules from once a week one-to-one instruction to flexible on-campus classroom instruction that can reach full time. 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 48.7 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 was one of the few high schools to administer the CAASPP exam in the 2020-21 school year. Overall, student performance was positive with more students reaching proficiency in science and all students maintaining the same level of proficiency in ELA. In addition, ECHS maintained a graduation rate of 90.3%, with nearly two-thirds of students completing the a-g requirements for admissions to the UC

or CSU systems, and 30% of students completing one semester of college credit courses.

At the start of the 2021-22 school year, Escondido Charter High School returned to its pre-pandemic schedule, providing full-time on-campus instruction for students in the Traditional Classroom option, and individualized scheduling for students in the Flex option at pre-pandemic levels. While masks were required at the beginning of the school year, ECHS made them optional as soon as it was allowed by health officials. Students were glad to return to their regular schedules and were more enthusiastic and positive in class as observed by the teachers.

ECHS sought to help students get back on track, academically and socially, through a number of initiatives. The school returned to its focus on character building as a way to help students increase their feelings of self-worth and social integration. Teachers implemented newly acquired skills in social-emotional learning to help students ease back into a normal and healthy social environment at school. ECHS also sought to accelerate student progress to help close the learning gaps that developed during the pandemic using Smarter Balanced Interim Assessments and Illuminate's DnA software to identify learning gaps and prescribe individualized lessons that would help students to close those gaps.

The return to on-campus in-person instruction made it possible to more accurately assess the academic status of each student and keep them moving forward. In the online environment, it was difficult to gauge real progress, but in the classroom, teachers were able to interact with each student and give them the attention they needed to keep on track.

In contrast with the 2020-21 school year, ECHS was able to host students on campus full-time for both classes and extracurricular activities, including athletics and robotics. The school also held an in-person graduation ceremony at the end of the 2021-22 school year. 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.

## **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.

In the 2020-21 school year, ECHS operated under a hybrid learning model with half of the student population on campus for in-person instruction on Tuesdays and Thursdays, and the other half on campus Wednesdays and Fridays. On their days at home, students were provided with lessons and assignments through remote online learning. All students had access to computers and the Internet. On Mondays, teachers met with students, individually or in small groups, to provide extra help for those who were struggling in the remote learning environment. The in-person instruction on campus helped to mitigate learning loss in many subjects, but was not sufficient to overcome the difficulties students were experiencing with online math instruction.

Math results from the 2020-21 CAASPP exam show that All Students were 28.1 points below standard - a drop of 23 points. Economically Disadvantaged students were 40.7 points below standard - a drop of 14.7 points. ECHS had fewer than ten English Learner (EL) students, so no performance scores were reported.

The math team is addressing this issue with additional assessments in Illuminate DnA, along with the reintroduction of the CAASPP interim

exams, to identify gaps in student learning in math. Once gaps are identified, the school is providing additional assistance through after-school tutorials and Saturday school. With all students back to a regular full-time on-campus schedule, the school expects to see significant gains in math scores in the 2021-22 CAASPP.

ECHS will continue to improve College and Career Readiness through a number of initiatives, despite the current lack of dashboard indicators. All Flex students have access to a-g college prep courses and are being encouraged to take them whenever possible. ECHS is also taking a more assertive stance in capturing credits that students have earned through attendance at local community colleges. In many cases, these courses helped students to meet the a-g requirements. Progress is being made in providing students with Career Technical Education (CTE) courses, and several online CTE courses have been added to the schedule. ECHS is working toward creating four full CTE Pathways, but has not yet reached that goal.

## 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 CSI

### **Support for Identified Schools**

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

N/A

### **Monitoring and Evaluating Effectiveness**

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

N/A

# Engaging Educational Partners

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

Escondido Charter High School uses a number of strategies to engage its educational partners. The school has an ongoing dialogue with the families of Economically Disadvantaged and EL students. Their feedback is used to identify strategies that will best help their students to improve academically.

ECHS works hand-in-hand with the Parent Volunteer Organization (PVO) to assess needs that can be addressed through volunteer work and donations. The PVO actively recruits parents to help with their projects.

During the pandemic, parents were encouraged to access Board meetings via Zoom. Now that the school has returned to normalcy, Board meetings will, once again, be held in person, and parents are invited to attend and provide feedback.

In April, ECHS sent out surveys to parents and students, seeking their input on a range of subjects. Their responses were used to evaluate current practices and identify potential areas for improvement.

Recently, the ECHS administration reached out to engage parents in an informal setting to discuss topics of importance to them and for parents to hear the latest updates from the school.

Teachers regularly communicate with students and parents informally in person, on the phone, or via email.

At monthly staff meetings, all staff members receive updates on strategies and initiatives being developed or improved by the school. Staff members are encouraged to provide feedback and have opportunities to speak with administrators who have an “open door” policy.

On a weekly basis, the Leadership Team meets to discuss implementation of the strategic plan, present departmental updates, and work through concerns and challenges.

The Board will hold a public hearing on May 25, 2022 to present the 2021-22 LCAP update to the public and seek input. Any input received will be incorporated into this report.

A summary of the feedback provided by specific educational partners.

ECHS received feedback from several of its educational partners:

The Leadership Team expressed concerns over lost time in the classroom leading to learning gaps. A survey of parents also raised these concerns.

Principals on each campus raised concerns over the ability to fully staff their schools due to quarantines required by COVID-19 regulations. Communication with families during the pandemic was generally good, however, a survey of parents at ECHS showed that some were concerned that not all teachers were using the email homework feature effectively, and that some teachers were changing assignment due

dates with short notice.

Parents expressed 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.

Parents expressed an interest in seeing more CTE or trade school options for their students. They also wanted to see more ways to connect non-college bound students with career opportunities. Some parents asked about a potential internship program at the San Diego Zoo Safari Park.

Some parents expressed the desire to have additional social and emotional support, or to have the efforts extend into the near future.

Parents expressed a general concern for student safety, given the current trends of violence across the U.S.

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

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.

The Personnel Department developed an inventory of available substitute teachers, and administrators were used as substitute teachers when there were no other options. This problem is not addressed as a goal in the LCAP since it was pandemic related and will not be a problem now that restrictions have eased.

The Leadership Team placed a renewed emphasis on the need to be accurate and consistent with email homework and reminded teachers that any changes in due dates needed to be sent out early.

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. In addition, Student Services personnel offered several CTE presentations with outside guest speakers and will hold an annual Career Technical Education (CTE) seminar in future years, which will include tutorials, a career inventory, and guidance to help students prepare for a skilled career.

Concerns regarding the social and emotional wellbeing of students informed the actions developed under Goal 4. The school added 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.

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.

# Goals and Actions

## Goal

Goal #	Description
Goal 1	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. State Priorities 1, 6, and 7

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
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)	Suspensions: 4 (0.4%)* Expulsions: 1 (0.1%)* *Subgroup data suppressed to protect student privacy. Note: Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard	[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.	Facilities maintenance and repairs schedule developed and implementation under way.	[Intentionally Blank]	[Intentionally Blank]	All school facilities will be maintained and repairs performed as directed in the comprehensive facilities maintenance and repairs schedule.
Number of Teacher Mis-assignments	2 mis-assigned teachers	All teachers assigned appropriately	[Intentionally Blank]	[Intentionally Blank]	All teachers assigned appropriately.

## Actions

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.	\$4,291.00	No
Action #2	Professional Development	The school will partner with High Tech High's induction program to help teachers clear credentials.	\$2,700.00	No

Action #	Title	Description	Total Funds Contributing	
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.	\$37,000.00	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.	\$232,897.00	Yes
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.	\$42,269.00	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.	\$52,635.00	Yes

Action #	Title	Description	Total Funds Contributing	
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.	\$271,344.00	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.	\$68,316.00	No
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.	\$220,934.00	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.

There were no substantive differences.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Estimated actual expenses exceeded budgeted amounts by \$162,025, mostly due to an increase in salaries.

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

Effectiveness of:

Action 1 - Teacher mis-assignments were reduced, and those who were mis-assigned were asked to secure the appropriate credential for the classes they taught.

Action 2 - The school partnered with High Tech High's induction program to help teachers clear credentials. Four teachers participated in the program, and three teachers received a clear credential.

Action 3 - The school purchased resources necessary to ensure that all students had access to standards-aligned instructional and supplemental materials and resources. This included textbooks, lab equipment and supplies, online courseware (Amplify, Springboard, etc.), Chromebooks, and other standards-aligned instructional and supplemental materials and resources as needed.

Action 4 - The school offered 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. These courses provided additional CTE curriculum, which was requested in the parent survey.

Action 5 - School personnel ensured that all students had access to, and were enrolled in, a broad course of study. ECHS also added several online CTE courses.

Action 6 - The school maintained good order on campus through the fair and consistent application of student discipline (suspensions/expulsions) and character development in classrooms that were limited in size to reduce classroom management challenges. Suspensions and expulsions remained low in 2021-22, even with a return to full time on-campus instruction..

Action 7 - The school provided a variety of activities that were intended to 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 participated in CIF sports to facilitate a culture of competitive greatness through the building blocks which include hard work, positive attitude, teamwork, loyalty, and commitment. Following the pandemic, students still had a feeling of isolation, and their social and emotional well-being was damaged. These activities helped to ease them back into a normal social life and were very popular.

Action 8 - The security measures implemented by the school were successful. There were no incidents of violence on campus and no breach of the campus perimeter by malicious intruders.

Action 9 - All facilities were cleaned in accordance with the school's cleaning protocols and maintained in accordance with the school's comprehensive facilities maintenance and repairs schedule. In addition, the school implemented COVID-19 cleaning protocols that maintained a healthy environment on campus.

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

No changes will be made to the planned goal, metrics, desired outcomes, or actions for the coming year.

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

## Goal

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
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<p>Grade 11 Progress Indicator in CAASPP ELA</p>	<p>All: Green (63.4 pts above standard)  Economically Disadvantaged: Blue (42.7 pts above standard)  English Learners: No Color (23.6 pts below standard)</p>	<p>All: 60.1 pts above standard  Economically Disadvantaged: 51.4 pts above standard  English Learners: Data unavailable per privacy rules* *In order to protect student privacy, the CDE doesn't release data on test results where 10 or fewer students tested.  Note: Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>All: Blue (70 pts above standard)  Economically Disadvantaged: Blue (50 pts above standard)  English Learners: No Color (10 pts or less below standard)</p>
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<p>Grade 11 Progress Indicator in CAASPP Math</p>	<p>All: Green (5.1 pts below standard)  Economically Disadvantaged: Green (26 pts below standard)  English Learners: No Color (88.1 pts below standard)</p>	<p>All: 28.1 pts below standard  Economically Disadvantaged: 40.7 pts below standard  English Learners: Data unavailable per privacy rules* *In order to protect student privacy, the CDE doesn't release data on test results where 10 or fewer students tested.  Note: Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>All: Green (15 pts above standard)  Economically Disadvantaged: Blue (At standard)  English Learners: No Color (15 pts or less below standard)</p>
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Grade 12 Scores on CAST	All: 47% Economically Disadvantaged: 36% English Learners: Data unavailable per privacy rules	All: 53.6% Economically Disadvantaged: 40.3% English Learners: Data unavailable per privacy rules* *In order to protect student privacy, the CDE doesn't release data on test results where 10 or fewer students tested. Note: Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.	[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	Note: Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.	[Intentionally Blank]	[Intentionally Blank]	English Learners: Maintain "High" progress level

# Actions

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.	\$76,654.00	No
Action #2	Course Improvement	The school will track standardized test performance, and use the data to inform decisions on course improvement.	\$255,811.00	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.	\$377,530.00	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.	\$284,134.00	Yes
Action #5	Supplemental Instruction	The school will provide summer school for students who are struggling or have fallen behind their cohort.	\$34,000.00	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.	\$78,720.00	Yes

# Goal Analysis 2021-22

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

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

There were no substantive differences.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Estimated actual expenditures exceeded budgeted expenditures by \$627,396. The school spent less than expected on summer school due to the difficulty in staffing due to the pandemic. Most of the increase in estimated actual expenditures over budgeted expenditures was due to an increase in salaries.

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

Effectiveness of:

Action 1 - The school has updated ELA, Math, and Science coursework to ensure that it is aligned with state academic content and performance standards. Teachers received professional development to assist in this effort. Science and CTE teachers attended Project Lead the Way training, and all teachers attended some form of in-house student writing training.

Action 2 - The school tracked standardized test performance using the Smarter Balanced Interim Assessments and Illuminate DnA software, and used the data to inform decisions on course improvement.

Action 3 - The school used 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) were given priority. The effectiveness of this action will not be known until the CAASPP results are released in August or September.

Action 4 - The school used 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 were given priority. The school held over 50 academic meetings between parents, students, and school staff and over 100 students were placed on an academic watch list that was updated every six weeks.

Action 5 - The school provided summer school for students who were struggling or had fallen behind their cohort.

Action 6 - EL learners received additional support and resources including specialized curriculum and dedicated instructional aides to help them become English proficient as quickly as possible. The effectiveness of this action will not be known until the CAASPP results are released in August or September.

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

No changes will be made to the planned goal, metrics, desired outcomes, or actions for the coming year.

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

## Goal

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
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College/Career Indicator	All: Orange (46.4%) Economically Disadvantaged: Green (36.9%)	Note: Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.	[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%	61.4 % (53.9% economically disadvantaged) of the graduating cohort completed a-g courses necessary to meet UC or CSU criteria Note: Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.	[Intentionally Blank]	[Intentionally Blank]	All: 70% Economically Disadvantaged: 55%

Graduation Rate Indicator	All: Green (91.7%) Economically Disadvantaged: Green (89%)	All: 90.3% Economically Disadvantaged: 86.7% Note: Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.	[Intentionally Blank]	[Intentionally Blank]	All: Green (98%) Economically Disadvantaged: Green (95%)
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## 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.	\$85,807.00	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.	\$21,135.00	No
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.	\$16,067.00	Yes

Action #	Title	Description	Total Funds Contributing	
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.	\$10,567.00	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.	\$12,215.00	No
Action #6	Graduation Tracking by Cohort	The school will track student progress toward graduation and encourage students to graduate with their cohort.	\$129,074.00	Yes
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.	\$39,344.00	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.

Student Services personnel did not hold a Career Technical Education (CTE) seminar, but offered several CTE presentations by a number of outside groups. ECHS plans to get back on track with an in-person CTE seminar next year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Estimated actual expenditures exceeded budgeted expenditures by \$45,903, mostly due to an increase in salaries.

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

Effectiveness of:

Action 1 - The school continued to expand available course content in Flex 1:1 to increase college readiness, including the development of additional UC a-g coursework. This has improved the a-g completion rate. ECHS has increased online CTE offerings, and more students have taken CTE courses.

Action 2 - Student Services personnel held grade-specific presentations to help educate students and parents on important items related to graduation and preparation for college.

Action 3 - Student Services personnel offered several Career Technical Education (CTE) presentations by a number of outside groups, but did not hold a CTE seminar.. The plan is to return to the annual seminar next year, which will include tutorials, a career inventory, and guidance to help students prepare for a skilled career.

Action 4 - Student Services personnel held their annual college workshop, which included tutorials and guidance to help students with the college application process and scholarship opportunities. Many students attended and received assistance.

Action 5 - College visits were placed on hold due to the pandemic, but representatives from Palomar Community College met individually with students on the ECHS campus.

Action 6 - The school tracked student progress toward graduation and encouraged students to graduate with their cohort. The task was made more difficult and required more time due to pandemic conditions, but the school maintained its graduation rate, despite the challenging conditions.

Action 7 - The school increased dual enrollment opportunities for students. Over one-third of ECHS students took at least one class for dual college/high school credit.

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

No changes will be made to the planned goal, metrics, desired outcomes, or actions for the coming year.

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

## Goal

Goal #	Description
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)	4.75/5.0 (2021-22 school year)	[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)	4.61/5.0 (2021-22 school year)	[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.	SEL strategies implemented continuing development of final framework	[Intentionally Blank]	[Intentionally Blank]	Full implementation of the ECHS SEL framework and 100% adherence to the emotional learning strategies framework protocols
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## 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.	\$16,961.00	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.	\$8,378.00	No

Action #	Title	Description	Total Funds Contributing	
Action #3	Sharing Concerns	The school invites parents to share any concerns they have regarding their student.	\$90,011.00	No
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.	\$17,577.00	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.	\$95,257.00	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.	\$151,410.00	Yes
Action #7	Social and Emotional Learning Strategies	The school will develop and implement a comprehensive social and emotional learning strategies framework.	\$19,053.00	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.

The school was not able to develop and implement a comprehensive social and emotional learning strategies framework. However, ECHS teachers worked on several strategies to assist with social and emotional learning and reported their activities to the leadership team.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Estimated actual expenditures exceeded budgeted expenditures by \$141,515, mostly due to an increase in salaries.

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

Effectiveness of:

Action 1 - The school invited parents to participate in the Parent Volunteer Organization and to attend board meetings and school activities. The parents who got more involved felt a closer tie to the school and their student's teachers.

Action 2 - The school used 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. Many parents expressed their gratitude for the different ways in which the school communicated the latest updates on COVID-19 policies, learning strategies, and their student's progress.

Action 3 - The school invited parents to share any concerns they had regarding their student. Many parents expressed concerns about COVID-19 and sought reassurance that the school was doing what it needed to do to keep their students safe. Several parents were concerned about the potential learning losses that were going to be caused by the pandemic. They understood that the school was doing what it could to mitigate those losses and kept them informed on all opportunities for their students to come on campus and receive additional help.

Action 4 - The school surveyed parents and students to determine the effectiveness of the educational strategies the school employed and received feedback on school climate.

Action 5 - ECHS was able to bring a sports program back on its own campus, but, due to the pandemic, plans to build the community outreach portion of the plan were put on hold.

Action 6 - School personnel performed social and emotional wellbeing checks throughout the year to identify and assist students who were experiencing social and emotional challenges.

Action 7 - ECHS teachers worked on several strategies to assist with social and emotional learning and reported their activities to the leadership team. The school has not yet developed and implemented a comprehensive social and emotional learning strategies framework.

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

No changes will be made to the planned goal, metrics, desired outcomes, or actions for the coming year.

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

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

Projected LCFF Base Grant	Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$9,511,873.00	\$863,107.00	\$0.00

### Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.07%	0%	\$0.00	9.07%

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.**

## Required Descriptions

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

### Goal 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.

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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.

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

N/A

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:54.6	
Staff-to-student ratio of certificated staff providing direct services to students	1:16.7	





## 2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals	\$1,793,588.00	\$958,503.00	\$0.00	\$0.00	\$2,752,091.00	\$2,508,494.00	\$243,597.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Teacher Assignment	All students	\$4,291.00	\$0.00	\$0.00	\$0.00	\$4,291.00
1	2	Professional Development	All students	\$1,000.00	\$1,700.00	\$0.00	\$0.00	\$2,700.00
1	3	Instructional Resources	All Students	\$0.00	\$37,000.00	\$0.00	\$0.00	\$37,000.00
1	4	Enrichment		\$0.00	\$232,897.00	\$0.00	\$0.00	\$232,897.00
1	5	Broad Course of Study	All Students	\$0.00	\$42,269.00	\$0.00	\$0.00	\$42,269.00
1	6	Good Order and Discipline		\$0.00	\$52,635.00	\$0.00	\$0.00	\$52,635.00
1	7	Student Engagement		\$63,344.00	\$208,000.00	\$0.00	\$0.00	\$271,344.00
1	8	Campus Security and Safety	All Students	\$48,295.00	\$20,021.00	\$0.00	\$0.00	\$68,316.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	9	Campus Cleaning and Maintenance	All Students	\$146,656.00	\$74,278.00	\$0.00	\$0.00	\$220,934.00
2	1	Standards Alignment	All students	\$76,654.00	\$0.00	\$0.00	\$0.00	\$76,654.00
2	2	Course Improvement		\$255,811.00	\$0.00	\$0.00	\$0.00	\$255,811.00
2	3	Additional Instruction & Data Informed Prescriptive Work to Prepare for Standardized Testing		\$356,395.00	\$21,135.00	\$0.00	\$0.00	\$377,530.00
2	4	Additional Instruction & Data Informed Prescriptive Work for Courses Not Included in Standardized Testing		\$262,999.00	\$21,135.00	\$0.00	\$0.00	\$284,134.00
2	5	Supplemental Instruction		\$0.00	\$34,000.00	\$0.00	\$0.00	\$34,000.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	6	English Language (EL) Learner Designated Supports		\$74,278.00	\$4,442.00	\$0.00	\$0.00	\$78,720.00
3	1	Expansion of Course Offerings		\$30,054.00	\$55,753.00	\$0.00	\$0.00	\$85,807.00
3	2	College Preparation	All students	\$0.00	\$21,135.00	\$0.00	\$0.00	\$21,135.00
3	3	Career Preparation		\$0.00	\$16,067.00	\$0.00	\$0.00	\$16,067.00
3	4	College Application	All Students	\$0.00	\$10,567.00	\$0.00	\$0.00	\$10,567.00
3	5	College Visits and Tours	All Students	\$1,648.00	\$10,567.00	\$0.00	\$0.00	\$12,215.00
3	6	Graduation Tracking by Cohort		\$86,805.00	\$42,269.00	\$0.00	\$0.00	\$129,074.00
3	7	Dual Enrollment and Articulation		\$28,777.00	\$10,567.00	\$0.00	\$0.00	\$39,344.00
4	1	Parental Involvement	All students	\$16,961.00	\$0.00	\$0.00	\$0.00	\$16,961.00
4	2	Communication	All students	\$7,078.00	\$1,300.00	\$0.00	\$0.00	\$8,378.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	3	Sharing Concerns	All Students	\$90,011.00	\$0.00	\$0.00	\$0.00	\$90,011.00
4	4	Parent and Student Surveys	All Students	\$17,577.00	\$0.00	\$0.00	\$0.00	\$17,577.00
4	5	Relationship and Character Building		\$76,775.00	\$18,482.00	\$0.00	\$0.00	\$95,257.00
4	6	Social and Emotional Wellbeing		\$140,120.00	\$11,290.00	\$0.00	\$0.00	\$151,410.00
4	7	Social and Emotional Learning Strategies		\$8,059.00	\$10,994.00	\$0.00	\$0.00	\$19,053.00

## 2022-23 Contributing Actions Tables

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover - Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1 plus 5)
\$9,511,873.00	\$863,107.00	9.07%	0.00%	9.07%	\$1,383,417.00	0.00%	14.54%

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$1,383,417.00	\$2,123,083.00
<b>LEA-wide Total:</b>	\$1,163,503.00	\$1,774,071.00
<b>Limited Total:</b>	\$219,914.00	\$349,012.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	4	Enrichment	Yes	LEA-wide	Economically Disadvantaged Students.	Escondido Charter High School	\$0.00	0%

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	6	Good Order and Discipline	Yes	LEA-wide	Economically Disadvantaged Students	Escondido Charter High School	\$0.00	0%
1	7	Student Engagement	Yes	LEA-wide	Economically Disadvantaged Students	Escondido Charter High School	\$63,344.00	0%
2	2	Course Improvement	Yes	LEA-wide	Economically Disadvantaged Students.	Escondido Charter High School	\$255,811.00	0%
2	3	Additional Instruction & Data Informed Prescriptive Work to Prepare for Standardized Testing	Yes	LEA-wide	Economically Disadvantaged Students	Escondido Charter High School	\$356,395.00	0%

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	4	Additional Instruction & Data Informed Prescriptive Work for Courses Not Included in Standardized Testing	Yes	LEA-wide	Economically Disadvantaged Students.	Escondido Charter High School	\$262,999.00	0%
2	5	Supplemental Instruction	Yes	LEA-wide	Economically Disadvantaged Students	Escondido Charter High School	\$0.00	0%
2	6	English Language (EL) Learner Designated Supports	Yes	Limited	English Language Learners	Escondido Charter High School	\$74,278.00	0%
3	1	Expansion of Course Offerings	Yes	Limited	Economically Disadvantaged Students	Escondido Charter High School	\$30,054.00	0%
3	3	Career Preparation	Yes	Limited	Economically Disadvantaged Students	Escondido Charter High School	\$0.00	0%

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	6	Graduation Tracking by Cohort	Yes	Limited	Economically Disadvantaged Students	Escondido Charter High School	\$86,805.00	0%
3	7	Dual Enrollment and Articulation	Yes	Limited	Economically Disadvantaged Students	Escondido Charter High School	\$28,777.00	0%
4	5	Relationship and Character Building	Yes	LEA-wide	Economically Disadvantaged Students	Escondido Charter High School	\$76,775.00	0%
4	6	Social and Emotional Wellbeing	Yes	LEA-wide	Economically Disadvantaged Students	Escondido Charter High School	\$140,120.00	0%
4	7	Social and Emotional Learning Strategies	Yes	LEA-wide	Economically Disadvantaged Students	Escondido Charter High School	\$8,059.00	0%

# 2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals	\$2,626,269.00	\$3,603,110.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Teacher Assignment	No	\$6,838.00	\$8,074.00
1	2	Professional Development	No	\$2,000.00	\$3,700.00
1	3	Instructional Resources	No	\$34,314.00	\$42,098.00
1	4	Enrichment	Yes	\$210,235.00	\$212,862.00
1	5	Broad Course of Study	No	\$38,136.00	\$44,373.00
1	6	Good Order and Discipline	Yes	\$59,952.00	\$63,115.00
1	7	Student Engagement	Yes	\$212,522.00	\$289,925.00
1	8	Campus Security and Safety	No	\$53,291.00	\$80,989.00
1	9	Campus Cleaning and Maintenance	No	\$271,240.00	\$305,417.00
2	1	Standards Alignment	No	\$75,039.00	\$148,826.00
2	2	Course Improvement	Yes	\$227,599.00	\$406,523.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	3	Additional Instruction & Data Informed Prescriptive Work to Prepare for Standardized Testing	Yes	\$291,658.00	\$543,327.00
2	4	Additional Instruction & Data Informed Prescriptive Work for Courses Not Included in Standardized Testing	Yes	\$218,288.00	\$406,452.00
2	5	Supplemental Instruction	Yes	\$75,000.00	\$20,328.00
2	6	English Language (EL) Learner Designated Supports	Yes	\$127,390.00	\$116,915.00
3	1	Expansion of Course Offerings	Yes	\$87,024.00	\$92,101.00
3	2	College Preparation	No	\$19,068.00	\$22,187.00
3	3	Career Preparation	Yes	\$15,534.00	\$16,593.00
3	4	College Application	No	\$9,534.00	\$11,093.00
3	5	College Visits and Tours	No	\$12,849.00	\$14,574.00
3	6	Graduation Tracking by Cohort	Yes	\$142,528.00	\$172,728.00

<b>Last Year's Goal #</b>	<b>Last Year's Action #</b>	<b>Action Title</b>	<b>Contributed to Increased or Improved Services?</b>	<b>Last Year's Total Planned Expenditures (Total Funds)</b>	<b>Estimated Actual Expenditures (Input Total Funds)</b>
3	7	Dual Enrollment and Articulation	Yes	\$37,973.00	\$41,137.00
4	1	Parental Involvement	No	\$19,304.00	\$20,643.00
4	2	Communication	No	\$9,498.00	\$8,814.00
4	3	Sharing Concerns	No	\$92,797.00	\$131,588.00
4	4	Parent and Student Surveys	No	\$19,938.00	\$21,804.00
4	5	Relationship and Character Building	Yes	\$99,952.00	\$126,558.00
4	6	Social and Emotional Wellbeing	Yes	\$131,282.00	\$209,158.00
4	7	Social and Emotional Learning Strategies	Yes	\$25,486.00	\$21,208.00

## 2021-22 Contributing Actions Annual Update Table

Totals	6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 4 from 7)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
Totals	\$761,812.00	\$1,962,423.00	\$2,738,930.00	\$-776,507.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Enrichment	Yes	\$0.00	\$212,862.00	0.00%	0.00%
1	2	Good Order and Discipline	Yes	\$0.00	\$63,115.00	0.00%	0.00%
1	3	Student Engagement	Yes	\$84,963.00	\$289,925.00	0.00%	0.00%
2	1	Course Improvement	Yes	\$187,599.00	\$406,523.00	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2	Additional Instruction & Data Informed Prescriptive Work to Prepare for Standardized Testing	Yes	\$9,534.00	\$543,327.00	0.00%	0.00%
2	3	Additional Instruction & Data Informed Prescriptive Work for Courses Not Included in Standardized Testing	Yes	\$9,534.00	\$406,452.00	0.00%	0.00%
2	4	Supplemental Instruction	Yes	\$0.00	\$20,328.00	0.00%	0.00%
2	5	English Language (EL) Learner Designated Supports	Yes	\$0.00	\$116,915.00	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures for Contributing Actions(LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
3	1	Expansion of Course Offerings	Yes	\$30,179.00	\$92,101.00	0.00%	0.00%
3	2	Career Preparation	Yes	\$4,767.00	\$16,593.00	0.00%	0.00%
3	3	Graduation Tracking by Cohort	Yes	\$113,373.00	\$172,728.00	0.00%	0.00%
3	4	Dual Enrollment and Articulation	Yes	\$18,454.00	\$41,137.00	0.00%	0.00%
4	1	Relationship and Character Building	Yes	\$15,000.00	\$126,558.00	0.00%	0.00%
4	2	Social and Emotional Wellbeing	Yes	\$0.00	\$209,158.00	0.00%	0.00%
4	3	Social and Emotional Learning Strategies	Yes	\$4,000.00	\$21,208.00	0.00%	0.00%

## 2021-22 LCFF Carryover Table

Totals	9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover - Percentage (Input Percentage from Prior Year)	10. Total Percentage to Increase or Improve the Current School Year (6 divided by 9 plus Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
Totals	\$8,817,274.00	\$761,812.00	0.00%	8.64%	\$2,738,930.00	0.00%	31.06%	\$-1,976,832.83	22.42%

## Instructions

- Plan Summary
- Engaging Educational Partners
- 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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

- Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

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

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

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

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

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

## **Plan Summary**

### **Purpose**

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

### **Requirements and Instructions**

#### **General Information**

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

## **Reflections: Successes**

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

## **Reflections: Identified Need**

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

## **LCAP Highlights**

Identify and briefly summarize the key features of this year’s LCAP.

## **Comprehensive Support and Improvement**

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

**Schools Identified:**

Identify the schools within the LEA that have been identified for CSI.

**Support for Identified Schools:**

Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

**Monitoring and Evaluating Effectiveness:**

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Engaging Educational Partners

### Purpose

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

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

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

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

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

## **Requirements and Instructions**

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

**Local Control and Accountability Plan:**

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

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

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

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A

sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

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

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

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

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

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

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

## Goals and Actions

### Purpose

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

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or

strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

## Requirements and Instructions

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

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

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

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

### Focus Goal(s)

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

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

### **Broad Goal**

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

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

### **Maintenance of Progress Goal**

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

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

## **Required Goals**

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

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

- *Consistently low-performing student group(s) goal requirement:* An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- *Goal Description:* Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- *Explanation of why the LEA has developed this goal:* Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included

in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

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

## Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

### **Actions:**

Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with

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

**Actions for English Learners:**

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

**Actions for Foster Youth:**

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

**Goal Analysis:**

Enter the LCAP Year

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

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

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

### **Purpose**

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be

sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

## **Requirements and Instructions**

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

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

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

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

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

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

**Required Descriptions:**

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

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

**Principally Directed and Effective:**

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

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

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

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

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

- After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
- In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
- These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged

status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

### **COEs and Charter Schools:**

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

### **For School Districts Only:**

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

##### **Unduplicated Percentage > 55%:**

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

##### **Unduplicated Percentage < 55%:**

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

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

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

**For schools with 40% 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the

required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

## Data Entry Table

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

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

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

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

**Goal #:**

Enter the LCAP Goal number for the action.

**Action #:**

Enter the action’s number as indicated in the LCAP Goal.

**Action Title:**

Provide a title of the action.

**Student Group(s):**

Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.

**Contributing to Increased or Improved Services?:**

Type “Yes” if the action is included as contributing to meeting the increased or improved services; OR, type “No” if the action is not included as contributing to meeting the increased or improved services.

If “Yes” is entered into the Contributing column, then complete the following columns:

**Scope:**

The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

**Unduplicated Student Group(s)**

Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

**Location:**

Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades 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 based on information provided in the Total Personnel column and the Total Funds column.

**LCFF Funds:**

Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- *Note:* For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

**Other State Funds:**

Enter the total amount of Other State Funds utilized to implement this action, if any.

**Local Funds:**

Enter the total amount of Local Funds utilized to implement this action, if any.

**Federal Funds:**

Enter the total amount of Federal Funds utilized to implement this action, if any.

**Total Funds:**

Enter the total amount of Federal Funds utilized to implement this action, if any.

**Planned Percentage of Improved Services:**

For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

**Contributing Actions Table**

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- *9. Estimated Actual LCFF Base Grant:* Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- *10. Total Percentage to Increase or Improve Services for the Current School Year:* This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

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

### ***Contributing Actions Table***

#### 4. Total Planned Contributing Expenditures (LCFF Funds)

- This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

#### 5. Total Planned Percentage of Improved Services

- This percentage is the total of the Planned Percentage of Improved Services column

## Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

## Contributing Actions Annual Update Table

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

### 6. Estimated Actual LCFF Supplemental and Concentration Grants

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

### 4. Total Planned Contributing Expenditures (LCFF Funds)

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

### 7. Total Estimated Actual Expenditures for Contributing Actions

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

### Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

### 5. Total Planned Percentage of Improved Services (%)

- This amount is the total of the Planned Percentage of Improved Services column

## 8. Total Estimated Actual Percentage of Improved Services (%)

- This amount is the total of the Estimated Actual Percentage of Improved Services column

## Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

## LCFF Carryover Table

## 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

## 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

## 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

### 13. LCFF Carryover — Percentage (12 divided by 9)

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