

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sky Mountain Charter School

CDS Code: 36750510115089

School Year: 2021-22

LEA contact information:

Burke Wallace

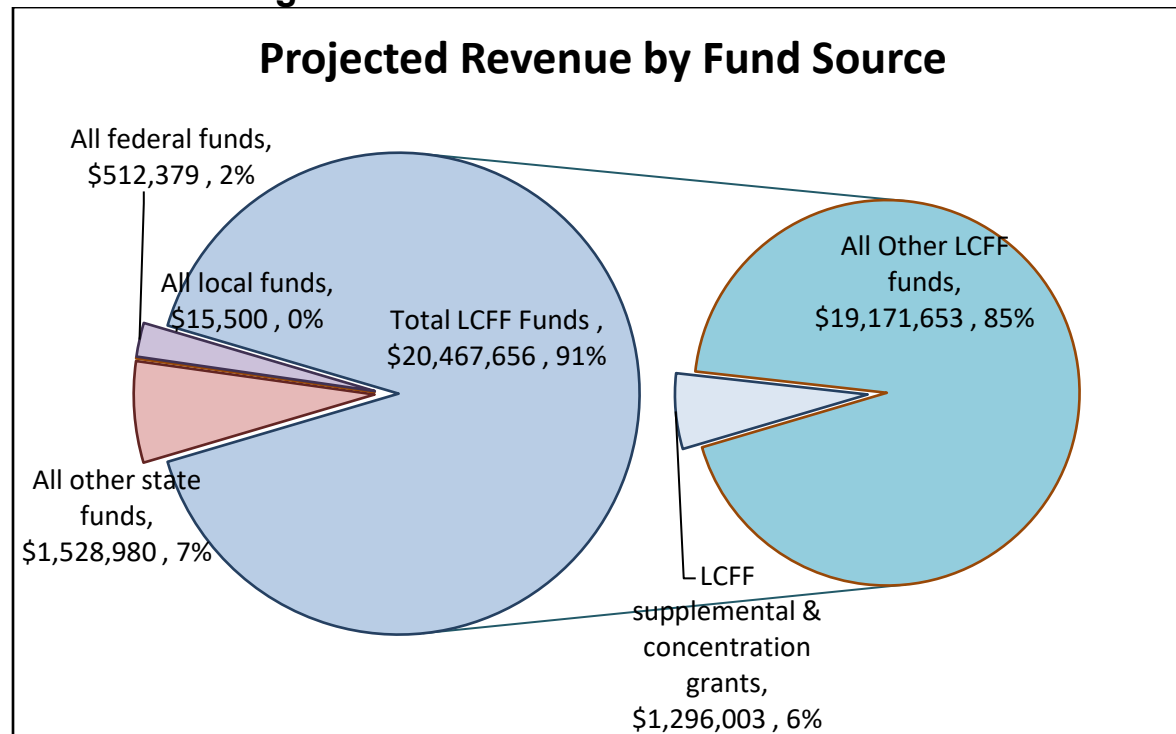
Executive Director of Academics

bwallace@ieminc.org

(800) 979-4436

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

Budget Overview for the 2021-22 School Year

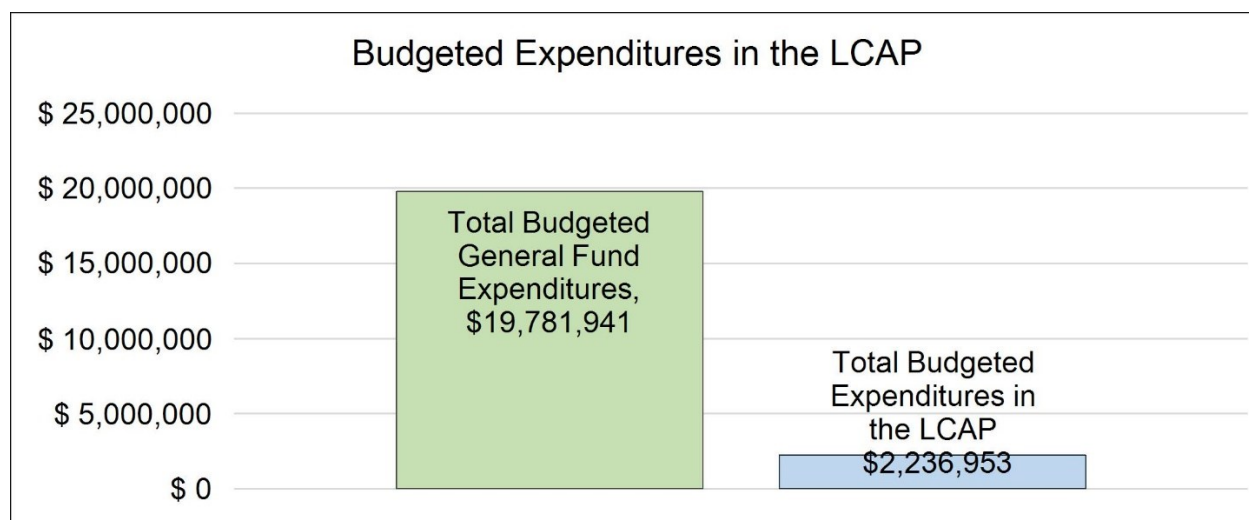


This chart shows the total general purpose revenue Sky Mountain Charter School expects to receive in the coming year from all sources.

The total revenue projected for Sky Mountain Charter School is \$22,524,515, of which \$20,467,656 is Local Control Funding Formula (LCFF), \$1,528,980 is other state funds, \$15,500 is local funds, and \$512,379 is federal funds. Of the \$20,467,656 in LCFF Funds, \$1,296,003 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

Sky Mountain Charter School plans to spend \$1,9781,941 for the 2021-22 school year. Of that amount, \$2,236,953 is tied to actions/services in the LCAP and \$17,544,988 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

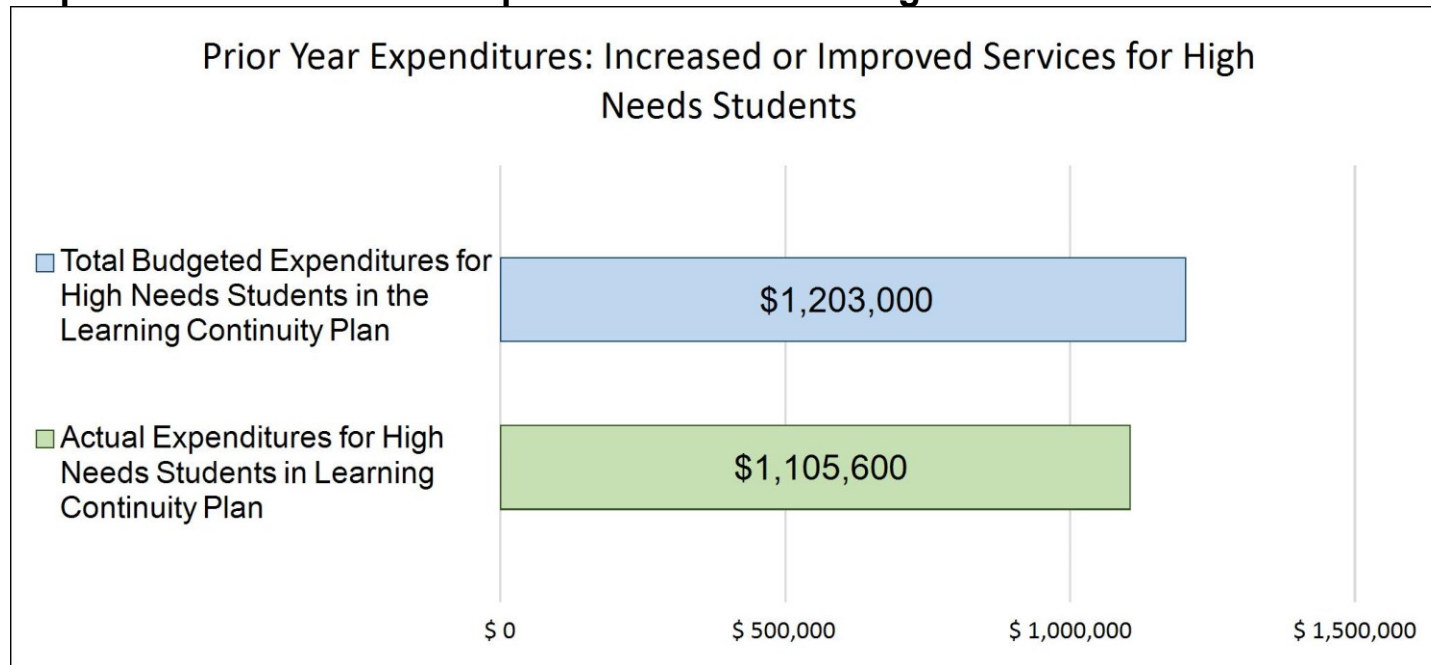
General expenditures not included in the LCAP are broad and include the base level of certificated teacher and certificated administrator staffing, business services, district oversight fees, information technology services, special education services, and a myriad of classified support staff. It is expected that over \$500 per student of the general fund will go to support the shortfall for special education services for a total contribution of over \$700,000 to special needs for students. Each certificated teacher has access to general fund funding to provide curriculum and instructional support to each student based on the academic needs of the student.

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

In 2021-22, Sky Mountain Charter School is projecting it will receive \$1,296,003 based on the enrollment of foster youth, English learner, and low-income students. Sky Mountain Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Sky Mountain Charter School plans to spend \$1,409,853 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Sky Mountain Charter School budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Sky Mountain Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Sky Mountain Charter School's Learning Continuity Plan budgeted \$1,203,000 for planned actions to increase or improve services for high needs students. Sky Mountain Charter School actually spent \$1,105,600 for actions to increase or improve services for high needs students in 2020-21.

During the 2020-21 school year, our school did not spend all the funds budgeted for the actions to increase or improve services for our high-needs students. The primary reason for this is our school values parent choice and we join with parents in the decision making process on what is best for their child. In many cases, our students are not required to participate in the programs offered through the LCP. Thus, some action steps had less spending than anticipated. This impacts our ability to increase/improve services for identified subgroups of students, however, it is done in consultation with the parent/guardian. Most of our spending related to identified subgroups relates to additional staffing to support their needs and we did spend on target in these areas. In addition, COVID-19 impacted our ability to offer "in-person" classes and services, so some programs moved to a virtual platform, and expenditures were less than anticipated. Finally, our fiscal year has not ended as we complete this document so these are estimated actual expenditures and are based on data available in mid-May 2021. Final expenditures may be higher than the estimate.

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

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

LEA Name	Contact Name and Title	Email and Phone
Sky Mountain Charter School	Burke Wallace Executive Director of Academics	bwallace@ieminc.org (800) 979-4436

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

Goal 1

Our stakeholders will be connected and engaged with their community.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1A) In-person events	1A) In a previous stakeholder survey, our families indicated a desire for more in-person family engagements. In the 2019-20

Expected	Actual
19-20 We will offer at least 25 in-person events in 2019-20. Baseline In the 2017-2018 school year, 19 in person events were held.	school year, we met this measurable outcome by offering 25+ in-person engagements such as family days, park days, etc prior to the start of the COVID 19 pandemic.
Metric/Indicator 1B) Attrition rates 19-20 We will decrease the attrition rate by 1%. Baseline The attrition rate for the 2016-17 school year was 37%.	1B) While tracking this metric, we discovered that attrition is a multifaceted issue, some of which is outside of our control. Many families try independent study only to determine it does not meet their child's needs. We support families in finding the appropriate school setting. A majority of our attrition is from students enrolled with us from 0-3 school years, and not long-term families.
Metric/Indicator 1C) New vendors 19-20 The number of new vendors will increase 5% in 2019-20. Baseline The number of approved vendors at the end of the 2017-2018 school year was 2800.	1C) This measurable outcome was met as the school increased the number of new vendors by more than 5%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1A. Provide access to in-person student engagement opportunities for families	Base \$910,000	Base \$905,739
1B. Build greater connections between home and school community using social media and virtual platforms.	Base \$60,000 LCFF Supplemental and Concentration \$42,000	Base \$52,734 LCFF Supplemental and Concentration \$42,000

Goal Analysis

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

During the 2019-20 school year, all of our planned Actions/Services were implemented and our school spent virtually all (98%) of the funds budgeted on these actions or services. The small variance is due to COVID-19 occurring in spring 2020 and resulting in all in-person services being canceled as we moved to a fully virtual program.

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

In 2019-20, under Goal 1, we had two action steps: 1A) Provide access to in-person student engagement opportunities for families (WASC Growth Goal 2) 1B) Build greater connections between home and school community using social media and virtual platforms.

Action Steps 1A and 1B were fully implemented in 2019-20 despite the COVID 19 pandemic that began in March 2020. We offered more than 25 student engagement opportunities prior to COVID such as field trips, family days, spelling bee, park days, as well as offering a virtual graduation ceremony for 8th & 12th grade students at no cost to the student. (WASC Growth Goal 2). We continue to fund the Educational Liaison position. The school Educational Liaison acts as the go-between the school and the parents & coordinates events such as group field trips, graduation ceremonies, and other community events. The school provided Zoom accounts for our teacher-led academic courses (ESi) and for our "Support Teachers" to conduct online lessons with students.

We met two of our three measurable outcomes for Goal 1. We offered more than 25 in-person events per academic year including field trips, family days, park days, and more. We also increased the number of new vendors (community partners) by 5% in 2019-20. We, unfortunately, did not decrease our attrition rate by 1%. While tracking this metric, we discovered that attrition is a multifaceted issue, some of which is outside of our control. Many families try independent study only to determine it does not meet their child's needs. We support families in finding the appropriate school setting. A majority of our attrition is from students enrolled with us from 0-3 school years, and not long-term families.

Goal 2

Our students will achieve academically through individualized learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 2A) Academic growth 19-20 50% of students who participated in intervention options will show an increase in grade level and/or tier level on their mid-year iReady assessments. Baseline In 2017-2018, in ELA, 64% of Sky Mountain tested at or above grade-level and in math, 54% of Sky Mountain students tested at or above grade-level in 2017-2018. In 2018-2019, we will be focusing on the academic growth of our intervention students.	2A) SMCS offered Intervention tutoring for students who are 2 or more grade levels below as indicated on their Fall i-Ready assessment. In the 2019-20 school year, we had 139 students participate in 6-10 hours of intervention tutoring, tracking the progress of students participating in our intervention tutoring program. After participating in the program in the fall semester, 63% of intervention tutoring participants showed an increase in tier and/or grade level on their mid-year i-Ready assessments.
Metric/Indicator 2B) Performance on CAASPP 19-20 We will increase the performance level (as measured by the CAASPP) in ELA and Math by 2 points over the previous year	2B) According to the data available on the 2019 California Dashboard, "all student" performance in ELA was maintained with -0.3 points. "All student" performance in math declined by -9.2 points.

Expected	Actual
<p>Baseline According to the data available on the California Dashboard, “all student” performance in ELA was maintained with a +.3 point increase in performance. “All student” performance declined in Math by -9.4 points</p>	<p>For ELA, the following significant subgroups increased performance in 2019: Students with Disabilities (+16.4 pts), Hispanic (+4.2 pts), and Asian (+10.3 pts). Our White subgroup maintained performance with -1.7 pts. The following subgroups had a decline in ELA performance: African-American (-22.2), Socioeconomically Disadvantaged (-7.1 pts), and two or more races (-5.3 pts).</p> <p>For math, our African-American subgroup increased performance by +13.2 pts in 2019. The remaining subgroups had a decline in performance as follows: Students with Disabilities (-8.6 pts), Hispanic (-8.4 pts), Asian (-6.7 pts), White (-9.9 pts), Socioeconomically Disadvantaged (-8.6 pts), and two or more races (-8.9 pts).</p>
<p>Metric/Indicator 2C) ELPAC assessment</p> <p>19-20 We will increase the percentage of EL students scoring Level 3 or 4 overall on the ELPAC by 2%.</p> <p>Baseline The 2018-19 school year will be the first year we use the new ELPAC assessment.</p>	<p>2C) According to the ELPAC assessment results for 2019, 58% scored level 3 or 4 overall. Between 17-18 and 18-19 the cut scores between achievement levels changed, making this an invalid metric to assess growth. We included the percentage of our EL students who scored level 3 or 4 last year but we cannot compare the percentage of students in those levels to previous years due to the change in cut scores.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2C. Maintain a math theme to inspire student interest & expand math academic support for families including curriculum, instructional techniques & tutoring options	Title II \$8,500 Title I \$15,000 LPSBG \$20,000	Title II \$8,500 Title I \$15,000 LPSBG \$0
2D. Provide academic support to identified student subgroups in ELA and Math, offering a wide range of options, including in-person and virtual opportunities.	LCFF Supplemental and Concentration \$74,905 Title I \$118,364	LCFF Supplemental and Concentration \$65,604 Title I \$166,245

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Title II \$4,867 LPSBG \$170,000	Title II \$4,867 LPSBG \$153,445

Goal Analysis

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

During the 2019-20 school year, all of our planned Actions/Services were implemented and our charter school spent all the funds budgeted for the actions to support students, including low-income, English learners, or foster youth students, families, teachers, and staff.

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

Under Goal 2, we had two action steps: 2C) Maintain a math theme to inspire student interest & expand math academic support for families including curriculum, instructional techniques & tutoring options (WASC Growth Goal 1) and 2D) Provide academic support to identified student subgroups in ELA and Math, offering a wide range of options, including in-person and virtual opportunities (WASC Growth Goal 1)

Action Steps 2C and 2D were fully implemented despite the COVID 19 pandemic. As a personalized learning independent study charter school, our school was uniquely prepared to adapt to the rapid outbreak of COVID-19 within our communities. As a non-site based school, we were one of the few schools in California to remain open and ensure our students continued with their core academic learning without loss to instructional days. Both Action Steps included many programs, activities, and opportunities for students and staff (all listed above in detail under the Actual Actions/Services provided). Under Action Step 2C, we continued with our school-wide focus on math achievement that included offered monthly math enrichment activities for students, free math tutoring and math classes in our Mobile Learning Lab, and in-person professional development for our staff on analyzing math assessment data and implementing goal setting. We also continued to offer Kizmet & K-8 Curriculum Wizard. Using Kidzmet, students completed an online learning inventory so parents & teachers can review the multiple intelligences information and learning style preferences for their students. Using the results from Kidzmet, the Curriculum Wizard then provides information on which core curriculum would be best for that student.

Under Action Step 2D, we offered a wide variety of academic support to identified subgroups. Highlights of implementation include purchasing i-Ready Intervention curriculum to increase student mastery of challenging academic standards, providing i-Ready webinars for teachers and parents explaining assessment data on the progress of students, providing online or in-person tutoring and supplemental English Learner curriculum, for our EL/English Learners, providing tutoring for our students with disabilities in either ELA or Math, providing staff development in ELA and Math for special education teachers, analyzing testing results and effectiveness of

Math and ELA intervention program, hiring a TK-8 Curriculum Coordinator, a TK-8 Intervention Coordinator, & a High School Curriculum Coordinator to support the needs of our Title 1 and High Need students through our Intervention Program. When the COVID 19 pandemic hit, we continued to offer the services and supports outlined in the 2019-20 LCAP that were developed to increase student achievement and support our unduplicated students. All support and services moved to an online or virtual format.

Goal 3

Our students will have access to quality curriculum and educational choices.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 3A) Implementation of a library system 19-20 Improve the circulation of the curriculum offered at the curriculum library. Baseline Our school has the Surpass system but the 2018-19 will be the first year of full implementation.	3A) The Sky Mountain Curriculum Library continued its successful shipping program, allowing families to search for available curriculum and supporting materials online through the Surpass system and have it shipped directly to their homes. The library also emphasized its organization efforts by beginning to audit its shelves and to ensure every item is properly cataloged through the online Surpass system. This included the cataloging of all consumable materials, such as student workbooks and intervention materials, so parents and ESs can quickly locate those materials online. Additionally, the library encouraged and assisted Sky Mountain ESs with the immediate transfer of curriculum between families so that materials could be expeditiously received by those requesting families. This process included our successful "All ES meeting" in which hundreds of curriculum, such as A-G texts, document cameras, Wacom tablets, and other essential materials were quickly checked back into the library and immediately checked out to ESs and, subsequently, their families. Additionally, the Sky Mountain

Expected	Actual
<p>Metric/Indicator 3B) New vendors</p> <p>19-20 The number of new vendors will increase 5% in 2019-20.</p> <p>Baseline The number of approved vendors at the end of the 2017-2018 school year was 2800.</p> <p>Metric/Indicator 3C) Increase instructional funding</p> <p>19-20 We will increase instructional funds to \$2700/year for TK-8th students and maintain the \$3000/year for the 9th-11th grade students.</p> <p>Baseline The instructional funds for last year (2017-2018) were \$2200/year for TK-8th students and \$2700/year for 9th-11th grade students.</p> <p>Metric/Indicator 3D) College and Career Indicator</p> <p>19-20 We will increase the number of students considered prepared under the College and Career indicator by 2%.</p> <p>Baseline According the Fall 2017 Dashboard, 13% of students in 2016 were “prepared” on the College & Career Indicator.</p>	<p>Curriculum Library continued its ongoing efforts to withdraw and/or archive broken or damaged items in order to make room for new and/or usable incoming curriculum for families to request.</p> <p>3B) This measurable outcome was met as the school increased the number of new vendors by more than 5%</p> <p>3C) In response to stakeholder feedback and to provide greater access to online and hands on learning opportunities, instructional funds for this year were increased to \$2700/year for TK-8th students and \$3000 for 9th-12th grade students. A minimum of \$500 must be spent on core academic materials and services.</p> <p>3D) According to the Fall 2019 Dashboard, 34.2 of “all students” were considered prepared under the College and Career Indicator. This amounts to an increase of 11.8% from 2018.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3E. Support the Curriculum Library so the curriculum is more accessible to parents & ESs and to improve the circulation of used curriculum.	LCFF Supplemental and Concentration \$9,000	LCFF Supplemental and Concentration \$4,000
3F. Provide additional options for high school students so they are prepared for postgraduate opportunities (i.e. a-g courses, CTE options, Concurrent Enrollment).	LCFF Supplemental and Concentration \$141,220 Base \$6,750	LCFF Supplemental and Concentration \$142,576 Base \$6,500
3G. Improve student access to online and hands-on learning opportunities	LCFF Supplemental and Concentration \$608,378 Base \$303,259	LCFF Supplemental and Concentration \$593,558 Base \$299,847

Goal Analysis

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

During the 2019-20 school year, all of our planned Actions/Services were implemented but our charter did not spend all the funds budgeted for these actions. The primary reason for this is COVID 19 impacted our ability to offer “in-person” classes and services, so some programs moved to a virtual platform, and expenditures were less than anticipated.

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

Under Goal 3, we had three action steps: 3E) Support the Curriculum Library so the curriculum is more accessible to parents & Education Specialists and to improve the circulation of used curriculum, 3F) Provide additional options for high school students so they are prepared for postgraduate opportunities (i.e. A-G courses, CTE options, Concurrent Enrollment) and 3G) Improve student access to online and hands-on learning opportunities.

All Action Steps were fully implemented despite the COVID 19 pandemic. As a personalized learning independent study charter school, our school was uniquely prepared to adapt to the rapid outbreak of COVID-19 within our communities. As a non-site based school, we were one of the few schools in California to remain open and ensure our students continued with their core academic learning without loss to instructional days

The Action Steps included many programs, activities, and opportunities for students and staff (all listed above in detail under the table for Actual Actions/Services provided). Under Action Step 3F, we provided print math and ELA curriculum in the Curriculum Library including more a-g textbooks. We purchased grade-level specific curriculum for students to use from their first day of school and on. We purchased work permit software, Surpass software, and scheduling software for Curriculum Library and continued shipping

curriculum from the library to the students. The pandemic impacted our ability to provide in-person visits to our Curriculum Library but parents could search the catalog online and continue to have curriculum items shipped directly to their homes.

Under Action Step 3F, we maintained the high school Online Curriculum Expert position, purchased CTE course offerings for high school students, maintained Guidance Coordinator staffing, and standardized our a-g course offerings (WASC Growth Goal 3).

Finally, under Action Step 3G, we supported the Science & Art in the Park program, maintained the PLTW/SAP coordinator position, increased instructional funds in grades TK-12 to provide greater access to quality curriculum and educational classes, and provided online curriculum for all families (BrainPop, Discovery Ed, Enchanted Learning, Lynda).

We met all four of our measurable outcomes for Goal 3. We successfully implemented a library system at the curriculum library. The number of new curriculum and class vendors increased by more than 5%. Instructional funding was increased for TK-12 students in response to stakeholder feedback and to provide greater access to core academic curriculum. Finally, we increased the percentage of students prepared for post-graduate options by more than 2% as measured by the College and Career Indicator.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Offer academic subject classes through community partners. These can be virtual or in-person when the California Department of Health allows in-person services to resume.	\$800,000	\$800,000	Yes

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

There were no substantive differences between our planned actions and the budgeted expenditures for this action.

Analysis of In-Person Instructional Offerings

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

At the beginning of the 2020-21 school year, we implemented our COVID safety policies. Because of the unique model of our school being non-site based, most of our student's learning does not take place in a face-to-face manner outside of the home. Our policy followed the color tier system based on the California Blueprint for a Safer Economy. When a county our school serves is in the purple tier, no in-person services or instruction were permitted. When a county moved out of the purple tier, in-person services and instruction were able to resume. Because of this and how the state quantified the metrics by counties, some students had greater opportunities for in-person services throughout the year. When in-person services were available, our school safety protocols such as distancing, sanitizing, and mask-wearing were required. All of our students were confined to mostly virtual or remote instructional means for the majority of this school year. By April 2021, following guidance from the governor, all of our students became eligible for in-person services, allowing two months at the end of the school year for students to engage in face-to-face learning if they chose to. For the entire 20-21 school year if in-person services and instruction were available, they were optional. No student was forced to attend in-person learning services if their family did not feel comfortable.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide Zoom accounts for interactive virtual meetings and trainings.	\$4,000	\$3,478	No

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

There was no substantive difference in the planned action of our distance learning program. As a non-classroom based school we have used Zoom for years so our students and staff were quite comfortable with the platform and we were able to accommodate the increased usage. Budgeted expenditures were a bit higher than anticipated which is due to the increased use of Zoom and storing meeting recordings at a higher rate which caused us to go above our allotted cloud storage and incur additional fees.

Analysis of the Distance Learning Program

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

As a non-classroom based school, the core of our educational model did not change because of the pandemic. Our students always work from home. The biggest difference and challenge was the inability for most of the year of students to be able to attend in-person classes and services through community partners, due to COVID restrictions. Because learning in our model is not dependent upon a classroom or being in-person, continuity of instruction was consistent and families and teachers were able to make choices in their educational program to accommodate their students' needs during this year. While most students already had sufficient technology resources to access their educational program, this year the number of requests for mobile wifi or laptops, significantly increased. 100% of our students have access to devices and connectivity if they need it. Because our educational model did not significantly change, we had no significant change in student participation and progress. We did see increased mental health needs in our students, particularly in high school students, but we have supports in place to address this. While our staff professional development moved from in-person to virtual formats this year, we have always tailored our professional development to meet the pressing needs of the year. This year is no different. Because our model of education did not change, our professional development focused heavily on student supports and engagement during this time. We did not have to adjust any staff roles or responsibilities due to COVID-19. Pupils with unique needs, like all students in our school, receive a personalized student success plan to develop an educational program targeted to their individual needs. Unduplicated students have access to a wide range of curricular and academic resources. As a non-classroom based school, we have been refining our "distance learning" supports to struggling students for many years and our policies and procedures are designed to support all students in our type of school setting.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide intervention tutoring, curriculum, and webinars <ul style="list-style-type: none">Note: This action is not related to pupil learning loss related to COVID-19 but instead is an action we already undertake as part of our response to intervention program.	\$220,000	\$122,085	Yes
Staff a Curriculum Specialist & Intervention Specialist <ul style="list-style-type: none">Note: This action is not related to pupil learning loss related to COVID-19 but instead is an action we already undertake as part of our response to intervention program.	\$60,000	\$60,000	Yes

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

As of mid-May 2021, our fiscal year has not ended so these are estimated actual expenditures and are based on data available in mid-May. Final expenditures may be higher than the estimate as students are continuing intervention tutoring until the end of the school year. In addition, our school values parent choice so our students are not required to participate in this type of intervention tutoring if they want to select another option. Thus, this action had less spending than anticipated.

Analysis of Pupil Learning Loss

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

As a non-classroom based school, our students did not experience the level of learning loss that students in traditional classroom-based schools who had to upend their school experience did. Our internal assessment, the iReady, showed consistent results from the beginning of the year to mid-year for this school year, compared to previous years. Our results consistently show, and this year is no exception, that students make academic gains between the first and second test administrations. As the year progressed the biggest challenge our students faced related to decreased mental health due to the length of the pandemic and the ensuing restrictions. To address this we increased staffing to support SSTs and mental health. We also hired a new EL instructor to work specifically with our EL students. In spring 2021, we updated our McKinney-Vento policy to better support students in our non-traditional school setting.

Analysis of Mental Health and Social and Emotional Well-Being

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

In the 19-20 school year, we began revamping our SST program, which was fortuitous this year as it became a key support for many of the mental health struggles of our students. The increased SST staffing and training were put to good use as mental health referrals increased significantly. Though our students regularly work from home, even in our non-classroom based setting, our students are typically out and about learning in the community, taking classes and services from community providers, and interacting with others. The ongoing pandemic restrictions put a toll on students that resulted in decreased motivation and increased depression and anxiety symptoms. We hired a mental health professional and offered support groups and trainings throughout the year to support our students and parents. We also launched virtual club offerings, which have become quite popular and provide learning and social connections for our students.

Analysis of Pupil and Family Engagement and Outreach

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

Because our model provides each student with a dedicated teacher to work in a one-to-one relationship, the school makes contact on a regular basis with every enrolled family. At these meetings, the teacher assesses student needs and provides any supports that are necessary by referring to resources inside or outside of our school. We previously had systems in place to support pupil engagement that have been refined over years of experience. We averaged 23 student or parent engagement opportunities per month. These ranged from our virtual club offerings to board meetings to trainings, all done virtually this year. We have not been able to successfully host clubs in the past, due to the remote nature of our school but the pandemic provided an opportunity for students to be willing to try out virtual clubs and they have been met with great success and interest. When students were not meeting academic requirements or engaging in instruction, our teacher was able to have a conversation with the parent and student, due to the one-on-one nature of our educational model.

Analysis of School Nutrition

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

N/A. We do not have locations that provide food for students.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Hire a full time mental health counselor	\$30,000	\$30,000	Yes
Pupil Engagement and Outreach	Staff a full time Engagement Coordinator	\$93,000	\$93,000	No
N/A	Hire a full time reading specialist	\$29,000	\$29,000	Yes
Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students	Hire EL support staff	\$55,000	\$55,000	Yes
Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students	Purchase EL supplemental curriculum	\$9,000	\$9,515	Yes

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

There were no substantive differences between our planned actions and the budgeted expenditures for this action.

Overall Analysis

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

In spring 2020, before California entered a shelter in place, we were nearly done with the process of developing goals and action steps for our future LCAP. Because we are a non-classroom based school, we are designed to support students working at a distance, by providing one-on-one support from a teacher, who develops a personalized student success plan for each student. As such our preplanning work for the 20-21 LCAP was used for this Learning Continuity Plan and will continue into next year's LCAP. We will continue the mental health support we offered this year and will continue virtual student and family engagement opportunities while hopefully reincorporating in-person engagement opportunities. Because COVID did not significantly impact our educational model, our LCAP goals do not need to be significantly altered to address COVID's impact.

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

Goal 1 of our LCAP states, “all students will achieve academically through individualized learning.” This individualized approach is what makes our model of education unique and allows us to identify and address the needs of each student, regardless of background. We tailor our curriculum, our services, and our school supports to meet these individual needs. Our LCAP targets specific funding to these needs, such as intervention tutoring, supplemental curriculum, and staffing to work with these students and their families. We are strengthening our internal assessment program for the 21-22 school year in hopes of providing more accurate data of where our students are performing at the beginning of the year, at the semester break, and at the end of the year. These results are used to set goals for each student and to provide targeted assistance in meeting those goals and closing achievement gaps.

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

The school implemented several actions in 2020-21 to meet the increased or improved services requirement. A credentialed EL Instructor was hired, and she offered our EL students online direct instruction sessions to provide Designated EL instruction. Students were offered the opportunity to attend twice-weekly sessions and were grouped by grade level, where they could practice listening, speaking, reading, and writing skills. Literature units and academic vocabulary provided enriching supplemental instruction, as well as ELPAC practice. Both students and parents gave positive feedback on these classes numerous times. In addition to the EL Instructor providing designated instructional ELD, the school purchased curriculum specifically designed to provide appropriate scaffolds and support for our EL students. We bought the Edge (National Geographic/Cengage) curriculum for high school students, and we continued with Houghton Mifflin's iRead and Read 180 for our K-8 students. The EL Coordinator trained ESs on using the new Edge curriculum and the iRead/Read 180 Curriculum. The EL Instructor integrated this curriculum into the designated ELD classes. EL students were offered the opportunity to receive free online group tutoring provided by our community partner, Home Tutoring Plus. ESs were given professional development to utilize the curriculum to provide supplemental instruction and pull and analyze data to

assist with more fully understanding their students. The EL Coordinator (as well as the EL Instructor and other Curriculum members) attended a CDE sponsored professional learning series called “EL RISE! ELD Elementary Teachers and Administrators Institute.” A new website is being created which provides an enhanced Professional Development section for ESs. Included are many easily accessible and implemented techniques, handouts, and lesson plans for delivering highly effective teaching strategies for ELs.

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

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

After reflecting on the student outcomes in the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan, we used those reflections to develop the 2021-22 LCAP. We plan to refine our personalized student success plan (PSSP) process to better track student goals and progress towards those goals. We will be modifying our intervention program to include Tier 2 students as well as our Tier 3 students (Goal 1A). We are staffing a mental health counselor to address needs identified through our SST process (Goal 1A). For our high school students, we will be utilizing a learning management system to support remote instruction and student engagement with the course content (Goal 2C). Based on our College & Career Indicator results from our dashboard, we are developing a Career & Technical Education program, with the opportunity to earn industry certification (Goal 2D). For our EL students, we are continuing with additional staffing to oversee our targeted EL programs, supports, and activities (Goal 1A). For Special Education students, our SAI online course offerings will expand (Goal 1A). In our independent study model of education, where students learn at home, we continue to identify in-person instruction as a vital component to student learning. We are limited by legal requirements as to where our staff can provide in-person classes, so we utilize community resources to fill this void (Goal 3E). Related to our dashboard results but not specific to learning is the challenge we face with our population of families and their philosophical views on standardized testing. We continue to work with families to help them understand the importance and value of standardized assessments.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	2,492,243.00	2,460,615.00
Base	1,280,009.00	1,264,820.00
LCFF Supplemental and Concentration	875,503.00	847,738.00
LPSBG	190,000.00	153,445.00
Title I	133,364.00	181,245.00
Title II	13,367.00	13,367.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	2,492,243.00	2,460,615.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	2,492,243.00	2,460,615.00
	Base	1,280,009.00	1,264,820.00
	LCFF Supplemental and Concentration	875,503.00	847,738.00
	LPSBG	190,000.00	153,445.00
	Title I	133,364.00	181,245.00
	Title II	13,367.00	13,367.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	1,012,000.00	1,000,473.00
Goal 2	411,636.00	413,661.00
Goal 3	1,068,607.00	1,046,481.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$800,000.00	\$800,000.00
Distance Learning Program	\$4,000.00	\$3,478.00
Pupil Learning Loss	\$280,000.00	\$182,085.00
Additional Actions and Plan Requirements	\$216,000.00	\$216,515.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,300,000.00	\$1,202,078.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$4,000.00	\$3,478.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$93,000.00	\$93,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$97,000.00	\$96,478.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$800,000.00	\$800,000.00
Distance Learning Program		
Pupil Learning Loss	\$280,000.00	\$182,085.00
Additional Actions and Plan Requirements	\$123,000.00	\$123,515.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,203,000.00	\$1,105,600.00

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sky Mountain Charter School	Burke Wallace Executive Director of Academics	bwallace@ieminc.org (800) 979-4436

Plan Summary [2021-22]

General Information

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

Sky Mountain Charter School (SMCS) opened in the fall of the 2007/2008 school year when many families were looking for a more personalized alternative to a traditional public school setting. SMCS is an independent Charter School sponsored by the Lucerne Valley School District in San Bernardino County and serves approximately 1900 students TK-12th grade. We believe in educating each of our students for the 21st century by providing individualized learning opportunities that incorporate parental participation, choice, and involvement in curricula offered in personalized learning environments. Our charter values the parent's role in their children's education, and we develop a personalized learning plan for every student that captures their interest and ability. We strive to create a positive learning experience by fostering students' natural interests and abilities, promoting and strengthening their capacity to learn that preserves one's innate passion for learning.

Sky Mountain Education Specialists (ESs) are California credentialed general education teachers who work closely with the families to serve the assigned student's educational needs as determined by a written student agreement between the parent and the ES. The parent and ES work together toward student achievement and completion toward individual growth and state standards. Stakeholder input in the last three years has prompted a period of positive change in our school. Staff, students, and parents have been heard and have driven a shift towards increasing student achievement, which is all reflected in the LCAP.

According to our 2020 California Dashboard, our student population is 1.7% English Learners (EL), less than 1% Foster Youth and 33.2% who are classified as Socioeconomically Disadvantaged (SED). The ethnic diversity of SMCS includes students who are White (42.6%), Hispanic (30.%), Two or More Races (8%), Asian (4.7%), and African American (4.7%).

Reflections: Successes

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

Sky Mountain Charter School has made significant progress in many key areas this past year:

- We successfully implemented Personalized Student Success Plans (PSSP) where the teacher, parent, and student create two academic goals for the year based on the results of our initial internal assessment. Progress is assessed monthly and interventions are put into place and tracked to support each student on their individual path for success. (Goal 2 in the 2019-20 LCAP)
- We continued with a school-wide focus on math achievement. We rented facilities to hold in-person professional development for our certificated staff on how to analyze math assessment data and implement targeted goal-setting (LCAP Goal 2C in the 2019-20 LCAP)
- One of our most popular LCAP funded programs continues to be our intervention tutoring program (Goal 2D in the 2019-20 LCAP & in the 2020-21 LCP). We refined our process, requiring students to complete intervention lessons targeted to their specific areas of need. This additional support resulted in increased growth, as measured by our internal assessment.
- According to the 2019 California Dashboard, we “Met” each of our Local Indicators which included: Basics (Teachers, Instructional Materials, Facilities), Implementation of State Standards, Parent Engagement, Access to a Broad Course of Study, and Local Climate Survey.
- We implemented CAASPP preparation training where all students of testing age worked with their ES to go over the CAASPP preparation tools such as the training or practice tests. (LCAP Goal 2 in 2019-20 LCAP).
- Despite the challenge presented by Covid-19, we offered more than 25 in-person family engagement opportunities prior to the start of the pandemic such as family days, graduation ceremonies, park days, etc. (LCAP Goal 1A in the 2019-20 LCAP).
- Knowing that our English Learner student group struggled with academic achievement, EL students were offered one on one tutoring to help them access the core curriculum and assist with their English Language Development. Free online EL curriculum was purchased for all EL students to increase student achievement. (Goal 2D in the 2019-20 LCAP).
- Our schools redesigned our EL program, including the adoption of an online curriculum (Read180 and System 44) that was recommended by CDE for ELD. Also, our school initiated and hosted an EL Consortium among other CA independent study school administrators (Goal 2D in the 2019-20 LCAP).
- Our EL Coordinator was actively involved in increasing student achievement of our EL students. She provided feedback and conferencing to all teachers of EL students. A tier tracking document was created and the EL Coordinator worked with ESs to ensure that every Tier 3 student had one or more forms of support (EL Instructor-led classes, SST, EL Sponsored tutoring, AESS)) written into their Personalized Student Success Plans (PSSP). ESs and EL Coordinator reviewed ELPAC scores, iReady scores, and other information about family life and curriculum used, making meaningful suggestions on how to improve academics on a very personal level. (Goal 2D in the 2019-20 LCAP).
- Our EL Coordinator spent a significant amount of time reaching out to the EL Parents directly to build a strong and involved parent presence in our EL Programs. The school has now recruited and successfully elected additional English Learner Advisory Committee (ELAC) members to advise and assist the school in making important decisions related to services for English Learners. (Goal 2D in the 2019-20 LCAP).
- Our EL Coordinator, along with the Director of Curriculum and Guidance, invited EL Coordinators throughout the state to join our school in creating an EL Consortium for Charter Schools in 2019-20. Monthly meetings were held and became so popular that groups of 10 are meeting on a weekly basis now. The Consortium held a three hour long professional development session with

Graciela Garcia-Torres, a Sacramento County Region 3 COE English Learner Specialist, where participants reviewed EL laws and best practices specific to Charter schools.

- Given that Goal 1 was for our stakeholders to be connected and engaged with their community, as of spring 2020, we had 50+ parent trainings and webinars covering a wide range of academic topics, including math webinars that focus on math achievement (LCAP Goal 2C in the 2019-20 LCAP).
- We implemented a new strategy in 2019-20 that allowed students to be working on grade-level curriculum from the first day of enrollment. ESs were given grade-level specific language arts and math curriculum in addition to basic school supplies to distribute to newly assigned students at enrollment meetings so each student had printed curriculum to start working on from their first day of enrollment (Goal 2 in the 2019-20 LCAP).
- Student data meetings were held between the ES and advisors addressing students' struggles in Math and ELA, looking at students' Math and ELA goals, and personalized student success plans. Overall, this intentional personalized focus on these low-performing students proved to be one of our best additions in supporting these low-performing students (Goal 2D in the 2019-20 LCAP).
- Data Peer Team meetings were held at each staff meeting, giving dedicated time for teachers to work with their peers in ways they could help all students in their personalized student success plans. (Goal 2D in the 2019-20 LCAP).
- We increased the accessibility of curriculum to parents by fully inventorying all curriculum in an online library database (Goal 3E in the 2019-20 LCAP).
- Given the spread-out nature of our school, the school has continued to develop and expand the Curriculum resource section of our website. We are connecting parents to the school community by providing extensive information on state standards, educational philosophies, curriculum options, the curriculum library, news on various curriculum, intervention options for struggling students, and training webinars (LCAP Goal 1B, 2D, 3E in the 2019-20 LCAP).
- Our high school Guidance team now conducts meetings with 8th-grade students, their parent(s), and a special education teacher in order to ensure appropriate High School course placement for special ed students. (LCAP Goal 2D in the 2019-20 LCAP).
- Our 2019-20 LCAP Goals & Action Steps were developed to closely align with our WASC Growth Goals. LCAP Action Steps 1A, 1B & 3G aligned with WASC Growth Goals 1 and 2 which focus on grade-level proficiency in Math and increasing extracurricular activities. LCAP Action Step 2C, 2D & 3E aligned with WASC Growth Goal 1 which addresses increasing student proficiency in math. LCAP Action Step 3F aligned with WASC Growth Goals 1, 3, and 4 which focus on grade-level proficiency in Math, course development policies, and addressing the College and Career Indicators.
- Our suspension rate decreased slightly on the 2019 California Dashboard and continues to be very low for all student groups (0 % suspended at least once in a given school year).
- Our Graduation rate is "Green" on the 2019 California Dashboard and increased by 12.2%. (LCAP Goal 3F in the 2019-20 LCAP).
- Our College/Career Readiness Indicator increased on the 2019 California Dashboard by 11.8% and is now in the yellow range. (LCAP Goal 3F in the 2019-20 LCAP).

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.

Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators on the 2020 California Dashboard. On the Fall 2019 California Dashboard, Sky Mountain met all local indicators and had two schoolwide indicators that were orange: English Language Arts and Mathematics. In both ELA and Math, Sky Mountain students maintained their performance, remaining at Orange in 2019. Sky Mountain improved on two of the six state indicators: Graduation Rate (Orange to Green) and College/Career (Orange to Yellow). We had no student groups who were performing at two or more levels below schoolwide performance.

Based on these identified needs, in our 2021-22 LCAP, we plan to refine our personalized student success plan (PSSP) process to better track student goals and progress towards those goals. We will be modifying our intervention program to include Tier 2 students as well as our Tier 3 students (Goal 1A). We are staffing a mental health counselor to address needs identified through our SST process (Goal 1A). For our high school students, we will be utilizing a learning management system to support remote instruction and student engagement with the course content (Goal 2C). Based on our College & Career Indicator results, our dashboard Career & Technical Education program, with the opportunity to earn industry certification, will be offered to high school students who desire such a pathway (Goal 2D). For our EL students, we are continuing with additional staffing to oversee our targeted EL programs, supports, and activities (Goal 1A). For Special Education students, our SAI online course offerings will expand (Goal 1A). In our independent study model of education, where students learn at home, we continue to identify in-person instruction as a vital component to student learning. We are limited by legal requirements as to where our staff can provide in-person classes, so we utilize community resources to fill this void (Goal 3E). Related to our dashboard results but not specific to learning is the challenge we face with our population of families and their philosophical views on standardized testing. We continue to work with families to help them understand the importance and value of standardized assessments.

LCAP Highlights

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

After reviewing the California School Dashboard and gathering input from stakeholders, our LCAP goals for 2021-22 have been revised and updated:

GOAL 1: All students will achieve academically through individualized learning (including English Language Learners, Foster Youth, and Low-Income students).

GOAL 2: Our high school students will be prepared for life after high school.

GOAL 3: Our stakeholders will be connected and engaged with their community.

In addition, our focus will continue to be on academic success by providing individualized learning opportunities for students that also incorporate parent choice. To ensure the activities funded by the state, local, and federal funds aligned, all of the programs were developed to support our three LCAP goals and our school mission.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

The development of our LCAP happens throughout the year, and stakeholders give feedback in various ways. As a non-site based school, regular announcements are sent via school email and posted on the school website & social media regarding events & activities tied to programs outlined in our LCAP. Monthly, our administrators and certificated staff discuss and review different aspects of our LCAP via the programs and activities outlined in our Goals and Action Steps. In the Fall of 2020, school administration held a parent and student town hall to discuss “feedback fulfilled” and demonstrate how stakeholder engagement is tied to changes in the school program.

In the Fall 2020 school staff evaluated current student support offerings and made recommendations for future improvements. As a non-site-based school, our online Academic Support Survey drives much of our stakeholders' information gathering. In January & February 2021, we launched our LCAP Academic Support Survey to all certificated staff and parents. The survey included questions about students' academic needs and the effectiveness of the school's support. This survey remained open through mid-February, and multiple reminders were sent to stakeholders via email and on social media. Parents of EL students were personally sent a link to the Academic Support survey via email and then were personally invited via email to participate in the LCAP Advisory meetings to discuss the survey results and LCAP draft. In February 2021, a group of school administrators gathered to identify student needs based on state and internal assessment results. At the end of February, the LCAP was reviewed with the business (i.e. classified) departments. In March 2021, two LCAP Advisory meetings were publicly held via Zoom, and all stakeholders were invited via email. The LCAP Advisory meeting invitations were also posted on social media and on the school website's public section so that teachers, administrators, other school personnel, parents, and students could register to attend. During these two meetings, the survey results were reviewed, as well as the proposed 2021-22 LCAP Goals and Action Steps. Stakeholders could give additional feedback verbally and via a shared Google doc. After reviewing all the stakeholder feedback and making revisions to the proposed, the school developed the final version of the 2021-22 LCAP. The 2021-22 LCAP was then presented to the Governing Board for their approval in June 2021.

A summary of the feedback provided by specific stakeholder groups.

On our 2020-21 Academic Support Survey, 70% of our certificated staff identified math as the biggest struggle for our students, followed by 25% for ELA. These results are consistent with our student outcomes on CAASPP. The top two reasons identified as contributions to the academic challenges are “parent lack of academic knowledge in the content area” and “lack of access to classes.” The top two opportunities recommended by teachers to support students in their area of need are “in-person tutoring” and “online classes offered by their teacher.”

On our 2020-21 Academic Support Survey, 51% of our parents identified math as the biggest struggle for our students, followed by 39% for ELA. When asked how we might increase student success in their area of struggle, the top two responses were a need for “access to engaging curriculum” and “online or in-person classes.” 89% of parents who had students participating in our intervention program found it somewhat or very effective. Their top two most used intervention supports were “online tutoring” and “iReady online lessons.” For students who did not qualify for intervention, the top two reasons identified by parents as contributing to their student's success were “support and guidance from their ES” and “increased access to curriculum.”

During our LCAP Advisory meetings (attended by parents, staff, administrators, and students), a couple of trends emerged in the written and verbal feedback stakeholders provided:

- 1) stakeholders agree that mental health needs are a growing concern of our students
- 2) stakeholders appreciate the efforts being made to connect students and families with their local community
- 3) stakeholders see a need for additional support for high school students to be successful in our independent study model of education
- 4) students could benefit from middle school academic transition supports and
- 5) parents appreciate the school intervention program but want to have flexibility in implementing it instead of following a specific intervention program run by the school.

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

The stakeholder engagement process directly influenced the development of the 2021-22 LCAP. After seeing a continued need for academic support, especially in identified subgroups, Goal 1 was developed and reads, “All students will achieve academically through individualized learning.” While ELA and Math were both identified as areas of need, we will staff a reading specialist position in 2021-22 (resources prohibit our ability to hire multiple staff positions at this point). Also, 93% of our families who participated in our intervention program found it “effective.” In addition, data from the LCAP survey and our internal assessment demonstrate that students who participated in our intervention options made academic gains, so we prioritized this stakeholder request within the context of the budgetary resources available and will continue to support this program under Goal 1 Action Step A in the 2021-22 LCAP. Finally, we will have a mental health counselor on staff as this was identified as a need by special education staff, general education teachers, high school students, and parents. In our independent study model of education, parents value flexibility in choosing a curriculum that best fits their students' needs. This is part of our mission and continues to have the strong support of stakeholders. Because of this, our LCAP supports curriculum libraries and curriculum-related staff positions to support parents in identifying and accessing curricular options.

In our 2021-22 LCAP, Goal 2 will be “our high school students will be prepared for life after high school.” This new goal was included after receiving feedback from staff, feedback from high school parents, and upon reviewing our California dashboard indicators. Our Career & Technical Education program is also being developed based on a need identified in the College & Career Indicator on the California Dashboard and feedback from students on post-high school plans. Further, this goal includes our Guidance Coordinator staffing, which addresses the stakeholder request for more support for our high school students. Guidance Coordinators will offer academic planning services to our middle school students, a need identified by stakeholders in the 2021 LCAP Advisory meetings. Our unduplicated students who are credit deficient need additional support to successfully complete summer school, so we will provide academic support to them during that time.

Finally, Goal 3 in our 2021-21 LCAP will be “our stakeholders will be connected and engaged with their community.” This continues to be a request from our families and students on the LCAP survey and in LCAP Advisory meetings. The staffing provided through this goal will continue to find new ways of engaging with parents and families. That data from participation demonstrates continued interests in home-school-community partnerships. Staff, parents, and students repeatedly identify the benefit from and their desire for academic and enrichment instruction through community partnerships.

Goals and Actions

Goal

Goal #	Description
1	All students will achieve academically through individualized learning (including unduplicated student groups: English Language Learners, Foster Youth, and Low-Income students).

An explanation of why the LEA has developed this goal.

After seeing a continued need for academic support, especially in identified subgroups, Goal 1 was developed. While ELA and Math were both identified as areas of need, we will staff a reading specialist position in 2021-22 (resources prohibit our ability to hire multiple staff positions at this point). Also, 93% of our families who participated in our intervention program found it “effective.” In addition, data from the LCAP survey and our internal assessment demonstrate that students who participated in our intervention options made academic gains, so we prioritized this stakeholder request within the context of the budgetary resources available and will continue to support this program under Goal 1 Action Step A in the 2021-22 LCAP. Finally, we will have a mental health counselor on staff as this was identified as a need by special education staff, general education teachers, high school students, and parents. In our independent study model of education, parents value flexibility in choosing a curriculum that best fits their students' needs. This is part of our mission and continues to have the strong support of stakeholders. Because of this, our LCAP supports curriculum libraries and curriculum-related staff positions to support parents in identifying and accessing curricular options. The state priorities addressed in this goal are 1, 2, 4, 8.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Based on iReady results, the percentage of students identified as Tier 3 will decrease from the beginning of the year to the mid year assessment.	20-21 Tier 3 Student percentages: READING: Beginning of Year (BOY) 17% Mid Year (MY) 12% (-5%) MATH: BOY 24%, MY 16% (-8%)				Our Mid Year Tier 3 student percentage will be less than our Beginning of the Year Tier 3 student percentage.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2. We will increase the percentage of students making progress on the ELPAC as indicated with the ELPI dashboard indicator.	On the 2019 Dashboard, 40% were making progress towards English language proficiency.				The percentage of students making progress on the ELPAC will be at 42% or higher.
3. We will conduct parent and employee trainings related to student achievement.	In 2020-21, the school assessed stakeholder needs and administrative staffing levels to establish baseline data to determine the number and types of training that can be held in the future. We will use multiple modalities to conduct the trainings.				The school will conduct one or more trainings per month related to student achievement.

Actions

Action #	Title	Description	Total Funds	Contributing
1	A. Academic Support	A. Provide academic supports to students in identified subgroups (i.e. English Learners, students with disabilities, etc.)	\$325,307.00	Yes
2	B. Student services	B. Provide standards-based core academic curriculum and support	\$840,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Our High School students will be prepared for life after high school

An explanation of why the LEA has developed this goal.

This new goal was included after receiving feedback from staff, feedback from high school parents, and upon reviewing our California dashboard indicators. Our Career & Technical Education program is also being developed based on a need identified in the College & Career Indicator on the California Dashboard and feedback from students on post-high school plans. Further, this goal includes our Guidance Coordinator staffing, which addresses the stakeholder request for more support for our high school students. Guidance Coordinators will offer academic planning services to our middle school students, a need identified by stakeholders in the 2021 LCAP Advisory meetings. Our unduplicated students who are credit deficient need additional support to successfully complete summer school, so we will provide academic support to them during that time. The state priorities addressed in this goal are 3, 4, and 5.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. The percentage of students taking A-G courses will maintain or increase.	The percentage of students taking A-G courses in 2020-21 was 52%.				The percentage of students taking A-G courses will be at least 55%.
2. The percentage of students taking a CTE class or community college class will maintain or increase.	The percentage of students taking a CTE class or community college class in 2020-21 was 15%.				The percentage of students taking a CTE class or community college class will be at least 18%.
3. Our graduation rate will maintain a blue or green status on the CA Dashboard.	CA Dashboard 2019 Dashboard baseline for Sky Mountain: 92.2% (Green).				We will maintain a Blue or Green status for “graduation rate” on the CA dashboard in 2023-24.

Actions

Action #	Title	Description	Total Funds	Contributing
1	C. High School Intervention Program	C. Provide an intervention program for at-promise students.	\$62,246.00	Yes
2	D. College & Career Readiness	D. Provide opportunities for college and career readiness for unduplicated students and priority student groups	\$182,300.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Our stakeholders will be connected and engaged with their community.

An explanation of why the LEA has developed this goal.

This goal continues to reflect requests from our families and students on the LCAP survey and in LCAP Advisory meetings. The staffing provided through this goal will continue to find new ways of engaging with parents and families. That data from participation demonstrates continued interests in home-school-community partnerships. Staff, parents, and students repeatedly identify the benefit from and their desire for academic and enrichment instruction through community partnerships. The state priorities addressed in this goal are 3, 5, and 6.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. The school will offer at least one stakeholder engagement opportunity per week.	In 2020-21, the school averaged 0.82 engagement opportunities per week.				The school will average greater than 1 engagement opportunity per week.
2. The percentage of students enrolled in courses supported by class-based teachers will increase.	The percentage of students enrolled in courses supported by class-based teachers in 2020-21 was 15%.				The percentage of students enrolled in courses supported by class-based teachers will be 18%.
3. All seats on our parent council and governing boards will be filled and attendance will be greater than 50%.	In 2020-21, all seats on the parent council were filled and all meetings had a quorum (50% +1).				All seats on the parent council and governing boards are filled and all meetings will have a quorum (50% +1).

Actions

Action #	Title	Description	Total Funds	Contributing
1	E. Connect stakeholders	E. Connect stakeholders with equitable access to learning opportunities	\$762,500.00	No
2	F. Build connections	F. Build greater connections between the home and school community	\$64,600.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.76%	\$1,296,003

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

Required Descriptions

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

At Sky Mountain Charter School, using our 2020 Dashboard, 33% of our students are socioeconomically disadvantaged, 9% are students with disabilities, 2% are English Language learners, 2% are homeless youth, and less than 1% are foster youth. Our low numbers of foster and homeless youth reflect our standing as an independent study school of choice. While the 2019 Dashboard academic performance data indicates some of the identified subgroups maintained or increased in points in ELA and Math, others had a decline in scores and in general, the overall scores for our identified subgroups continue to be “below standard.”

Therefore, to address our identified subgroups' needs in 2021-22, Goal 1 Action Step A was developed to provide a standards-based core academic curriculum and support to students in identified subgroups. It is principally directed towards meeting the needs of unduplicated students by providing additional funding and resources to help unduplicated students receive academic support such as supplemental curriculum intervention tutoring and access to staff specialists such as an EL coordinator, mental health counselor, or reading specialist. These actions are being provided on a school-wide basis as we anticipate that all students can benefit from mental health support and additional academic intervention. In addition, in our independent study model of education, the parents play a key role as the in-home educator. We find that our unduplicated students often have less support in the home. Therefore this action is designed to provide extra support to offset that.

Given the ongoing need to support teachers and parents on the curriculum choices available, Goal 1 Action Step B was developed to increase student services to identified subgroups. It is principally directed towards meeting all of our students' goals, including our unduplicated students, by allowing them to purchase a personalized curriculum to their learning style and needs. This action step includes both materials/supplies and staff to support unduplicated students with recommendations on curriculum and to facilitate curriculum use. Teachers monitor all students' progress and can make changes if a student is not finding success with their current curriculum.

Action 2C will develop an intervention program for at-risk high school students. This is a new action that is principally directed towards meeting the goals of unduplicated students by addressing deficiencies for students who are not able to graduate in four years. In our independent study model of education where parents play a key role as in-home educators, high school content subject matter expertise is sometimes difficult for students to access. By creating and using online high school resources, including a learning management system, our unduplicated students will achieve greater access to content area resources through online courses and staffing. This action step will specifically identify interventions and supports to help our unduplicated and other low-performing students to achieve their goals.

Action 2D will provide opportunities for college and career readiness for priority student groups. This is another new action that is principally directed towards meeting the goals of unduplicated students by providing CTE certification pathways that enable students to learn employment skills for use after high school if college is not their desired route. We will staff guidance coordinators who will follow student progress and develop a personalized high school plan to help them graduate in four years and prepare for their goals after high school. These staff will also meet with parents of unduplicated students and be a resource for them as in-home educators.

Action 3E will connect stakeholders with equitable access to learning opportunities. This action is continuing from the 2017-20 LCAP. While our measurable student outcomes were met, stakeholders continue to express a desire for more academic and social engagement opportunities. As an independent study school where students learn at home, enrichment opportunities that provide social skills and positive peer interactions are essential in supporting the whole child. We seek feedback from the families of unduplicated students on what types of learning opportunities their students want. The primary desire of developing this action step is to provide in-person learning opportunities. Still, given that this plan is being created in the midst of the COVID-19 pandemic, our approach to providing enrichment will need to be flexible, which we always try to be for the sake of achieving equity for our students.

Action 3F will build greater connections between the home and school community. This action is also continuing from the 2017-20 LCAP. While measurable student outcomes were met, stakeholders continue to express a desire for more connection opportunities. This action step will focus on increasing our utilization of virtual meeting technologies to reach parents and students where they are at to grow the connection between the school and community. It will also provide staffing that supports unduplicated students and families in understanding the importance of school-wide involvement and providing such involvement opportunities.

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

Due to being an independent study school where students work from home, we have a very low percentage of foster youth (<1%) because of requirements of “school of origin” as well as the desire for the support and experience of going to a school building. Our core educational model provides each student with individualized curriculum and supports. Foster youth qualify to access the programs and supports listed in our LCAP. Access to curriculum and instructional supports are increased services. Our mental health coordinator is an increased service we did not previously employ. For high school foster youth students, services are improved through additional guidance coordinators. Without the LCAP process and associated funding, these services and positions would not be provided.

English Learners face unique challenges in our independent study setting in that they are often doing school in their home with their family, speaking their native language, without the opportunities to hear and practice English that are provided in a school site setting. They receive

increased services in the form of state-adopted ELD curriculum. Students would be able to access this curriculum through their instructional funding but LCAP provides the curriculum above and beyond their normal funding amounts. They also receive improved services through the EL coordinator position and EL instructor position that is responsible for the support of these students and their families. We did not previously have these positions. Another increased service is the additional hours of direct instruction through targeted intervention tutoring.

Low-Income students represent our largest unduplicated student demographic. They receive both improved and increased services. Improved services in the quality of their educational program include staff specialists in mental health and reading as well as staffing and equipping a curriculum library that enables low-income students access to high-quality curriculum options. Our Kidzmet and Curriculum Wizard program helps identify personalized curriculum for students based on their individual learning needs. Increased services include access to supplemental materials and tutoring through our response to intervention program. The LCAP also provides the opportunity for additional stakeholder engagement opportunities which support all of our unduplicated students.

The actions outlined in this LCAP are expected to result in the required proportional increase or improvement in services for unduplicated pupils compared to all students by devoting staffing and materials resources targeted specifically to these students that we would not be able to provide otherwise. Our ability to personalize an educational program including the curriculum, instruction, and supports, prioritizes the needs of each unduplicated student as an individual, rather than as simply a part of the whole class.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This

description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

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

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$2,060,103.00			\$176,850.00	\$2,236,953.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$608,050.00	\$1,628,903.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	A. Academic Support	\$229,457.00			\$95,850.00	\$325,307.00
1	2	English Learners Foster Youth Low Income	B. Student services	\$759,000.00			\$81,000.00	\$840,000.00
2	1	English Learners Foster Youth Low Income	C. High School Intervention Program	\$62,246.00				\$62,246.00
2	2	English Learners Foster Youth Low Income	D. College & Career Readiness	\$182,300.00				\$182,300.00
3	1	All	E. Connect stakeholders	\$762,500.00				\$762,500.00
3	2	All	F. Build connections	\$64,600.00				\$64,600.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$1,233,003.00	\$1,409,853.00
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$1,233,003.00	\$1,409,853.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	A. Academic Support	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Sky Mountain Charter School	\$229,457.00	\$325,307.00
1	2	B. Student services	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Sky Mountain Charter School	\$759,000.00	\$840,000.00
2	1	C. High School Intervention Program	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Sky Mountain Charter School	\$62,246.00	\$62,246.00
2	2	D. College & Career Readiness	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Sky Mountain Charter School	\$182,300.00	\$182,300.00

Annual Update Table Year 1 [2021-22]

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

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