

CCDS BOARD OF DIRECTORS

Agenda Item: Safe Return to In-Person Instruction Plan

Prepared by: Margaret Reece

Board Meeting Date: 6/23/21

Discussion/Action Agenda

Background Information:

As a requirement of ESSER III funding receipt, CCDS is required to submit a Safe Return to In-Person Instruction Plan within 30 days of certifying the assurances

Educational Impact:

CCDS is committed to a safe return to in-person instruction.

Fiscal Impact:

CCDS is receiving ESSER III funds.

Additional Information:

None

Recommendation:

Approval of Safe Return to In-Person Instruction Plan

American Rescue Plan Act Elementary and Secondary School Relief Fund (ESSER III) Safe Return to In-Person Instruction Local Educational Agency Plan Template

Background on ESSER

The American Rescue Plan Act (ARP) signed into law on March 11, 2021, provided nearly \$122 billion for the Elementary and Secondary School Relief Fund (ESSER). ARP ESSER, also known as ESSER III, funds are provided to State educational agencies in the same proportion as each State received under Title I-A of the Elementary and Secondary Education Act (ESEA) in fiscal year (FY) 2020. The U.S. Department of Education (ED) published Interim Final Requirements (IFR) on April 22, 2021 requiring Local Educational Agencies (LEAs) receiving ESSER III funds to submit an LEA Plan for the Safe Return to In-Person Instruction and Continuity of Services. If an LEA had already developed a plan for safe return to in-person instruction and continuity of services prior to the enactment of ARP that meets the statutory requirements of section 2001(i) but did not address all of the requirements in the IFR, the LEA must revise and post its plan no later than six months after receiving its ESSER III funds. This applies even if an LEA has been operating full-time in-person instruction but does not apply to fully virtual schools and LEAs.

The IFR and ARP statute, along with other helpful resources, are located here:

- April 2021 IFR: <https://www.govinfo.gov/content/pkg/FR-2021-04-22/pdf/2021-08359.pdf>
- ARP Act text: <https://www.congress.gov/117/bills/hr1319/BILLS-117hr1319enr.pdf>
- Centers for Disease Control and Prevention (CDC) COVID-19 School Operation Guidance: https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/operation-strategy.html#anchor_1616080023247
- ED COVID-19 Handbook Volume I: <https://www2.ed.gov/documents/coronavirus/reopening.pdf>
- ED COVID-19 Handbook Volume II: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>
- ESEA Evidence-Based Guidance: <https://oese.ed.gov/files/2020/07/guidanceeuseseeinvestment.pdf>
- ED FAQs for ESSER and Governor's Emergency Education Relief (GEER): https://oese.ed.gov/files/2021/05/ESSER.GEER_FAQs_5.26.21_745AM_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99.pdf

Purpose of the Template

The IFR issued by ED outlines several requirements for all LEAs that receive ESSER III funds, including that LEAs have in place a plan for ensuring safety during in-person instruction (either in-progress or planned) as well as ensuring continuity of services should the LEA or one or more of its schools be required to close temporarily for COVID-19-related public health reasons in the future. LEAs who had a plan in place by March 11, 2021, which incorporated opportunity for public comment and was posted publicly have six months from the date their ESSER III Assurances were completed to update and revise the plans to meet those requirements. Examples of previous plans that may be allowable would be a completed Cal/OSHA or Assembly Bill 86 plan, as long as it meets the requirements previously stated. LEAs which did not have a statutorily compliant plan in place as of March 11, 2021, must create and post this plan within 30 days of completing their ESSER III Assurances.

If you have questions as to which category applies to your LEA, please contact EmergencyServices@cde.ca.gov. Plans are required for all LEAs, regardless of operating status, unless an LEA is fully virtual with no physical location. All plans must be reviewed, and, as appropriate, revised, at least every six months to incorporate new or revised CDC guidance and other changed factors.

This template has been created to assist LEAs in the creation of these plans and to ensure all required elements are met. The following requirements and assurances pertain to both the statutory requirements and the IFR published by ED. LEAs may provide any additional information they believe are helpful in assessing their plan. If you have any questions, please contact EmergencyServices@cde.ca.gov.

LEA Plan for Safe Return to In-Person Instruction and Continuity of Services

LEA Name:

Chico Country Day School

Option for ensuring safe in-person instruction and continuity of services:
will amend its plan

1. Please choose one:

- ☒ The LEA had a plan, as of March 11, 2021, that is already compliant with the ARP statute and will review and, as appropriate, revise it every six months to take into consideration the additional requirements of the IFR; or

NOTE: If your LEA already has a compliant plan as of March 11, 2021, and has assured such by checking the box above, then you may skip questions 2-4 and complete the Assurance and Contact sections.

- ☒ The LEA has amended/created a plan compliant with the IFR using this template and has posted/will post it within 30 days of completing the ESSER III Assurances.

NOTE: If checking the box above that you are using this template to meet the 30 day plan requirements, you must respond to each question in the template.

Please note whether the LEA has a compliant plan and include a link to the plan, or acknowledge that the LEA is submitting a new plan and will post it within 30 days of receiving funds.

www.chicocountryday.org

2. The LEA will maintain the health and safety of students, educators, and other school and LEA staff, and the extent to which it has adopted policies, and a description of any such policies, on each of the CDC's safety recommendations, including: universal and correct wearing of masks; modifying facilities to allow for physical distancing; handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials.

Describe how the LEA will maintain, or continue to maintain, health and safety policies and procedures. Include a description of any adopted policies and procedures regarding the CDC's safety recommendations (or available LEA website links to such policies). Include descriptions of appropriate accommodations adopted and coordination efforts conducted with outside State and local health officials. Please include or describe current public health conditions, applicable State and local rules and restrictions, and other contemporaneous information that informs your decision-making process.

CCDS will follow all health and safety procedures and policies as outlined by the CDPH. CCDS has COVID-19 safety policies in place and they are available at www.chicocountryday.org. CCDS will do the following as required by public health conditions: Stable Group Structures for staff and students in as much is required and practical; restricting entrance, egress and movement within School; Requiring face coverings and other essential protective gear if required by the State of California and K-12 guidance; Continue health screenings for student and staff; encourage healthy hygiene practices; identification and tracing of contacts in the case of a positive COVID-19 exposure on campus; encourage physical distancing to the extent possible and required by the State of California; Continue efforts of staff training and family education; CCDS will aide in Identification and reporting of cases and will communicate with parents and public health as necessary.

3. The LEA will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health and other needs, which may include student health and foodservices.

Describe how the LEA will ensure continuity of services in case isolation, quarantine, or future school closures are required, including how the LEA will meet the needs of students with disabilities and English learners.

Should students or staff need to isolate or quarantine or a future school closure is necessary, CCDS will switch to distance learning (if closure is required) and will facilitate learning for all students in a hybrid or distance learning model, much like the 20/21 school year. CCDS will have an independent study teacher on staff who will be able to monitor students who cannot come to campus due to a COVID-19 exposure or illness. Students with disabilities and students who are english learners will be accomodated by ensuring access to a credentialed teacher, access to support staff, and adequate technology to have learning occur off-campus.

4. The LEA sought public comments in the development of its plan and took those comments into account in the development of its plan.

Describe the LEA's policy or practice that provided the public with an opportunity to provide comments and feedback and the collection process. Describe how any feedback was incorporated into the development of the plan.

CCDS sought public comments at a publicly held meeting on June 23, 2021. Feedback was incorporated into the final draft of the plan.

In addition, the LEA provides the following assurances:

- ☒ The LEA has made (in the case of statutorily compliant plans) or will make (in the case of new plans) its plan publicly available no later than 30 days after receiving its ARP ESSER allocation.

- o Please insert link to the plan:

- ☒ The LEA sought public comment in the development of its plan and took those public comments into account in the development of its plan.

- ☒ The LEA will periodically review and, as appropriate revise its plan, at least every six months.

- ☒ The LEA will seek public comment in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to the plan.

- ☒ If the LEA revises its plan, it will ensure its revised plan addresses each of the aspects of safety currently recommended by the Centers for Disease Control(CDC), or if the CDC has revised its guidance, the updated safety recommendations at the time the LEA is revising its plan.

- ☒ The LEA has created its plan in an understandable and uniform format.

- ☒ The LEA's plan is, to the extent practicable, written in a language that parent scan understand, or if not practicable, orally translated.

- ☒ The LEA will, upon request by a parent who is an individual with a disability, provide the plan in an alternative format accessible to that parent.

The following person or persons is/are the appropriate contact person for any questions or concerns about the aforementioned plan.

Please list name(s), title(s), address, county, and contact information for the person or persons responsible for developing, submitting, and amending the LEA plan.

Margaret Reece, Chief Business Officer, 102 West 11th Street, Chico, CA 95928, Butte County,
margaret@chicocountryday.org

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Chico Country Day School
CDS Code:	04614246113773
LEA Contact Information:	Name: Claudia Trout Position: Director of Student Affairs Phone: 530-895-2650
Coming School Year:	2021-22
Current School Year:	2020-21

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

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$4930350
LCFF Supplemental & Concentration Grants	\$242548
All Other State Funds	\$482047.92
All Local Funds	\$310225
All federal funds	\$534221
Total Projected Revenue	\$6,256,843.92

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$6569607.95
Total Budgeted Expenditures in the LCAP	\$2541770
Total Budgeted Expenditures for High Needs Students in the LCAP	\$242548
Expenditures not in the LCAP	\$4,027,837.95

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$242548
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$242548

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$0
2020-21 Difference in Budgeted and Actual Expenditures	\$0

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	General fund budget expenditures not included in the LCAP are general expenses related to school operation such as furniture & equipment, copy machines, technology needs, legal expenses, some curricular expenses and communications and internet connections.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Chico Country Day School

CDS Code: 04614246113773

School Year: 2021-22

LEA contact information:

Claudia Trout

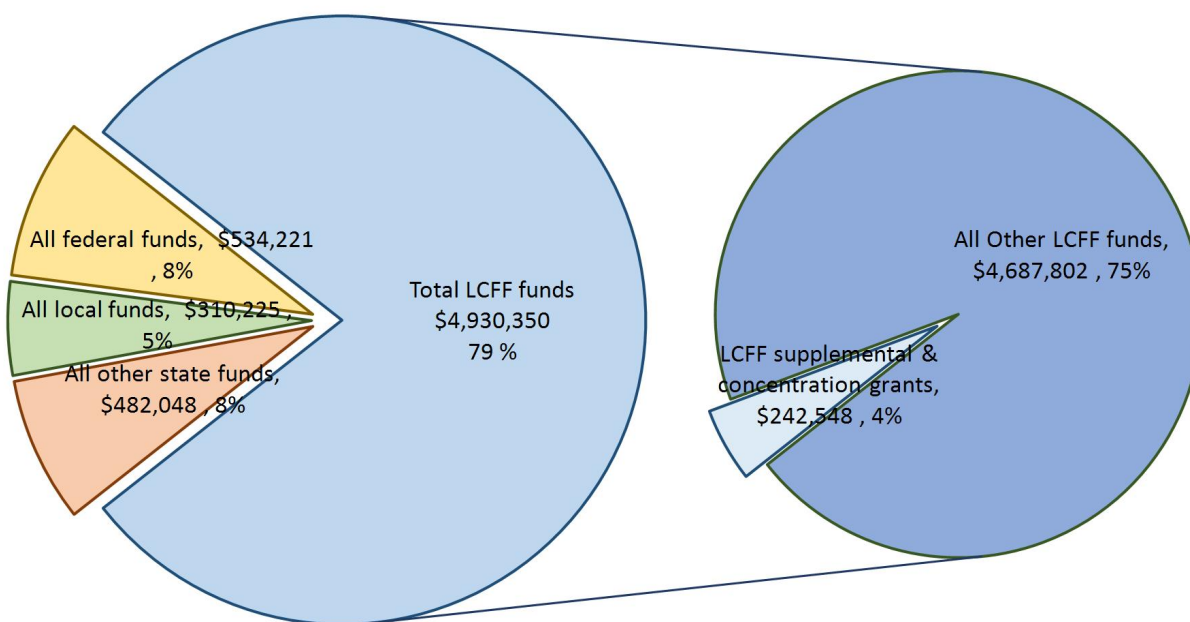
Director of Student Affairs

530-895-2650

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

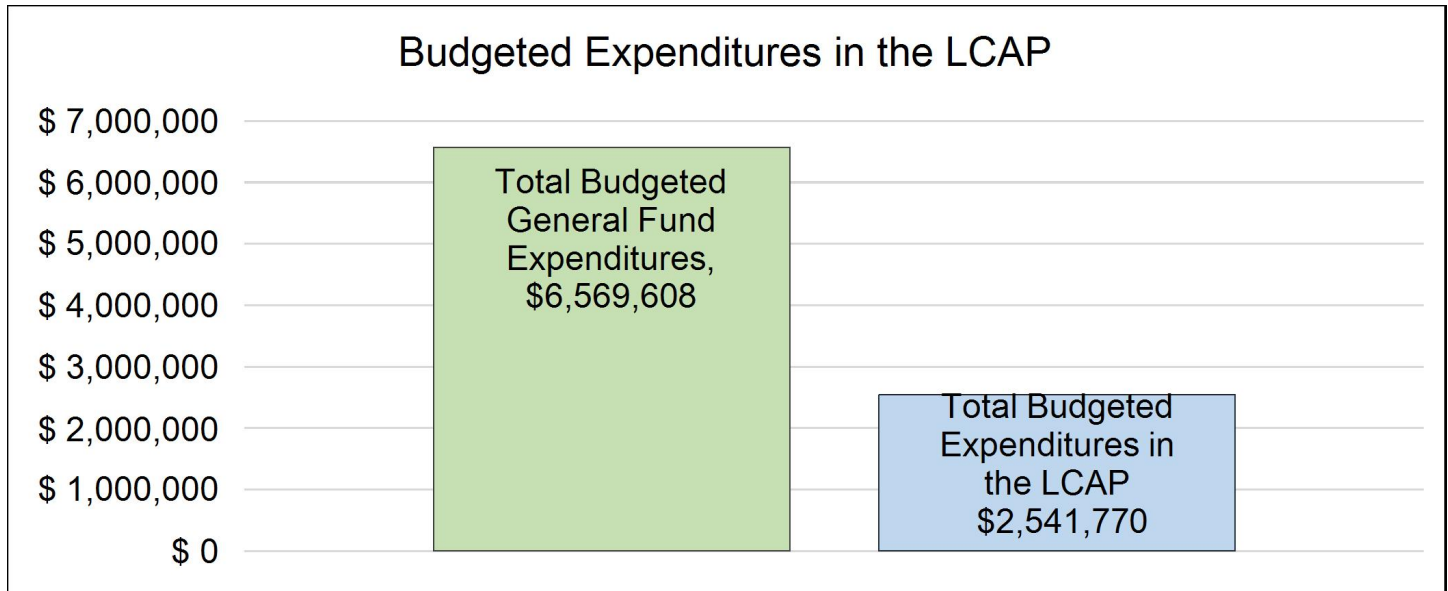


This chart shows the total general purpose revenue Chico Country Day School expects to receive in the coming year from all sources.

The total revenue projected for Chico Country Day School is \$6,256,843.92, of which \$4930350 is Local Control Funding Formula (LCFF), \$482047.92 is other state funds, \$310225 is local funds, and \$534221 is federal funds. Of the \$4930350 in LCFF Funds, \$242548 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 Chico Country Day School plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Chico Country Day School plans to spend \$6569607.95 for the 2021-22 school year. Of that amount, \$2541770 is tied to actions/services in the LCAP and \$4,027,837.95 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

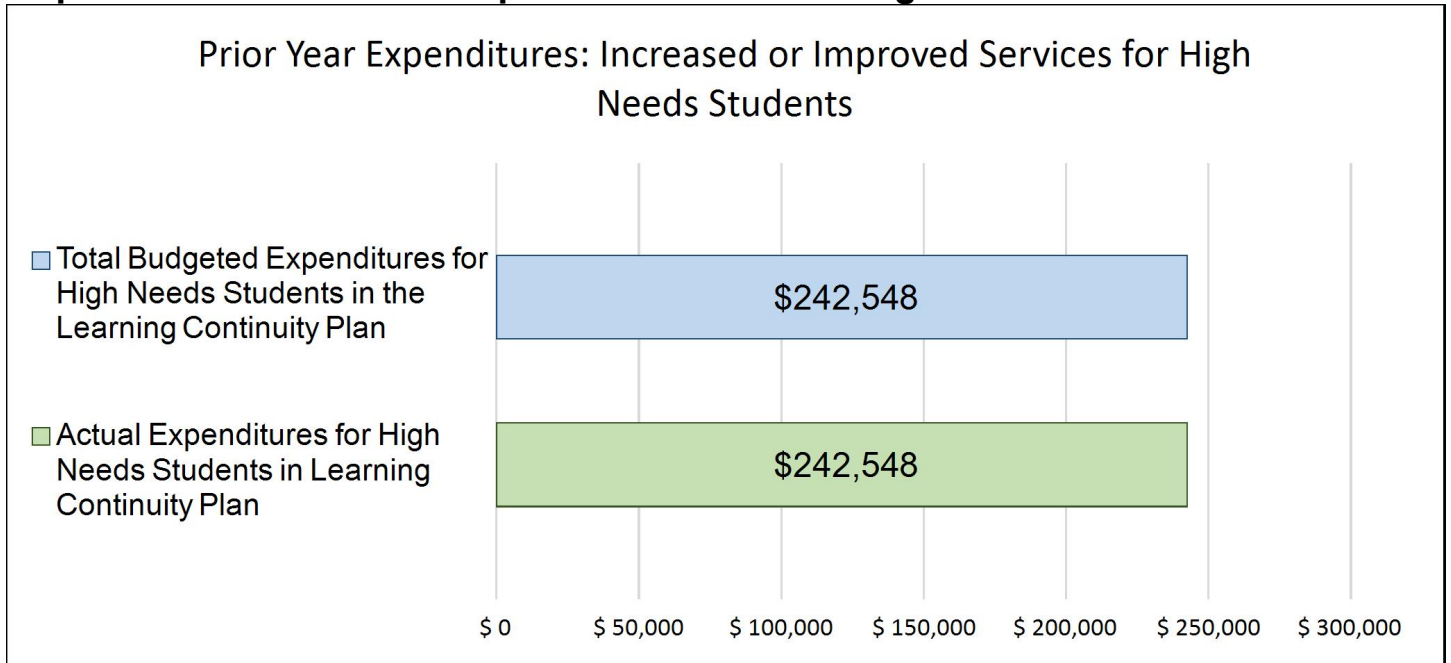
General fund budget expenditures not included in the LCAP are general expenses related to school operation such as furniture & equipment, copy machines, technology needs, legal expenses, some curricular expenses and communications and internet connections.

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

In 2021-22, Chico Country Day School is projecting it will receive \$242548 based on the enrollment of foster youth, English learner, and low-income students. Chico Country Day School must describe how it intends to increase or improve services for high needs students in the LCAP. Chico Country Day School plans to spend \$242548 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 Chico Country Day 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 Chico Country Day 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, Chico Country Day School's Learning Continuity Plan budgeted \$242,548 for planned actions to increase or improve services for high needs students. Chico Country Day School actually spent \$242,548 for actions to increase or improve services for high needs students in 2020-21.

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
Chico Country Day School	Claudia Trout Director of Student Affairs	ctrout@chicocountryday.org 530-895-2650

Plan Summary [2021-22]

General Information

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

Chico Country Day School, a public charter school, serves approximately 560 students in the city and surrounding areas of Chico, California. Enrollment at this school is by lottery and the student population represents the many diverse neighborhoods of Chico. Our demographic breakdown is approximately 74.1% White (Non-Hispanic), 23.6% Socio-economically Disadvantaged, 8.1% Students with Disabilities, and 11% Hispanic. CCDS offers a broad and enriched K-8 curriculum. Our instructional strategies include project-based learning and a focus on deeper learning competencies. Relationships are at the core of what we do, an essential function of schooling is to foster the creation of deep and meaningful relationships. Traditional core subjects: math, science, history, and English will be integrated into projects.

Chico Country Day School values the following:

Collaboration – We believe that people have a voice and that collaboration between teachers, parents, students, and staff will produce the best results for our students

Deeper Learning – We believe in utilizing Innovative Educational Practices to deepen learning because we want students to learn how to learn. Our teaching styles are driven by current educational research. We foster an environment where both students and teachers are committed to high expectations for quality work and character/citizenship.

Joyful learning – We value joy in our learning environment and it starts with our staff being joyful learners. Students can only catch the “joy of learning” from how we lead and teach.

Responsiveness – We value responsiveness as an organization. Our goal is to shift and change as quickly as we can when we face challenges or find opportunities to change for the better

Community Connection – We value connection to each other, to the broader community of Chico, and to the world.

Reflections: Successes

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

CCDS has committed to providing high-quality work and a culture of belonging for all students. As we implement Project-Based Learning, this allows CCDS to focus on adapting to students' needs in preparing them for high school and beyond. Our educational program is designed to challenge, engage, and empower students. We aim to do work that matters in this world because our students are living life now, not merely preparing for something they will encounter once their formal education years have finished. In measuring this, our successes are as follows.

Chico Country Day's student data from our LCFF evaluation rubrics for English Language Arts and mathematics show that overall, academic performance has improved. For overall students, ELA is currently blue and math is currently green. As the 2018 and 2019 SBAC results were compared and analyzed by stakeholder groups at Chico Country Day, the findings were extremely positive. 2018/2019 SBAC results showed us that 72% of the students overall are in the "Standard Met or Exceeded" category in ELA and 60% of the students are in the "Standard Met or Exceeded" category in Math. Student performance in ELA is 47.2 points above standard with an increase of 8.8 points and 15.5 points above standard in math with an increase of 4.7 points from the previous year. Our Hispanic and socioeconomically disadvantaged student subgroups are in the blue performance group for ELA and the green performance group for math.

Response to Intervention for academic performance is in the fourth year of practice with fidelity. Classroom teachers are working closely with the RTI teams to provide improved services. A team approach to identifying targeted students and providing as many tiered services for them in the classroom has happened as a result. Our local performance indicator, AIMSWEB, shows that our students' reading levels are above the average in California.

We continue to support students through our MTSS model as we see areas of concern through data collection with our Kelvin pulse, counseling referrals, and coordinated family outreach. Additional administrative and counseling staff were allocated this year as a result of the COVID-19 pandemic and continued supports were available for those impacted by the Campfire. We have provided trauma-informed practices and staff has learned about ACES as well as working with students in trauma. PBIS practices continue being implemented as we transitioned to our hybrid and in person model. Targeted social-emotional learning has continued this year with a focus on tier 3 students.

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.

CCDS continues to develop continuous improvement cycles by developing data points and the human capacity for analysis of progress and needs. Through the LCAP process and our Western Association of Schools and Colleges (WASC) accreditation, our stakeholders have identified math instruction as an area of need. While the CCDS Dashboard showed math scores increased last year and the LCFF evaluation rubric for math is at the green, we feel the school could improve for specific subgroups including students with disabilities and socioeconomically disadvantaged students. Both of these groups are performing below standard. In addition, the math curriculum has been voiced as an area of need from stakeholders.

Our latest CA Dashboard indicators from 2019 show our socioeconomically disadvantaged subgroup made significant progress in math, increasing by 26.7 points to only 3.5 points below standard. Our students with disabilities declined 6.8 points to 59.8 points below standard. While this improvement for socioeconomically disadvantaged students is significant, we think both subgroups can improve with curricular changes, focused intervention efforts, and professional learning for staff. As a result of these trends, our focus will be on increasing student learning in math. The primary focus will be on providing training for all staff on Cognitively Guided Instruction which has shown to increase teachers' ability to teach math. We will also be piloting and adopting a new curriculum in the upcoming school years. Of course, this will be dependent upon the COVID-19 response and campus re-openings guidelines from the state.

Our local assessment indicator Aimsweb

Other areas that we are actively monitoring are Chronic Absenteeism and Suspension rates. The changes reflected in the LCFF evaluation rubrics for the 2018/2019 school year where those colors are yellow and orange respectively, is thought to be a reflection of the Campfire disaster and the trauma that ensued for some students. Over half of the students that were Chronically Absent had an 88.5% to 89.9% attendance rate, where the cut-off is 90% attendance for being considered Chronically Absent. Suspension rates increased by 0.7% to 1.5%. We believe this is a reflection of students managing trauma related to the Campfire disaster. Total students suspended increased by 4 students, some of which were Campfire victims. The percentage of students suspended at least once over the past three years has minimally changed. As a result of the small number of suspensions and the size of our subgroups, one or two students can make a significant impact on our LCFF evaluation rubric performance level. We continue to support students through our MTSS model as we see areas of concern. Additional administrative and counseling staff were allocated this year as a result of the COVID-19 pandemic. We have provided trauma-informed practices and trained the staff in ACES as well as working with students in trauma. PBIS is continued and targeted social-emotional learning groups have continued this year with a focus on tier 3 students.

To date, California has not established standardized definitions of "student success" or "college and career readiness" As such the metrics included in the CA School Dashboard and the UC/CSU A-G requirements have become the de facto definition of success. To better serve our community and to ensure that each and every student has an equitable opportunity to develop and demonstrate a broader set of competencies that will increase their opportunities for success in college and/or career, we will partner with stakeholders to develop a holistic definition of student success that will be adopted as the LEA's graduate profile. This will help ensure each and every CCDS student has an equitable opportunity to develop and demonstrate a set of competencies articulated in the graduate profile.

After analysis of stakeholder's feedback and local Kelvin pulses two significant themes were identified: mental health and social-emotional needs. Research has demonstrated how trauma significantly impacts learning. By appropriately addressing trauma, social-emotional, and behavioral needs of students, specifically, those disproportionately impacted by the COVID-19 pandemic and Campfire, student educational outcomes can be improved, including academic outcomes. Identifying and creating practices and policies to increase access to school-based social emotional resources and positive behavior intervention systems and/or restorative justice programs, including trauma informed mental health services, as well as extracurricular and after school/enrichment programs will help address our mental health and social emotional needs.

LCAP Highlights

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

- Through stakeholder meetings and analysis of our state and local data, four goals have been identified:
- Goal 1- Ensure High-Quality Work: Begin implementation of our Graduate Profile to ensure every student has equitable opportunity to create high-quality work characterized by complexity, authenticity, and craftsmanship that invites family and community members to participate in student learning and reflection.
 - Goal 2- Enhance Student-Centered Instruction: CCDS teachers design classroom instruction that provides access and challenge for all students, encouraging them to grapple, share their thinking, and construct knowledge together.
 - Goal 3: Nurture a Culture of Belonging and Connection: CCDS will create a safe, inclusive, and equitable environment where all students feel a sense of belonging, are supported with social-emotional needs, develop strong relationships, and experience joy.
 - Goal 4: Support For Struggling Students: CCDS provides targeted interventions to students in need of additional support.

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.

Board meetings

September 23, 2020:

At this meeting, the administrative team conducted an informational presentation about the Learning Continuity and Attendance plan local indicators, goals and actions. Parents, teachers and board members were present to discuss and provide feedback.

October 9, 2020:

At this meeting, the administrative team conducted an informational presentation about the LCAP and local indicators, goals, and actions. Learning Continuity and Attendance data were presented. Dashboard progress was not available due to school shutdowns in March 2019. Parents, teachers, and board members were present to discuss and provide feedback.

March 24, 2021:

At this meeting, the administrative team presented on Graduate Profile development and collaboration with Silicon Schools grant Parents and teachers and board members were present to discuss and provide feedback.

Parent Communications, Meetings, and Surveys:

October 9, 2019: LCAP/WASC Stakeholder meeting

At this meeting, the administrative team presented progress towards goals regarding WASC and the LCAP. Discussion and input were facilitated with the group. Survey results, test scores, discipline data, attendance rates, and information on the educational program were provided. Parents and teachers were present. Due to school closures because of the pandemic, the 19/20 LCAP was not adopted however this meeting helped guide the work and establish a foundation for the direction of the 21/22 LCAP.

Sept- LCP posted on the website

February 2, 2021

A family survey was sent out to Tk-3rd grade parents to gather input on family and student needs. Families identified reading support, counseling, and socialization as a need.

February 19, 2021

A teacher pulse was sent via Kelvin to gather input on teacher needs.

4/14/21

Director of Education, Wendy Fairon, sent out a communication regarding the Graduate Profile with a link for stakeholder comments.

March 12, 2021

A family survey was sent out to 4th-8th grade parents to gather input on family and student needs.

April 12, 2021

Newsletter/Eflyer: Invitations for Stakeholder meetings and information about the LCAP progress provided.

April 19, 2021

At this meeting, the admin team lead an interactive brainstorming session with parents regarding the Expanded Learning and LCAP Goals

Surveys

Parents were provided a climate and input survey in April, gathering 76% of our family's responses. Data gathered and analyzed by the team to determine actions and services.

Staff and student surveys were sent out in February and April and analyzed by the team to determine actions and services provided as a result of the COVID-19 campus closures.

Staff Meetings

February 17, 2021

At this meeting, the Director of Education and Bryanna Hanson, from Altitude Learning, presented a breakdown of progress report data and competence-based score.

February 3, 2021: Staff meetings

At this meeting, the administrative team and Altitude Learning presenter discussed the Graduate Profile design process.

April 21, 2021

At this meeting, the administrative team leads a brainstorming session to collect ideas on mental health and social-emotional learning, academic student support services, family needs, equity, diversity, and inclusion.

A summary of the feedback provided by specific stakeholder groups.

The themes that emerged in reviewing the data collected from stakeholder input were the continuation of high-quality work through project work, exhibitions, and the development of attributes that enable us to interact effectively and harmoniously with other people. In addition, parents supported our continued work with implementing equitable and inclusive practices.

These themes led to the identification of needs resulting in future actions or services in this Local Control Accountability Plan.

- Continued support in project-based learning, ensuring students participate in high-quality work and adapt to student's needs in preparing them for high school and beyond. (Goal 1 and 2)
- Continued support for struggling students. (Goal 4)
- Continued focus on an inclusive environment. (Goal 3)

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

Continued support in project-based learning, ensuring students participate in high-quality work and adapt to student's needs in preparing them for high school and beyond. (Goal 1 and 2)

- Continued support for struggling students. (Goal 4)
- Continued focus on an inclusive environment. (Goal 3)

Goals and Actions

Goal

Goal #	Description
1	Ensure High Quality Work: CCDS students create high-quality work characterized by complexity, authenticity, and craftsmanship that invites family and community members to participate in student learning and reflection.

An explanation of why the LEA has developed this goal.

All learners benefit from creating high quality and authentic work which entails frequent feedback targeting students' learning needs, while providing students with information to develop their work. As the process, effort, and strategies involved in accomplishing this work are focused upon, students come to understand that learning is the result of cumulative effort. This, in turn, improves their resilience and academic achievement (Dweck, 2000). State priorities 1,3,5,7,8

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student project exhibitions include evidence of reading, writing , or mathematical reasoning skills aligned with CCSS.	95%				100%
Students engage in project based learning or exhibition	95%				100%
Families attending an student led conference (which	90%				98%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
includes our unduplicated)					
Family survey responses indicate strongly agree and agree, “CCDS provides a high quality educational program for all students.”	79%				98%
Provide a variety opportunities for school community to provide input	email, surveys, in person meetings, virtual meetings				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Exhibitions and Student-Led Conferences	Continue to host exhibitions and invite community members to participate. Additionally, CCDS will continue to implement student-led conferences where families will hear from their children about their learning, reflections on academic and Social-Emotional Learning (SEL) growth, and goals for the year.	\$2,500.00	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.

Goals and Actions

Goal

Goal #	Description
2	Enhance Student-Centered Instruction: CCDS teachers design classroom instruction that provides access and challenge for all students, encouraging them to grapple, share their thinking, and construct knowledge together.

An explanation of why the LEA has developed this goal.

Our educational program is designed to challenge, engage, and empower students. And in supporting Project-based Learning, CCDS intends to provide equity and access to curriculum while challenging diverse learners. Research shows that a pedagogy which asserts that students learn best by experiencing and solving real-world problems increases engagement, deepens learning and provides access to all students (Barron & Darling-Hammond, 2008). State priorities 2,4,5, 7

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard ELA Indicator will maintain or increase	All student group: 18-19 school year Blue (47 points above standard)				Maintains or improves
CA Dashboard Math Indicator will maintain or increase	All student group: 18-19 school year Green (15 points above standard)				Maintains or improves
Number of faculty trained and participating in Project Based Learning	100%				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English language learner progress (CA Dashboard) and ELPAC Reclassification rates	N/A (Too few students to report publicly)				
Number of student survey responses positively indicate the statement “Adults at my school believe that I can be successful.” And answer positively to the question “ Do you do work that matters?”	86%				95%
Number of students meeting end of year Fast bridge benchmarks	N/A				75%
Number of students who are "Meeting" and "Advanced" in Competency based measures used in Altitude (EPMA)	75%				90%
CA Dashboard Science (CAST) will maintain or increase	N/A				maintain or increase
Utilizing ----- rubric, current staff self analysis (

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
implementation of CCSS _					
School community knowledge of CCDS graduate profile	15%				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Learning (ELA, PBL) and Graduate profile	Provide professional learning experiences aligned with EL Curriculum and PBL for staff. Director of Education will spend 10% of her time implementing, revising, and engaging stakeholders with the graduate profile.	\$14,065.00	No
2	Math - professional development and Curriculum	Professional development on cognitively guided instruction and research, pilot, train staff, and implement a new math curriculum.	\$5,000.00	No
3	Project Work	Project design will reflect meaningful, interdisciplinary projects and students will be able to explain the learning goals and the purpose behind their work while applying their skills and content knowledge to produce purposeful, meaningful work. Support staff to implement our science camp for grades 6th and 7th.	\$15,000.00	No
4	Specialist	Continue to support enrichment opportunities through our specialists (Art, Spanish, Music, STEM)	\$119,086.00	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.

Goals and Actions

Goal

Goal #	Description
3	Nurture a Culture of Belonging and Connection: CCDS will create a safe, inclusive environment where all students feel a sense of belonging, are supported with socio-emotional needs, develop strong relationships and experience joy.

An explanation of why the LEA has developed this goal.

Over the past few years, the LEA has implemented Restorative Practices, MTSS, along with sustained positive discipline. Additionally, efforts have been made to respond to chronic absenteeism, students in crisis and creating a joyful environment. In doing so, students' social emotional needs are better met and relationships are at the forefront. CCDS is committed to continuing this effort with students, families and teachers and in order to respond to future needs. Creating an inclusive environment is paramount for student learning and a strong school community. (State priorities 1,5,6)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rate of chronic absenteeism	4%				3%
Rate of chronic absenteeism SED students	6%				4.5%
P2 attendance rate	96%				96%
Suspension rate	1.5%				1.0%
Percent of credentialed teachers	100%				100%
Percent of students with access to CCSS	100%				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
aligned curricular materials.					
Percent of facility inspections that are in "good repair"	95%				98%
Student respond to the statements, "I feel happy to be at CCDS", "I want to do my best", and "I feel safe at school."	85%				95%
Expulsion rate	0%				0%
Middle school drop out	0%				0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Services	Continue to fund administrative and social-emotional supportive time to support the development and maintenance of a happy, healthy, student community. All three directors will spend 10% each of their time dedicated to social emotional support.	\$53,560.00	Yes
2	Professional learning for student services	Provide ongoing professional learning to all staff to collaborate and improve implementation of restorative practices and to maintain MTSS and PBIS structures for the student community.	\$6,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Support for Continuous Improvement data review	Support collaborative staff time to gather and examine data regarding sense of belonging from student surveys and social-emotional wellness in order to identify and implement best practices through the school.Support staff for attendance monitoring.	\$6,500.00	No
4				No
5	Basic Services	Provide high-quality credentialed teachers, appropriate instructional materials, and well-maintained facilities to optimize learning.	\$2,135,259.00	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.

Goals and Actions

Goal

Goal #	Description
4	Support For Struggling Students: CCDS schools provide targeted interventions to students in need of additional support.

An explanation of why the LEA has developed this goal.

CCDS recognizes that students encounter difficulties that hinder their success in school and that early intervention can help increase student achievement and self confidence resulting in the likelihood of graduation. Academic, social-emotional, behavioral difficulties and inconsistent attendance all contribute to a student's challenges in school. Research shows that unaddressed skill gaps can negatively impact some subgroups more than their peers. Therefore, CCDS stays committed to supporting all students while targeting those subgroups to ensure all students perform at their personal best. (State priorities 4,5,6)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of students receiving Rtl services	10% of student population				Maintain or improve
Number of students who exit Rtl services	30% of the students served				Maintain or improve
Number of students who receive direct instruction in SEL	70% of student population				95% of student population
Number of students who participate in SEL intervention groups	3% of the student population				5% of the student population

Actions

Action #	Title	Description	Total Funds	Contributing
1	Rtl Support Team	Intervention services will be coordinated and improved upon through best practices in a three-tier model of academic intervention by providing RTI staff.	\$134,945.00	Yes
2	Outreach	Improve support services to identified students by providing social emotional classroom supports, transportation passes, family outreach and administrative support.	\$40,855.00	Yes
3	Instructional coaching and support	Substitute time to support math and assessment coaching.	\$8,500.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing

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
5.17%	24939

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.

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

Our latest CA Dashboard indicators from 2019 show our low-income students showed an increase of 2.8% in the chronic absenteeism indicator with a total of 6% of our low-income students being identified as chronically absent. This put us in the orange performance level. In all other areas (suspensions, ELA, and Math) low-income students were in the blue and green performance level. In response, our school will put together an attendance team to identify and put resources in place for students who are chronically absent. We will also hire additional staff to ensure appropriate tracking and communication between the school and families. We've seen success during our 2020-2021 school year in implementing an attendance team to help reduce absences and help families feel connected to the school. As a result of the continued and increased support, we expect to see chronic absenteeism rates of low-income students decline.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$2,350,951.00	\$109,519.00	\$3,500.00	\$77,800.00	\$2,541,770.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$2,244,440.00	\$297,330.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Exhibitions and Student-Led Conferences	\$2,500.00				\$2,500.00
2	1	All	Professional Learning (ELA, PBL) and Graduate profile	\$14,065.00				\$14,065.00
2	2	All	Math - professional development and Curriculum	\$5,000.00				\$5,000.00
2	3	All	Project Work	\$12,500.00		\$2,500.00		\$15,000.00
2	4	All	Specialist	\$114,086.00	\$5,000.00			\$119,086.00
3	1	English Learners Foster Youth Low Income	Student Services	\$53,560.00				\$53,560.00
3	2	English Learners Foster Youth Low Income	Professional learning for student services	\$6,500.00				\$6,500.00
3	3	All	Support for Continuous Improvement data review	\$6,500.00				\$6,500.00
3	4	All						
3	5	All	Basic Services	\$1,956,440.00	\$103,019.00		\$75,800.00	\$2,135,259.00
4	1	English Learners Foster Youth Low Income	Rtl Support Team	\$134,945.00				\$134,945.00
4	2	English Learners Foster Youth Low Income	Outreach	\$39,855.00		\$1,000.00		\$40,855.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	3	English Learners Foster Youth Low Income	Instructional coaching and support	\$5,000.00	\$1,500.00		\$2,000.00	\$8,500.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$239,860.00	\$244,360.00
LEA-wide Total:	\$239,860.00	\$244,360.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	1	Student Services	LEA-wide	English Learners Foster Youth Low Income		\$53,560.00	\$53,560.00
3	2	Professional learning for student services	LEA-wide	English Learners Foster Youth Low Income		\$6,500.00	\$6,500.00
4	1	RtI Support Team	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$134,945.00	\$134,945.00
4	2	Outreach	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$39,855.00	\$40,855.00
4	3	Instructional coaching and support	LEA-wide	English Learners Foster Youth Low Income		\$5,000.00	\$8,500.00

Annual Update Table Year 1 [2021-22]

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

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

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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

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
Chico Country Day School	Claudia Trout Director of Student Affairs	ctrout@chicocountryday.org 530-895-2650

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

Goal 1

GOAL 1:

CCDS will provide high quality classroom instruction, multi-tiered supports, and equitable conditions of learning for all students

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 1- Teacher Credentials (SARC) 19-20 100% of teachers are appropriately assigned and fully credentialed. Continue to recruit and hire highly qualified and credentialed teachers. Baseline 100% of teachers are appropriately assigned and fully credentialed.	100% of teachers were appropriately assigned and fully credentialed. Recruitment efforts were successful in filling vacancies.
Metric/Indicator Priority1-Instructional Materials (SARC) 19-20 Students will engage in learning informed by Common Core State Standards in ELA and Math and Next Generation Science Standards supported through continued funding of CCSS and NGSS curriculum materials and professional learning. Baseline	100% of student had access to CCSS aligned textbooks or curricular materials.

Expected	Actual
<p>100% of students have access to CCSS aligned textbooks or curricular materials.</p> <p>Metric/Indicator Priority 2: Local indicators CASS Implementation Metric</p> <p>19-20 Math: 100% of teachers are at "full awareness to implementation" ELA: 95% of teachers are at "full awareness to implementation"</p> <p>Baseline Math: 85% of teachers are at "full awareness to implementation" ELA: 80% of teachers are at "full awareness to implementation"</p>	<p>All teachers are implementing curriculum that is aligned with CCSS. Due to the COVID-19 response, the CASS Implementation Metric was not completed by teachers.</p>
<p>Metric/Indicator Priority1-Facilities in Good Repair (SARC)</p> <p>19-20 Follow established maintenance and facility repair schedule keeping the school and outdoor areas in excellent condition.</p> <p>Baseline SARC- 100% facility system inspections are in "good" repair</p>	<p>Facilities were in good repair, new playground was added in fall of 2019 and building projects are moving forward for 2020/2021 school year.</p>
<p>Metric/Indicator</p> <p>Baseline</p>	
<p>Metric/Indicator</p>	

Expected	Actual
Baseline	
Baseline	
Metric/Indicator	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
100% of teachers are appropriately assigned and fully credentialed. Continue to recruit and hire highly qualified and credentialed teachers.	<p>substitute teachers for training for teachers needing prof. development 1000-1999: Certificated Personnel Salaries Base 1500</p> <p>textbooks/instructional materials 4000-4999: Books And Supplies LCFF Base 1000</p> <p>trainings/professional development 5800: Professional/Consulting Services And Operating Expenditures Base 500</p>	<p>substitute teachers for training for teachers needing prof. development 1000-1999: Certificated Personnel Salaries LCFF Base 2000</p> <p>textbooks/instructional materials 4000-4999: Books And Supplies LCFF Base 1000</p> <p>trainings/professional development 5000-5999: Services And Other Operating Expenditures LCFF Base 1000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Students will engage in learning built upon Common Core State Standards in ELA and Math and Next Generation Science Standards supported through continued funding of CCSS and NGSS curriculum.	math materials/texts 4000-4999: Books And Supplies LCFF Base 2000 substitute teachers - training days 1000-1999: Certificated Personnel Salaries LCFF Base 5500 trainings/consultants 5800: Professional/Consulting Services And Operating Expenditures LCFF Base 1000	math materials/texts 4000-4999: Books And Supplies LCFF Base 1798.53 substitute teachers - training days 1000-1999: Certificated Personnel Salaries LCFF Base 3500 trainings/consultants 5000-5999: Services And Other Operating Expenditures LCFF Base 1000
Continue to provide professional learning to teachers in effective three-tier instruction and intervention and evidence based social emotional learning.	School Psychologist 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 9450 School Pyschologist benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 1575	School Psychologist 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 5685.53 School Pyschologist benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 1819.37
Follow established maintenance and facility repair schedule keeping the school and outdoor areas in excellent condition.	janitorial & maintenance staff 2000-2999: Classified Personnel Salaries LCFF Base 145000 custodial & maintenance supplies 4000-4999: Books And Supplies LCFF Base 29600 custodial & maintenance benefits 3000-3999: Employee Benefits LCFF Base 3600 11800	janitorial & maintenance staff 2000-2999: Classified Personnel Salaries LCFF Base 161978.24 custodial & maintenance supplies 4000-4999: Books And Supplies LCFF Base 21145.5 custodial & maintenance benefits 3000-3999: Employee Benefits LCFF Base 56692.37

Goal Analysis

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

All funds supported the actions and services outlined above.

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

CCDS teachers continued to be 100% appropriately assigned and fully credentialed. Students continued to engage in project work that embeds ELA, Math, history, and NGSS standards during distance learning and hybrid learning. Expeditionary Learning curriculum was implemented with fidelity in K-5 and adjustments were made to ensure continuity of instruction during distance learning. Professional learning experiences were provided to support teachers needing to shift their teaching to an online platform. Interventions shifted from in-person to online and when appropriate RTI staff continued to provide intervention services in a blended model of push in and pull out services. Completion of new facilities will be finalized this school year and we have continued to follow our established maintenance and facility repair schedule. The outdoor area is in excellent condition.

Goal 2

GOAL 2:

CCDS will ensure student outcomes reflect access and achievement in research based and Common Core State Standard aligned instructional strategies and support programs.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 2: Local indicators CASS Implementation Metric 19-20 Math: 90% of teachers are at "full awareness to implementation" ELA: 85% of teachers are at "full awareness to implementation" NGSS: 75% of teachers are at "full awareness to implementation" Baseline Math: 85% of teachers are at "full awareness to implementation" ELA: 80% of teachers are at "full awareness to implementation"	All teachers are implementing curriculum that is aligned with CCSS. Due to the COVID-19 response, the CASS Implementation Metric was not completed by teachers.
Metric/Indicator Priority 4 ELA CAASPP 19-20 Overall maintains or improves and LI improves by 5 points. Baseline Distance from level 3 (15/16): Overall: 26.7	As reflected on the California Dashboard, students overall scored 46.4 points above standard and improved by 8 points. Our socioeconomically disadvantaged subgroup or LI scored 30.1 points above standard and improved by 28 points. This metric was met.

Expected	Actual
LI: -30.5	
<p>Metric/Indicator Priority 4 Math CAASPP</p> <p>19-20 Overall maintains or improves and LI improves by 5 points.</p> <p>Baseline Distance from level 3 (15/16): Overall: -0.9 SD: -39.9</p>	<p>As reflected on the California Dashboard, students overall scored 15.5 points above standard and improved by 4.7 points. Our socioeconomically disadvantaged subgroup or LI scored 3.5 points below standard yet improved by 25.7 points. This metric was met.</p>
<p>Metric/Indicator Priority 4: English language learner progress, ELPAC, Reclassification rates</p> <p>19-20 Review and track EL progress and reclassification rates at a local level.</p> <p>Baseline N/A: Summary reports are not provided for subgroups less than three.</p>	<p>English learner progress has been locally tracked. This subgroup is too small to be reflected on the Dashboard.</p>
<p>Metric/Indicator Priority 4/8 Local Metric- AIMSWEB/ESGI</p> <p>19-20 100% of students will be progress monitored through universal screeners and multiple measures K-8.</p> <p>Baseline 90% of students will be progress monitored through universal screeners and multiple measures K-8.</p>	<p>100% of the students have completed math and reading universal screeners. Interventions for struggling students are determined using these screeners and classroom assessments. This metric has been met.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Projects will be designed with rigor and informed by the Next Generation Science Standards and the Common Core. Therefore content knowledge professional development and implementation time in Next Generation Science Standards and the Common Core will be provided for teachers.</p>	<p>NGSS, Engineering, math supplements supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 5000</p>	<p>NGSS, Engineering, math supplements supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 763.55</p>
<p>Interventions services will be coordinated and improved upon through best practices in three-tier model of academic and behavior instruction and intervention by providing an intervention specialist, RTi director and academic coaches.</p> <p>Materials and professional development will be provided for classroom teachers to improve evidence based RTI practices.</p> <p>AIMSEB, ESGI, and SBAC interims will be among some of the programs used as local metrics for student outcomes. Professional development will be provided and a local data tracking system will be implemented.</p>	<p>Education Specialist Teacher, School Counselor 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 48000</p> <p>RTI Coordinator, Academic Coaches 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 48500</p> <p>benefits for teacher, RTI employees 3000-3999: Employee Benefits LCFF Supplemental and Concentration 75000</p> <p>Professional Development- Lexia/AIMSWEB, Linda Mood Bell, 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 54608</p> <p>RTI materials- Seeing Stars, AIMSWEB, ESGI subscriptions 4000-4999: Books And Supplies LCFF Supplemental and Concentration 5000</p> <p>2500</p>	<p>School Counselor 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 9890</p> <p>RTI Coordinator, Academic Coaches 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 61830.27</p> <p>benefits for RTI employees 3000-3999: Employee Benefits LCFF Supplemental and Concentration 12772.55</p> <p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 22642.49</p> <p>RTI materials- Seeing Stars, AIMSWEB, ESGI subscriptions 4000-4999: Books And Supplies LCFF Supplemental and Concentration 1288.56</p>

Goal Analysis

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

All funds supported the actions and services outlined above.

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

Teaches shifted curriculum and project design so that it could be taught online and implemented Altitude Learning platform to support instruction. Intervention services continue with a focus on students who needed tier 3 interventions. Staffing of an intervention specialist and academic coaches remained the same. Professional learning for teachers focused on shifting to competency-based grades. Aimsweb plus and ESGI (in one grade) were administered twice this year.

Goal 3

Goal 3: CCDS will create a supportive, safe and engaging environment for all students, parents and staff.

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)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 5- Chronic Absenteeism rates 19-20 Maintain rates or decrease Baseline 15/16 Overall: 3.9% LI: 10.6%	CA Dashboard results for 18/19 showed a 4% rate, an increase of 1.7% directly related to Campfire impacts. 19/20 year to campus closure rate was 2.9%, a significant improvement.
Metric/Indicator Priority 5- Attendance Rates 19-20 Attendance rate will stay above 96%. Baseline 15/16 rates Elementary: 96.31%	Attendance rates were above 96% in 18/19 and 19/20 until campus closure.

Expected	Actual
Middle School: 96.46%	
Metric/Indicator Priority 5-Drop Out rate 19-20 0% drop out rate. Baseline 15/16 rates 0% of students drop out	0% drop out rate
Metric/Indicator Priority 6- Suspension 19-20 Maintain rates or decrease Baseline LCFF Evaluation Rubric status 14/15 Overall- 1.7% LI- 2.6%	Suspension rate increased by 0.7% to 1.5%.
Metric/Indicator Priority 6- Local indicator for school climate 19-20 90% of students in grade 4-8 participated in a student survey based on Healthy Kids Survey. Baseline 90% of students in grade 4-8 participated in a student survey based on Healthy Kids Survey.	Survey was not implemented due to the COVID-19 campus closures.

Expected	Actual
Metric/Indicator Priority 3- Local indicator for parent involvement 19-20 50% of families will participate in surveys and those will be collected at conference time. Baseline Parents voluntarily participate in yearly climate survey.	60% of families participated in yearly climate survey and more than 60% participated in class surveys during the COVID-19 response.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Purchase bus passes and non- perishable food items for students who are chronically absent or tardy due to lack of transportation or hungry due to lack of food.	non-perishable food items 4000-4999: Books And Supplies LCFF Supplemental and Concentration 200 bus passes 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 100	non-perishable food items 4000-4999: Books And Supplies LCFF Supplemental and Concentration 350 0
Continue to implement and expand high-interest and inquiry based programs and electives school-wide like Engineering, Choir, classroom music and art, Theater, and Band among others.	art, music, STEM teachers 1000-1999: Certificated Personnel Salaries LCFF Base 89500 non-certificated non-core class teachers 2000-2999: Classified Personnel Salaries LCFF Base 72500 benefits for certificated and classified employees 3000-3999: Employee Benefits LCFF Base 35800 books and supplies for electives, music, art, choir, band classes 4000-4999: Books And Supplies LCFF Base 12500	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue school-wide implementation of Lifeskills, attendance incentives, and Positive Behavioral Interventions and Supports.	<p>Parent Liaison classified position 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 2825</p> <p>Parent Liaison benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 1645</p> <p>incentives & materials 4000-4999: Books And Supplies Supplemental 1000</p>	<p>Parent Liaison Classified Position 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 2574.96</p> <p>Parent Liaison benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 900.00</p> <p>incentives & materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration 820.97</p>
Continue supporting trauma informed practices. Provide restorative practices training for staff.	<p>Social Emotional data collection & Social.Emotional Group Lessons 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 1500</p> <p>Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 500</p> <p>lesson plan needs 4000-4999: Books And Supplies LCFF Supplemental and Concentration 500</p> <p>Professional development/ Restorative Practices 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 5000</p>	<p>Social Emotional data collection & Social.Emotional Group Lessons 1000-1999: Certificated Personnel Salaries LCFF Base 1500</p> <p>Benefits 3000-3999: Employee Benefits LCFF Base 500</p> <p>0</p> <p>0</p>
Support personnel to implement attendance tracking and family outreach for chronically absent students.	personnel/Dean of Students 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 9725	personnel/Dean of Students 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 22030

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
CCDS continues a member of Butte County's SARB (School Attendance Review Board) charter coalition.	<p>personnel/ Attendance - Office Manager 2000-2999: Classified Personnel Salaries Supplemental 6075</p> <p>Personnel benefits 3000-3999: Employee Benefits Supplemental 7410</p>	<p>personnel/ Attendance - Office Manager 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 11468.40</p> <p>Personnel benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 7593</p>
Increase parent/community outreach and community event opportunities.	<p>Parent Liaison 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 2825</p> <p>personnel benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 1640</p> <p>supplies for outreach/community events 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 1200</p>	<p>Parent Liaison 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 2574.96</p> <p>personnel benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 900.99</p> <p>supplies for outreach/community events 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 8816.09</p>

Goal Analysis

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

Funds budgeted supported the actions. Funds budgeted for actions that were not able to be implemented, such as an increase in parent & community outreach through community event opportunities because of COVID restrictions, were re-allocated to intervention and counseling services for students.

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

CCDS continued to provide inquiry-based programs and electives via distance learning and in our hybrid model. The attendance team focused on collecting engagement and attendance data and connecting families to county resources. CCDS continued participation with Butte County's SARB coalition virtually. Parent information virtual events and social media communication updates help keep our school and families connected. Weekly video updates from school administrators and e-flier were sent out to ensure families were aware of school updates. The challenges to implementing the community event goal and outreach were the COVID restrictions that prevented gathering.

20-21 Suspension Rates: CCDS has been implementing restorative practices and have had zero suspensions in 20/21.

Lifeskills and attendance incentives were not implemented due to students not at school or in a hybrid model most of the school year. But, in order to track and support engagement, CCDS shifted personnel resources to monitoring engagement and attendance in distance learning and hybrid models of instruction.

Trauma informed practices have been implemented through suicide prevention training for staff, parents and also for students as there was a need within our county to provide this level of support. Trauma informed practices are embedded in the suicide prevention training.

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
Increasing certificated and classified instructional supports, including reallocation of staff to support students, and an additional technology support person.	150000		Yes
Provision of on campus day camp for children of staff members, and students not able to engage off-campus, as well as an afterschool daycamp onsite.	65000		Yes
Increasing expenditures related to campus supplies, personal protective equipment (PPE), implementing social-distancing protocols, and egress procedures.	32000		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.

All funds supported the actions and services outlined above.

Analysis of In-Person Instructional Offerings

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

We began offering in-person instruction to a small cohort of students in September of 2020. These were students of staff members and those students who were having difficulty engaging in distance learning. When our county entered the Red Tier in October of 2020, we took a tiered approach to returning to campus. We began with TK-2, followed by 3-5th the next week, and 6-8th the third week. We utilized an A and B cohort model with A being Mon/Tues and B being Thurs/Fri. Successes with this schedule included time to implement and test all of the new procedures required for safely operating the school, including distancing, management of outdoor spaces, and creating a safe environment for all staff and students.

In January, we began offering attendance in both the A and B cohorts for students. Attendance in both cohorts was based on: space in each classroom, access to Distance Learning materials (some students don't have reliable wifi access each day), latest benchmark assessment results, engagement/attendance records, teacher recommendation, and parent requests. At the end of January, we increased on-campus time from 11:30 to 12:20. A challenge with the length of day was the need for teachers to access their off-campus learners for instructional time in the afternoons and the time-consuming process of moving all instructional materials to a digital format. We understood that families wanted additional on-campus time and stretched to meet that need. As cohorts expanded, we were able to strategize and implement a plan for all cohorts to expand to include the A and B days, having students on campus for 4 days, 4 hours per day. As the spring continued, the number of students on full-time distance learning decreased from 140 in January to about 30 in April.

Our choice to use Altitude Learning and build all curriculum into that format, allowed the opportunity for families to quarantine as needed, and gave students and families a chance to access meaningful curriculum in the way that felt safe for them. This allowed all students to stay connected with their classroom teacher and their classmates.

We have been a school that utilizes parent volunteers, has multiple whole-school events, and takes many field trips per year. All of this came to a halt and was challenging for our community. We were able to offer virtual information nights, teachers did do virtual exhibitions of learning, but we did miss the opportunities to gather and share our learning as a community.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of online digital curriculum, Altitude Learning, and additional summer learning teacher	65000	75979	Yes

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

CCDS purchased Altitude Learning as well as re-assigned three teachers to help with distance learning once hybrid learning was implemented in November.

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.

We made several key decisions before school began to allow for continuity of learning through this year. First was the deployment of Chromebooks to all students who requested one. We continue to utilize a tech request form on our website that is monitored by three staff members to troubleshoot any issues with technology. We were also able to take requests for Hot Spots for families in need of additional wifi support. Challenges included families with 3 or more students who needed access to wifi at similar times. Some of these students were the first to return when we were able to offer some in-person learning.

We purchased Altitude Learning as our platform for teachers to build all of their curriculum for students. This is a platform built for Project Based Learning, so it supports the pedagogical approach of the school and allows our teachers to continue to make and build their curriculum. Along with the purchase of the platform, we also received eight professional development sessions, bi-monthly coaching for administrators, and data review each semester. With this platform and our training, teachers were able to create content for students that they could access no matter their learning location. Teachers were able to be creative professionals and also built their instruction in a way that allowed for flexibility when students needed to quarantine, when we were asynchronous, and when we were in full Distance Learning. Challenges with this included the time-consuming process of transferring all instructional materials to the online platform. There was also the shift in learning to use the technology in the midst of all of the other changes. Fortunately, Altitude had very responsive customer support for families and staff members.

For our students with unique needs, we were able to increase zoom time support with our specialist teachers, classroom teachers, Ed Specialists, and were able to offer some on-campus support time as well. We offered enrichment through our Wonder Wednesday offering with an art, science, and music focus. We also established small group reading instruction for all students TK-3 and small

group support in the upper grades. Our intervention and academic support teachers were able to meet with students in small groups and teachers completed 1:1 assessments with students. Conferences were scheduled with all families via zoom in September and October to connect families with teachers, share current challenges and successes, and inquire about any additional supports needed. For classified staff, new procedures for attendance and documentation of engagement created a time-consuming process. Monthly reports were reviewed by a newly formed Attendance Team and phone calls, emails, meetings, and follow-up conferences were scheduled to support student engagement.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional development targeted toward distance learning curriculum and learning loss.	10000	11016.50	Yes
Purchased AIMSWEB to facilitate assessments and data gathering, grades TK-8	4500	4500	Yes
Staffing learning labs and camps during the school day to mitigate academic and social-emotional loss, beginning in October.	75000	15000	Yes
Implementation of Lexia and other digital curriculum to support math and ELA content standards	15000	5000	Yes
Contract with School Social Worker and counseling agency to work with students experiencing mental health challenges	32000	10625	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.

All budgeted expenditures for addressing pupil learning loss were implemented.

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.

Success included the implementation of professional development via remote learning and the Director of Education monitored teacher implementation of digital curriculum. AIMSWEB was administered twice this year in grades TK-8, ELA and Math, and data was reviewed and shared with teachers and RTI staff to analyze learning loss and grade level change in instruction. Targeted students were invited on campus during distance learning and hybrid models to mitigate academic losses and ensure engagement. One of the challenges with providing learning labs was having to shift staff to cover and meet the needs of our students. Lexia and other digital curriculum was used to enhance academic supports and data collected through these programs was used to inform teacher instruction. It also allowed parents to support students at home and be a part of their child's education. CCDS did contract with a counseling agency to provide mental health services to our students. Our administration also built relationships with the local mental health agencies and local private mental health providers to align student mental health services. We also worked with the

Mechoopda Indian Tribe to provide mental health to students who qualified. The challenge with mental health services is that our county is so impacted with needs that it is difficult to provide services to all of the students who need it.

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.

At Chico Country Day mental wellness of our students, staff and families is always a priority. As mentioned, the COVID-19 pandemic has had an increased impact on mental health and social and emotional well-being in the 2020-21 school year. At Chico Country Day we have continued to use many of our ongoing supports (from prior to COVID) as well as increased and adjusted supports to ensure we are addressing student need.

Some of the supports that are currently in place:

Use of Kelvin (Education) Pulse to create check-in opportunities, monitor mental wellness and identify students who need support
Weekly advisory meetings with all middle school students (6th - 8th) to address social emotional wellness and mental health topics

Regular social emotional check-ins for students and staff

A variety of social emotional wellness programs and supports used in classrooms including, but not limited to:

Nurtured Heart Approach

Restorative Justice Practices

Zones of Regulation

Second Step

Mind-up Mindfulness

Implemented StopIt Solutions Anonymous Reporting System for reporting of any safety, misconduct or compliance issues

Counseling provided by contracted social worker

Suicide Prevention Training for all staff working with students grade 4 and above

Suicide Prevention Training for all students grade 6 and up

Morning Meetings with all students TK- 8th

Flexibility with due dates and assignments

Continued discussion with staff regarding social emotional wellness that may be needed for each classroom

Using these supports has proven successful for a majority our students, families and staff. We noticed the most challenges in supporting mental health and social and emotional well being when our students were in distance learning only. We have been back to in-person instruction since late October 2020. and that has made it easier to monitor and support what our students need.

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.

Successes included the ability to reallocate staff to ensure targeting of students and families in order to be engaged. Challenges included the inability to meet in person or attend events to check on families in person. Our tiered approach to pupil and family engagement was enhanced due to the collaboration of Butte County Office of Education and Butte County Mental Health services and resources.

Analysis of School Nutrition

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

CCDS provided free breakfast and lunch to all students throughout the year by collaborating with Chico Unified School District. This has been a huge success. The only challenge was during distance learning and ensuring that students were able to access these free meals since they were not on campus. CCDS also provides free snacks to all students who need it.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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.

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.

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

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.

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.

Overall, CCDS was successful in meeting most of the goals of both the 19/20 LCAP and the 20/21 Learning Continuity & Attendance Plan. The largest lesson we learned is that we have a huge need for social/emotional and mental health services for our students this year and going forward. We also need to ensure connection with parents and provide parents with needed support and training so they have the tools to support their students. Moving forward into next year, we need to have more paraprofessional staff to work with students in small groups. This was challenging during distance learning because it's hard for paraprofessional staff to connect in small groups via technology. However, now that we are in person learning, it is obvious that students need additional support in their learning.

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	703,578.00	426,836.33
	14,300.00	0.00
Base	2,000.00	0.00
LCFF Base	398,000.00	252,114.64
LCFF Supplemental and Concentration	274,793.00	174,721.69
Supplemental	14,485.00	0.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	703,578.00	426,836.33
	14,300.00	0.00
1000-1999: Certificated Personnel Salaries	163,675.00	44,605.53
2000-2999: Classified Personnel Salaries	279,225.00	240,426.83
3000-3999: Employee Benefits	127,170.00	81,178.28
4000-4999: Books And Supplies	56,800.00	27,167.11
5000-5999: Services And Other Operating Expenditures	1,300.00	10,816.09
5800: Professional/Consulting Services And Operating Expenditures	61,108.00	22,642.49

* 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	703,578.00	426,836.33
		14,300.00	0.00
1000-1999: Certificated Personnel Salaries	Base	1,500.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	95,000.00	7,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	67,175.00	37,605.53
2000-2999: Classified Personnel Salaries	LCFF Base	217,500.00	161,978.24
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	55,650.00	78,448.59
2000-2999: Classified Personnel Salaries	Supplemental	6,075.00	0.00
3000-3999: Employee Benefits	LCFF Base	39,400.00	57,192.37
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	80,360.00	23,985.91
3000-3999: Employee Benefits	Supplemental	7,410.00	0.00
4000-4999: Books And Supplies	LCFF Base	45,100.00	23,944.03
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	10,700.00	3,223.08
4000-4999: Books And Supplies	Supplemental	1,000.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	0.00	2,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	1,300.00	8,816.09
5800: Professional/Consulting Services And Operating Expenditures	Base	500.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	1,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	59,608.00	22,642.49

* 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	212,525.00	257,619.54
Goal 2	238,608.00	109,187.42
Goal 3	252,445.00	60,029.37

* 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	\$247,000.00	254000
Distance Learning Program	\$65,000.00	\$75,979.00
Pupil Learning Loss	\$136,500.00	\$46,141.50
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$448,500.00	\$122,120.50

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		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$247,000.00	245,000
Distance Learning Program	\$65,000.00	\$75,979.00
Pupil Learning Loss	\$136,500.00	\$46,141.50
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$448,500.00	\$122,120.50



Highlights of the Original Budget Report: 2021/22

The Original Budget Report is due to Chico Unified, Butte County Office of Education, and the state by June 30 of every year. The report sums up the income and expenses projected for the year. Below is an overview of the report.

- The total income for 20/21 drastically increased during the latter half of 2021 due to the increase in federal funds (ESSER II and ESSER III), pandemic relief funds from the state, the application for Title funds, and an increase to LCFF funding at the state level. Some of these funds need to be spent before 2021, 2022-2024 and so requires shifting of expenses over the course of the year. As a result of this, expenditures increase in the out years, but the revenue is reported in 20/21. It appears that we are deficit spending, but in reality, it's carryover from 20/21.
- The total number of "Unduplicated Pupils" is projected to increase the next few years and did in 20/21. This is how the "supplemental grant" for the LCAP is determined. Our enrollment is 568 students and our ADA is still estimated at 96%.
- Major expense adjustments come in the areas of STRS (16.92%), PERS (22.91%), and Health & Welfare Benefits. With salary increases comes the adjustments to the benefits, which we anticipated. We are also hiring two new positions using federal funds, including a School Social Worker to address mental health needs of our students and a teacher to manage learning loss & assessment (0.6 FTE).
- Overall, our ending revenues over expenses in 20/21 is expected to be around \$1.5 million and the majority of those funds will need to be expended through 2024. There are a couple more months before our actuals are completed for 20/21 so we can expect that projection to change.
- Our projected ending fund balance is \$8.79 million but will decrease depending on state revenues over the next few years and spending of the 20/21 income.
- This year's budget is very unpredictable and challenging to nail down with the information known right now in June. Putting together the puzzle of different sources of income and the rules for spending the funding has been very challenging. We continue to learn more on a daily basis. I fully expect our budget to be revised in August and for numbers to be different than they are today. The good news is that there is plenty of funding, although much of it is restricted and targeted. But, it's good for our students to have extra support going forward for the next few years.

Continued in 21/22: Although the funding is plentiful at this time, much is restricted and must be spent within certain timelines. It will require a lot of reporting and accurate accounting. We still need to be mindful of scheduling and ensuring that we follow the rules associated with the funds. Overall, the support for our students and any learning loss they have had will be there which is hopeful. It's also important to remember that much of this is one time funding and we don't want to over hire or start programs that can't be there for the long haul. The plan is to have the support in place through at least 2024.

Thank you! Margaret Reece, CBO

**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: Chico Country Day School

CDS #: 04-61424-6113773

Charter Approving Entity: Chico Unified School District

County: Butte

Charter #: 112

Budgeting Period: 2021/22

This charter school uses the following basis of accounting:

☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Est. Actuals	Current Budget Year		Total
		Prior Year	Unrest.	Rest.	
A. REVENUES					
1. Revenue Limit Sources					
Local Control Funding Formula	8011	2,274,638.00	2,517,966.00	0.00	2,517,966.00
Education Protection Act Funds	8012	1,067,686.00	1,065,072.00	0.00	1,065,072.00
Charter Schools Gen. Purpose Entitlement - State Aid	8015	0.00	0.00	0.00	0.00
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00
Tax Relief Subventions (for rev. limit funded schools)	8020-8039	0.00	0.00	0.00	0.00
County and District Taxes (for rev. limit funded schools)	8040-8079	0.00	0.00	0.00	0.00
Miscellaneous Funds (for rev. limit funded schools)	8080-8089	0.00	0.00	0.00	0.00
Revenue Limit Transfers (for rev. limit funded schools):					
PERS Reduction Transfer	8092	0.00	0.00		0.00
Other Revenue Limit Transfers	8091, 8097	0.00	0.00	0.00	0.00
Total, Revenue Limit Sources		3,342,324.00	3,583,038.00	0.00	3,583,038.00
2. Federal Revenues					
No Child Left Behind	8290	0.00		0.00	0.00
Special Education - Federal	8181, 8182	72,500.00		74,500.00	74,500.00
Child Nutrition - Federal	8220	0.00		0.00	0.00
Other Federal Revenues	8110, 8260-8299	1,318,571.00		59,741.00	59,741.00
Total, Federal Revenues		1,391,071.00	0.00	134,241.00	134,241.00
3. Other State Revenues					
Charter Schools Categorical Block Grant	8480	0.00	0.00		0.00
Special Education - State	StateRevSE	352,122.00		357,423.92	357,423.92
All Other State Revenues	StateRevAO	612,905.00	94,494.00	30,130.00	124,624.00
Total, Other State Revenues		965,027.00	94,494.00	387,553.92	482,047.92
4. Other Local Revenues					
Charter Schools Funding in Lieu of Property Taxes	8780	1,347,312.00	1,347,312.00		1,347,312.00
All Other Local Revenues	LocalRevAO	299,463.20	180,325.00	129,900.00	310,225.00
Total, Local Revenues		1,646,775.20	1,527,637.00	129,900.00	1,657,537.00
5. TOTAL REVENUES		7,345,197.20	5,205,169.00	651,694.92	5,856,863.92
B. EXPENDITURES					
1. Certificated Salaries					
Teachers' Salaries	1100	1,843,168.00	1,596,075.00	112,195.00	1,708,270.00
Certificated Pupil Support Salaries	1200	242,934.00	155,000.00	243,830.00	398,830.00
Certificated Supervisors' and Administrators' Salaries	1300	280,715.00	232,000.00	101,330.00	333,330.00

**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: Chico Country Day School

Other Certificated Salaries	1900	25,235.00	54,000.00	8,000.00	62,000.00
Total, Certificated Salaries		2,392,052.00	2,037,075.00	465,355.00	2,502,430.00
2. Non-certificated Salaries					
Instructional Aides' Salaries	2100	200,555.00	350,000.00	80,100.00	430,100.00
Non-certificated Support Salaries	2200	125,140.00	116,000.00	0.00	116,000.00
Non-certificated Supervisors' and Administrators' Sal.	2300	304,208.00	295,445.00	12,500.00	307,945.00
Clerical and Office Salaries	2400	263,855.00	271,500.00	4,950.00	276,450.00
Other Non-certificated Salaries	2900	10,975.00	46,600.00	0.00	46,600.00
Total, Non-certificated Salaries		904,733.00	1,079,545.00	97,550.00	1,177,095.00

**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: Chico Country Day School

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
3. Employee Benefits					
STRS	3101-3102	351,050.00	341,290.00	78,750.00	420,040.00
PERS	3201-3202	184,935.00	198,750.00	22,559.00	221,309.00
OASDI / Medicare / Alternative	3301-3302	107,772.00	98,775.00	26,800.00	125,575.00
Health and Welfare Benefits	3401-3402	530,459.00	430,000.00	112,600.00	542,600.00
Unemployment Insurance	3501-3502	15,585.00	13,500.00	3,500.00	17,000.00
Workers' Compensation Insurance	3601-3602	32,636.00	28,728.00	2,400.00	31,128.00
Retiree Benefits	3701-3702	0.00	0.00	0.00	0.00
PERS Reduction (for revenue limit funded schools)	3801-3802	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00
Total, Employee Benefits		1,222,437.00	1,111,043.00	246,609.00	1,357,652.00
4. Books and Supplies					
Approved Textbooks and Core Curricula Materials	4100	22,135.00	25,000.00	2,000.00	27,000.00
Books and Other Reference Materials	4200	1,050.00	26,000.00		26,000.00
Materials and Supplies	4300	72,720.00	110,000.00	5,000.00	115,000.00
Noncapitalized Equipment	4400	28,589.00	84,500.00	5,000.00	89,500.00
Food	4700	4,400.00	10,000.00	200.00	10,200.00
Total, Books and Supplies		128,894.00	255,500.00	12,200.00	267,700.00
5. Services and Other Operating Expenditures					
Home to School Transportation	5100	0.00	0.00	0.00	0.00
Travel and Conferences	5200	345.00	10,500.00	4,500.00	15,000.00
Dues and Memberships	5300	12,730.00	12,750.00	250.00	13,000.00
Insurance	5400	93,787.00	100,000.00	3,758.00	103,758.00
Operations and Housekeeping Services	5500	91,706.00	95,000.00	0.00	95,000.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	280,766.00	310,000.00	26,000.00	336,000.00
Professional/Consulting Services and Operating Expend.	5800	335,572.00	285,000.00	82,500.00	367,500.00
Communications	5900	29,455.00	30,000.00	500.00	30,500.00
Total, Services and Other Operating Expenditures		844,361.00	843,250.00	117,508.00	960,758.00
6. Capital Outlay					
Sites and Improvements of Sites	6100	0.00			0.00
Buildings and Improvements of Buildings	6200	0.00			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00			0.00
Equipment	6400	0.00			0.00
Equipment Replacement	6500	0.00			0.00
Depreciation Expense (for full accrual only)	6900	237,350.00	237,350.00		237,350.00
Total, Capital Outlay		237,350.00	237,350.00	0.00	237,350.00
7. Other Outgo					
Tuition to Other Schools	7110-7143	0.00	0.00		0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00			0.00
All Other Transfers	7280-7299	0.00			0.00

**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: Chico Country Day School

Debt Service:				
Interest	7438	68,979.16	66,622.95	66,622.95
Principal	7439	0.00	0.00	0.00
Transfers of Indirect / Direct Support Costs	7300-7399			0.00
Total, Other Outgo		68,979.16	66,622.95	0.00
8. TOTAL EXPENDITURES		5,798,806.16	5,630,385.95	939,222.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND.				
BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		1,546,391.04	(425,216.95)	(287,527.08)

**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: Chico Country Day School

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
D. OTHER FINANCING SOURCES / USES					
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	(287,527.08)	287,527.08	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	(287,527.08)	287,527.08	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		1,546,391.04	(712,744.03)	0.00	(712,744.03)
F. FUND BALANCE, RESERVES					
1. Beginning Fund Balance					
a. As of July 1	9791	7,247,593.33	8,793,984.37	0.00	8,793,984.37
b. Adjustments to Beginning Balance	9793, 9795	0.00	0.00	0.00	0.00
c. Adjusted Beginning Balance		7,247,593.33	8,793,984.37	0.00	8,793,984.37
2. Ending Fund Balance, June 30 (E + F.1.c.)		8,793,984.37	8,081,240.34	0.00	8,081,240.34
Components of Ending Fund Balance (Optional):					
a) Nonspendable					
Revolving Cash	9711	475,000.00	475,000.00		475,000.00
Stores	9712	0.00	0.00	0.00	0.00
Prepaid Expenditures	9713	0.00	0.00	0.00	0.00
All Others	9719	270,000.00	270,000.00	0.00	270,000.00
b) Restricted	9740	3,360,900.37		3,241,295.53	3,241,295.53
c) Committed					
Stabilization Arrangements	9750	0.00	0.00		0.00
Other Commitments	9760	198,623.00	198,623.00		198,623.00
d) Assigned					
Other Assignments	9780	265,000.00	265,000.00		265,000.00
e) Unassigned					
Reserve for Economic Uncertainties	9789	475,000.00	475,000.00		475,000.00
Unassigned/Unappropriated	9790	3,749,461.00	6,397,617.34	(3,241,295.53)	3,156,321.81