# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Hume Lake Charter School

CDS Code: 1010108011682

School Year: 2021 – 22

LEA contact information: Jeff Kirchner

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

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

All federal funds, $38,368 , 5%

All local funds, $26,496 , 4%

All other state funds, $43,171 , 6%

Total LCFF Funds , 596458, 85%

All Other LCFF funds, $539,088 , 77%

LCFF supplemental & concentration grants, $57,370 , 8%
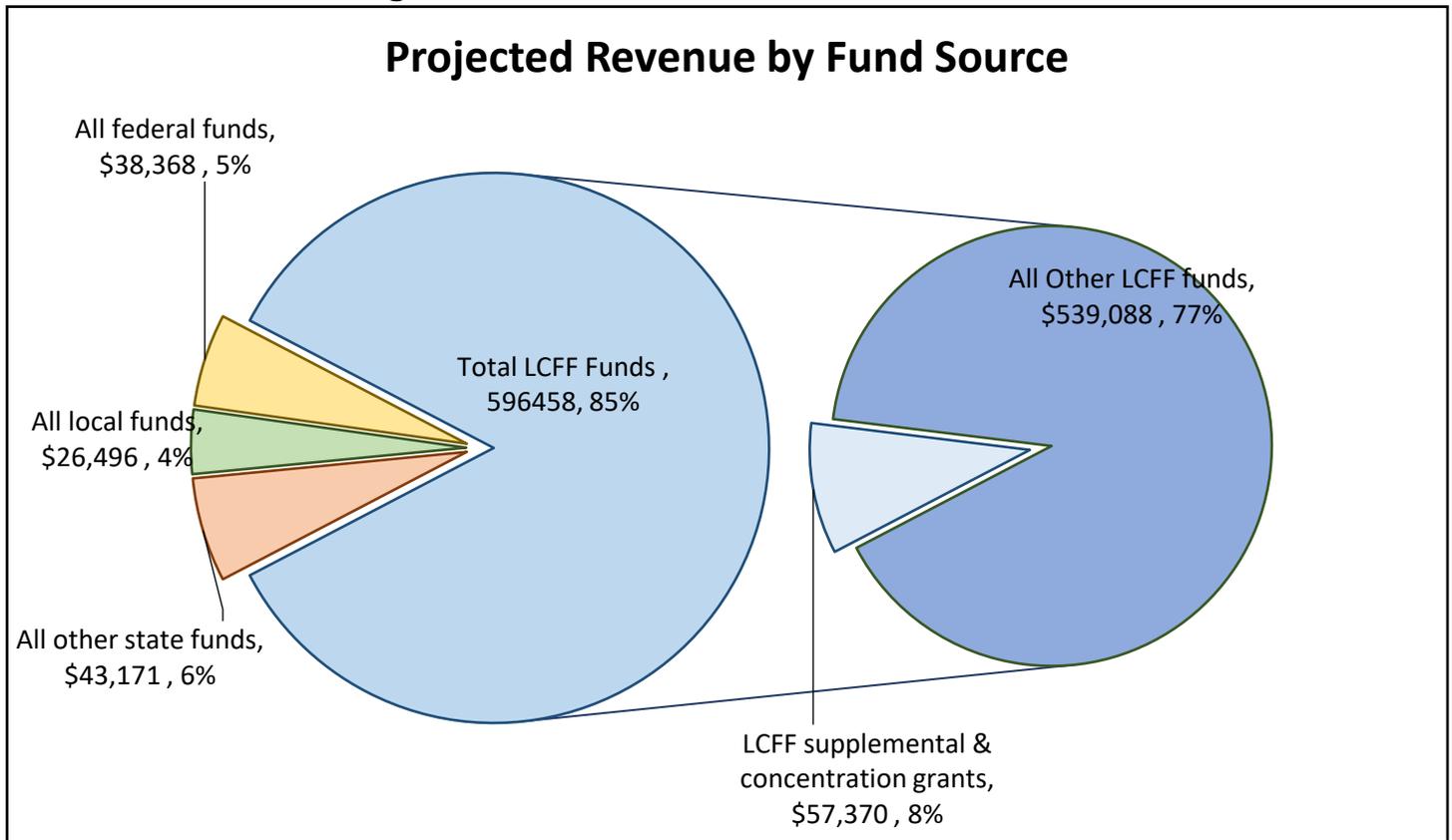
This chart shows the total general purpose revenue Hume Lake Charter School expects to receive in the coming year from all sources.

The total revenue projected for Hume Lake Charter School is $704,493.00, of which $596,458.00 is Local Control Funding Formula (LCFF), $43,171.00 is other state funds, $26,496.00 is local funds, and $38,368.00 is federal funds. Of the $596,458.00 in LCFF Funds, $57,370.00 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 Acccountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $703,933	Total Budgeted Expenditures in the LCAP $454,562
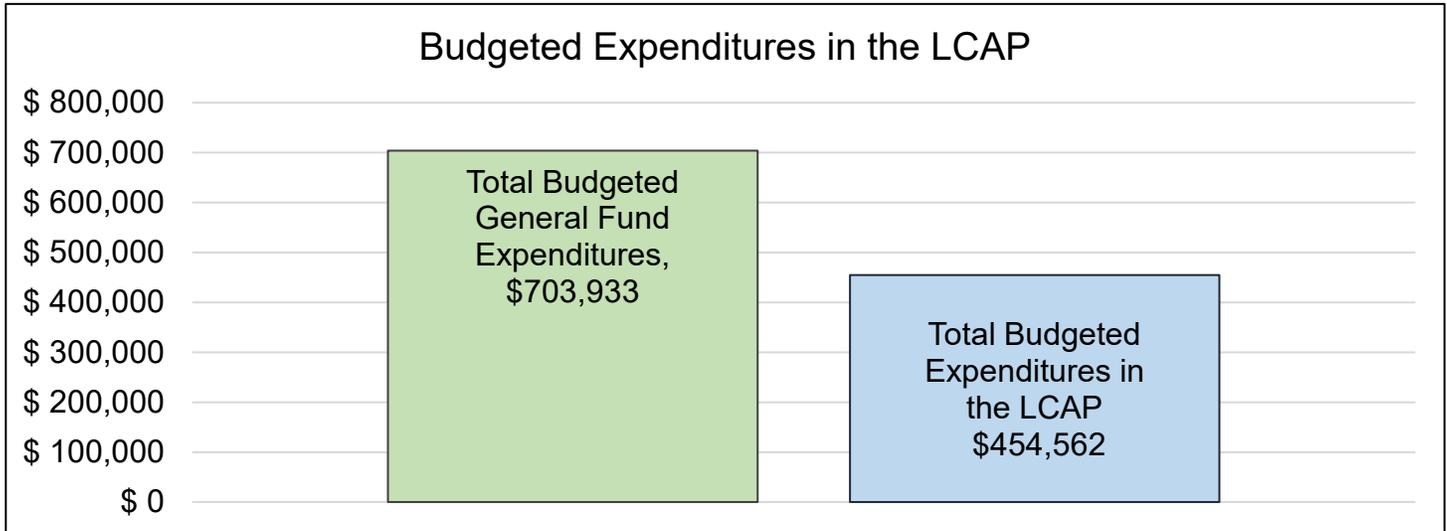
This chart provides a quick summary of how much Hume Lake Charter School plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Hume Lake Charter School plans to spend $703,933.00 for the 2021 – 22 school year. Of that amount, $454,562.00 is tied to actions/services in the LCAP and $249,371.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The General Fund Expenditures that are not in the LCAP consist of adminstrative and operating cost inclusive of but not limited to the following: Audit fee, management fees, facility occupancy cost, insurance cost, banking fees etc.

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

In 2021 – 22, Hume Lake Charter School is projecting it will receive $57,370.00 based on the enrollment of foster youth, English learner, and low-income students. Hume Lake Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Hume Lake Charter School plans to spend $67,636.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan $-

☐ Actual Expenditures for High Needs Students in Learning Continuity Plan $-

$ 0 $ 0 $ 0 $ 1 $ 1 $ 1
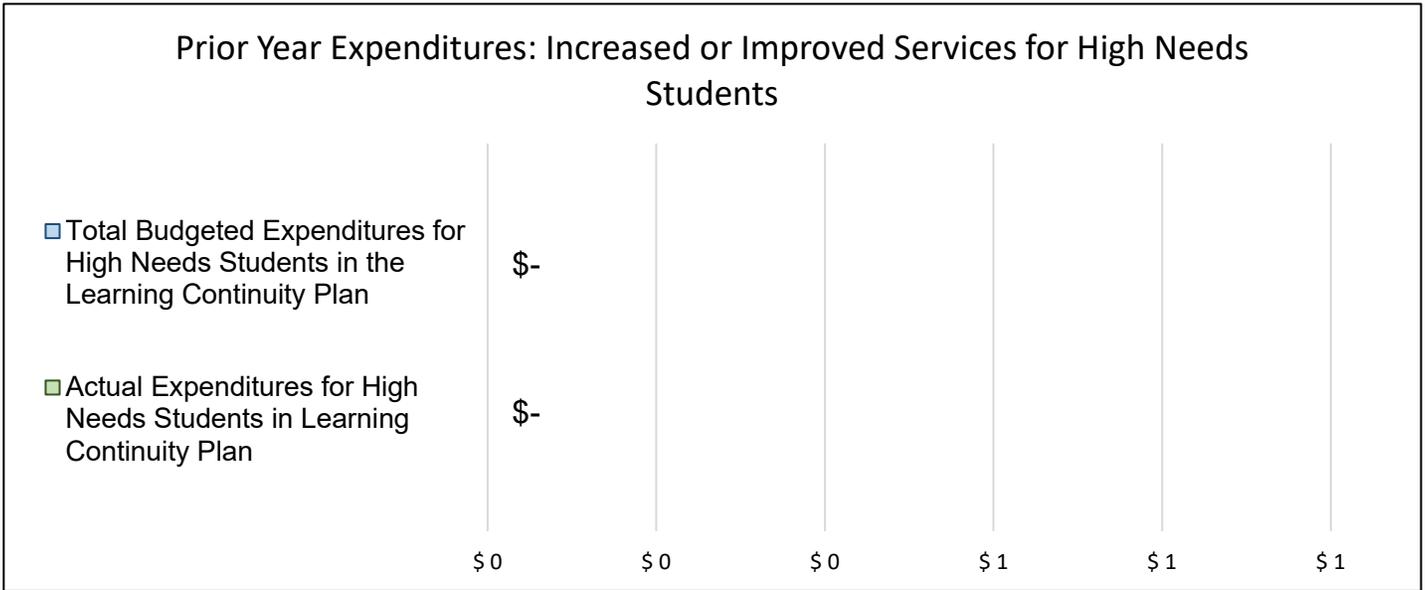
This chart compares what Hume Lake Charter School budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Hume Lake Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Hume Lake Charter School's Learning Continuity Plan budgeted $0.00 for planned actions to increase or improve services for high needs students. Hume Lake Charter School actually spent $0.00 for actions to increase or improve services for high needs students in 2020 – 21.

California Department of Education
January 2021

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Hume Lake Charter School	Jeff Kirchner, Principal/Superintendent	jkirchner@humelakecharter.org (559) 305-7565

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

Maintain proficiency levels at or above "level 3" in Math and ELA, as measured by the Smarter Balanced Assessment.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6, 7, 8

Local Priorities: 3, 5, 6

Annual Measurable Outcomes

Expected	Actual
Metric: Properly Credentialed teachers with no mis-assignments nor vacancies as measured by credentials or SARC review Baseline: 2016-17 = 90% (8 out of 9 teacher) Properly credentialed with no mis-assignments or vacancies 2019-20: 100% Properly credentialed with no mis-assignments or vacancies	Goal Met: 100% properly credentialed with no mis-assignments or vacancies
Metric: State Standardized Assessments as measured by Math CAASPP scored Distance from level 3 Baseline: 2016 CAASPP scores, Very High, 38.3 points above 3 2019-20: Maintain proficiency at or above "level 3"	Goal Met: 4.6 points above standard, as per 2019 CA School Dashboard
Metric: State Standardized Assessments as measured by ELA CAASPP scored Distance from level 3 Baseline: 2016 CAASPP scores, Very High, 68.7 points above 3 2019-20: Maintain proficiency at or above "level 3"	Goal Met: 58.7 points above standard, as per 2019 CA School Dashboard
Metric: Sufficient core instructional materials as measured by SARC review Baseline: 2015-16 SARC review, 85% sufficient instructional materials 2019-20: 100% Sufficient Instructional Materials	Goal Met: 100% Sufficient Instructional Materials
Metric: EL access to state standards/ELD standards as measured by state reflections tool Baseline: 2015-16, 2-Beginning Development 2019-20: 3-Initial Implementation	Goal Met: 3 – Initial Implementation (Special Note: HLCS had no EL students in 2019-20)
Metric: Access to a broad course of study as measured by review of teacher and/or master schedules Baseline: 2016-17, 95% access to a broad course of study 2019-20: 100% access to a board course of study	Goal Met: 100%
Metric: Attendance as measured by district average attendance Baseline: 2016-17 LEA Records (School Pathways), 91.6% All enrolled pupil Attendance rate 2019-20: 93% All enrolled pupil Attendance rate	Goal Met: 97% attendance during 2019-20 (as of March 19, 2021 when school transitioned to distance learning due to COVID-19)
Metric: Chronic Absenteeism as measured by % students with 10% or more absenteeism Baseline: 2016-17 LEA Records (School Pathways), 12% Chronic Absenteeism 2019-20: 8% Chronic Absenteeism	Goal Met: 3% chronic absenteeism during 2019-20 (as of March 19, 2021 when school transitioned to distance learning due to COVID-19)

Expected	Actual
Metric: Suspension rate Baseline: 2015-16 SARC Review, .01% 2019-20: 0% (Suspension Rate)	Goal Met: 0%
Metric: Expulsion rate Baseline: 2015-16 SARC Review, 0% 2019-20: 0% (Expulsion Rate)	Goal Met: 0%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Hume Lake Charter School will employ credentialed teachers, including a special education teacher, providing differentiated, and individualized instruction to all students.	$348,502.00	$346,586
Our unduplicated students have the greatest need for additional differentiation or one on one support in the core classrooms. HLCS has found the use of Instructional Assistants/Aides to be effective in helping to meet that need. HLCS will employ instructional assistants in the classroom to provide more one on one assistance. This service is principally directed toward the unduplicated student population and will be effective in meeting their needs and overall school goals. We anticipate that this additional support will prove helpful in increasing the achievement scores in Math and ELA for unduplicated students. CAASPP and ELPAC scores will be used to measure progress. Modification: HLCS does not have any EL students currently enrolled for the 2019-20 year, so this action will be directed toward the Low Income unduplicated population.	$31,965.00	$36,737
Updated Common Core Curriculum will be provided for all teachers and students, including curriculum for EL students and students with disabilities.	$2,900.00	$2,791

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 Actions/Services that were budgeted for were implemented as expected with no material differences.

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

We believe the actions and services implemented have been effective for the following reasons:

*The goals for both ELA and Math were met, and HLCS was able to maintain proficiency levels at or above "level 3" in Math and ELA on the CAASPP.

*Though we did see a decline in Math and ELA scores, the overall schoolwide scores remained above level 3, or standard. Additionally, when the data from the CA Dashboard is further understood, this decline is the result of only a few students due to the school's small overall population and number of students testing. Furthermore, as this was the first year on online testing, a slight decrease was to be expected as students and teachers learn to adapt to the test. Finally, our unduplicated population of socioeconomically disadvantaged students scored higher than our general population in both ELA and Math. This points to the effectiveness of our instructional aides for one-on-one support, differentiation, and interventions in the classroom at HLCS, reflected in Goal 1, Action 2.

*Updated Common Core Curriculum is being used schoolwide, which has been purchased incrementally over the last few years, and further aligns our instruction to the CAASPP testing.

Goal 2

Maintain recently increased internet bandwidth capability to our remote location, for both instructional and assessment purposes.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 7, 8
Local Priorities: 3

Annual Measurable Outcomes

Expected	Actual
Metric: Parental Engagement as measured by a summary of progress based on information collected through surveys of Parents/Guardians Baseline: Spring 2017 Survey Data, Seeking Input in decision making, 83.78% yes 2019-20: Seeking input in decision making, 87% yes	Goal Met: 89% yes

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
HLCS will bear the post installation maintenance costs associated with the grant and infrastructure improvement.	$1,839.00	$3,429
HLCS will plan for the cost of a 3 year rotating replacement budget for hardware and software that becomes obsolete or unstable.	$16,000.00	$13,810

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 Actions/Services that were budgeted for were implemented as expected. The lower hardware/software replacement cost was due to students and staff being cautious with equipment and low teacher turnover.

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

Both Action 1 and 2 have been effective for meeting our goal. Without the internet infrastructure upgrade provided through the BIIG 2 grant, HLCS would not have the bandwidth necessary for our students to participate the online distance learning that we are now part of due to the COVID-19 pandemic. Without this increased internet access, our students would be unable to complete the curriculum that we are now obligated to provide remotely. It has also helped our students throughout the beginning part of the year to complete online coursework more effectively. Action 1 has provided the necessary funds for the school to replace old or broken hardware, so that

students, teachers, and staff always have access to devices that function efficiently, and for the software for our high school students to participate in online courses offered through PEAK/Fuel Ed.

Goal 3

Consistently employ an inexperienced, on-site Special Education case manager/teacher who is also a part-time Intervention Teacher.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6, 7, 8

Local Priorities: 3, 5, 6

Annual Measurable Outcomes

Expected	Actual
Metric: School Climate Survey. -% responses high levels for school connectedness Baseline: Spring 2017 Survey Data (3-6) 89% (7-12) 93% 2019-20: (3-6) 80% (7-12) 80% -% responses feel very safe at school Baseline: Spring 2017 Survey Data (3-6) 94% (7-12) 89% 2019-20: (3-6) 80% (7-12) 80%	Goal Met: (3-6) 84% always, 16% most of the time Goal Met: (7-12) 53% always, 39% most of the time Goal Met: (3-6) 89% always, 11% most of the time Goal Met: (7-12) 80% always, 17% most of the time
Metric: M.S. Dropout Rate Baseline: 2016-17 LEA Records (School Pathways) 0% 2019-20: 0% Dropout Rate	Goal Met: 0%
Metric: High School Dropout Rate Baseline: 2016-17 LEA Records (School Pathways) 0% 2019-20: 0% Dropout Rate	Goal Met: 0%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Unduplicated students at HLCS have the greatest need for intervention services to access core curriculum and close achievement gaps. In order to meet this need, a part time Intervention Teacher will provide after school tutoring. This service is principally directed toward the unduplicated student population and will be effective in meeting their needs and overall school goals. We anticipate that this additional support will prove helpful in increasing the achievement scores in Math and ELA for unduplicated students. CAASPP and ELPAC scores will be used to measure progress. Modification: In 2019-20 regular, certificated teachers will also provide at least 90 minutes of additional support and interventions within each school week, targeted to the unduplicated population within their own classroom.	$24,921.00	$20,148
Due to the remote location and limited budget of HLCS, an on-site, qualified PD facilitator was needed. Therefore, the duties of the SPED teacher & part time Intervention teacher will also include prepping and providing staff training on effective differentiation strategies, RTI implementation, and adaptive behavior techniques. This service is principally directed toward the unduplicated student population and will be effective in meeting their needs and overall school goals. We anticipate that this additional support will prove helpful in increasing the achievement scores in math and ELA for unduplicated students. CAASPP and ELPAC scores will be used to measure progress.	$1296.00	$1,140
In the fall of 2019, the HLCS School Counselor will meet with each grade level to discuss the students' feelings of "safety and connectedness" at school. Students will give input, either verbally or in writing, about what might make them feel more safe and connected. The spring 2020 survey will assess the effectiveness of the actions taken through the year to improve students' feelings of safety and connectedness at school.	no cost	$0

Goal Analysis

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

All Actions/Services that were budgeted for were implemented as expected. The lower cost for the after school tutoring program (Action 1) was due to a staffing change that resulted in a teacher paid at a lower rate. The lower cost of Professional Development (Action 2) was due to less formal training on these strategies and more time spent learning about different strategies related to distance learning.

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

After school tutoring has proven to be effective for some students and not for others depending on family schedules in the afternoon. Also, though tutoring was provided as planned, the lower grade students (K-4) have not taken as much advantage due to location out of their school building. Additionally, though the school's overall CAASPP scores saw a decline, our single unduplicated student population (socioeconomically disadvantaged) was 82.4 points above standard in ELA and 18.2 points above standard in Math based on the information found on the CA Dashboard. In relation to Action 2, these scores seem to point to an effectiveness in both after school tutoring, one on one small group interventions, and the staff trainings. Also, 92% of the teachers and staff surveyed reported that, "The current professional development opportunities meet my needs as an educator". In the fall of 2019, the School Counselor met with each grade level to discuss safety and connectedness. The results of these meeting showed negative responses about safety and connectedness, and through further discussion, it was discovered that students had different interpretations about what was being asked. This was reflected in the Spring 2020 survey, and the clarified results were positive.

The biggest challenge faced came in the spring of 2020. After the school transitioned to distance learning, it was more difficult to provide this tutoring, although classroom teachers made themselves more available for individual student help in a virtual setting.

Goal 4

HLCS will continue to maintain its recently expanded Professional Development for teachers to provide more formal, ongoing staff collaboration, various staff training and preparation experiences, focused disaggregation of assessment data, and implementation of school-wide benchmarks.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 6, 7

Local Priorities: 3, 6

Annual Measurable Outcomes

Expected	Actual
Metric: State Standards Implemented as measured by the State Reflection Tool Baseline: Spring 2017, Reflection Tool, Average score of 3.7 2019-20: Average score of 4.0 or higher	Goal Met: 4.4 as measured by State Reflection Tool on Professional Development

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
HLCS will maintain its Professional Development which shall include a formal collaboration process throughout the year which will address staff training in disaggregation of CAASPP assessment data, SPED and EL best practices, differentiation, training for continued implementation of Common Core Standards instruction, RTI training, preparation and disaggregation of local survey data, and on-site as well as off-site Professional Development opportunities. Modification: The first sentence was changed from "expand and maintain" to simply "maintain", as we have completed the expansion phase of our 3 year plan.	$3,800.00	$3,731
HLCS will implement a schoolwide benchmark system for ELA.	$200.00	$0

Goal Analysis

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

All Actions/Services that were budgeted for were implemented as expected. No funds were expended on the benchmark program as no new consumables were required.

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

Actions 1 and 2 have been effective in meeting Goal 4. An agenda for the meeting is sent to teachers ahead of time. This atmosphere of more formal collaboration increases the efficiency and effectiveness of that time each month, allowing teachers to return to their classrooms better prepared to meet the needs of their students, or to understand what their struggling students may need. The schoolwide ELA benchmark system continued in its second full year of implementation, but unfortunately, was cut short due to transition to distance learning as a result of COVID-19. This system will need to continue to be monitored to gauge its effectiveness over time. As the years progress, data from multiple years may be compared to assess the program's overall effectiveness as well as student progress.

Goal 5

HLCS will work on ways to best use the facilities it currently occupies while planning for new or flexible facilities in the future, depending upon increases or decreases in the overall student enrollment from year to year.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3

Local Priorities: 3

Annual Measurable Outcomes

Expected	Actual
Metric: Facilities Maintained as measured by annual FITs or SARC review Baseline: 2015-16 SARC Review, Good condition 2019-20: Good condition	Goal Met: Good Condition
Metric: Parental Engagement as measured by a summary of progress based on information collected through surveys of parents/guardians Baseline: Spring 2017 Survey Data, Satisfaction with School Facilities 64.86% Very Satisfied or Satisfied 2019-20: 67% Very Satisfied or Satisfied	This question was removed from the survey, but feedback given was that parents are satisfied, but would like to see HLCS procure its own facilities.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
HLCS will search out and attempt to employ a grant writer to research and pursue various grants with which to increase overall funding, including the rental or purchase of flexible facilities as needed, to meet increases or decreases in the overall student enrollment.	$3,500.00	$3,500
HLCS will purchase desks, chairs, and other miscellaneous equipment need to accommodate any growth in the student population.	$500.00	$451

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 Actions/Services that were budgeted for were implemented as expected with no material differences.

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

The school was able to continue the use of classrooms that were already in place due to consistent student enrollment from 2018-19 to 2019-20. The challenge faced for this goal related to less money being available for grants due to the pandemic. However, lower costs incurred by students not being in classrooms allowed for the school to make up for grants not being available as planned.

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
Personal Protective Equipment	$ 0.00	$181.00	N

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.

No funds were budgeted for the PPE needs due to the understanding that these materials would be provided by the county and/or state. The funds used were CARES Act funds and were not originally part of the budget.

Analysis of In-Person Instructional Offerings

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

In-person instruction began for all grade levels at HLCS in October 2020, although elementary cohorts were in place in September. The in-person program has been a great success. Parent feedback from our spring survey indicates that this is the single greatest accomplishment of this school this year according to parents. Our community has shown some resistance to the masking requirements as we have had few cases in the community and no community spread. In addition, no staff or students have attended school while experiencing symptoms.

Local benchmark data suggests that little or no learning loss was experienced by most of our students, and those that did have recovered. Student responses on our survey indicate that students feel safe and emotionally healthy. The social interactions that both students and staff have shared have created a very positive environment that has given some semblance of normalcy.

Both staff and students were eager to return, and so the adjustment to being back in classrooms was fairly seamless. Students have had to be reminded at times to maintain distancing and masking measures, but have been responsive. They clearly understand the

connection between these measures and the ability to have in-person instruction exist. Also, because all parents had their students return to classroom full-time when able, there have been no challenges with a dual learning model.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Laptops for staff	$11,687.58	$11,687	N
Staff Professional Development	$3,200.00	$1,689	N

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.

Staff members were able to find and participate in many free professional development opportunities related to distance learning. While there were funds available for this purpose, they were not needed.

Analysis of the Distance Learning Program

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

Continuity of Instruction

Distance learning was only needed for a short period of time for elementary students and for only 2 months for secondary students. All students were expected to attend all classes virtually while in distance learning mode, and the overall daily engagement was very high. Teachers implemented procedures in their classes to make the daily live interaction component easy and the same procedures were used between classes for consistency. Google Classroom was a key component to student success during this time period, and has been used into in-person instruction because of this success.

Access to Devices and Connectivity

All students had sufficient access to devices during distance learning. Access to internet was questionable at times. It has since improved, but was a major challenge during that time. Our staff and students developed timelines to try and limit how much live instruction was taking place at any given time across the K-12 spectrum to help minimize high-traffic periods.

Another challenge that came out of the time spent in distance learning was the maintenance of devices. Due to students having Chromebooks at home, many sustained minor damage. The school previously had a policy that devices remained at school, but a transition to more technology-based learning has increased the need for devices to go home with students at times.

Pupil Participation and Progress

Teachers were very successful in providing instruction and tracking student engagement. All students remained engaged and so no efforts were necessary to reengage. Completion of assignments was consistent with rates seen previous to distance learning.

Distance Learning Professional Development

Staff made clear efforts to take what was learned in the spring and apply it to instruction in the fall. Since such a short time was spent in distance learning, teachers were unable to participate in meaningful distance learning opportunities. However, part of the professional development program as the year has progressed has involved discussion of teaching strategies related to distance learning as well as reflection of what has been learned about distance learning if the need to use it should arise again.

Staff Roles and Responsibilities

All staff has shown a clear understanding of what is expected of them and what their responsibilities were. Proper attendance was taken, and teachers documented instructional time and engagement appropriately. Despite a transition to a new Special Education teacher, services were continued and students showed growth during this time. Implementation of health and safety procedures was discussed during this time in anticipation of a return to classrooms, and carried over into in-person learning.

Supports for Pupils with Unique Needs

As mentioned previously, our Special Education students continued to receive services as HLCS uses online providers for most services. Once cohorts were approved, our Special Education students were able to return to campus for instruction. Any students in

foster care were checked in with every day and parents were given appropriate support. HLCS had no students designated as English Learners at no point during the 2020-21 school year.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Use of HLCS benchmark assessments to determine learning loss and appropriate interventions.	$ 0.00	$0.00	N
Comparison of CAASPP results to previous test administrations to identify learning loss at the end of the 2020-21 school year.	$ 0.00	$0.00	N

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

There were no substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

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.

District-level benchmarks showed little to no Pupil Learning Loss coming into 2020-21. For those students that showed some loss, teachers naturally implemented interventions, and results on these assessments as the year has progressed is very positive. Examples of these interventions are reading groups, adjustments in length/difficulty of assignments to help students progress, and focused use of instructional aides with these students as part of their routine. Once CAASPP data is available for the 2020-21 administration, further analysis can be completed.

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.

Due to most of the year spent using in-person instruction, students have expressed positive mental health as well as social and emotional well-being. Feedback from parents indicated that some students really struggled with these issues during the spring of 2020 during distance learning, but since the return to in-person instruction, the change is night and day. During distance learning, the school counselor was dedicated to checking in with every student to gauge social and emotional well-being and offering supports for those that expressed concern. Any students that were receiving services from our School Therapist during this time continued to meet with her and work through any issues that surfaced.

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.

Pupil and family engagement has been a great success. The teachers and administration have communicated consistently throughout the year regarding upcoming changes and periodic reminders of expectations of students. Parent communication has been an area of focus this year, and participation is at the same levels as they were pre-pandemic.

The biggest challenge that has been met in this area this year is that there is a significant level of resistance, particularly masking, in the community. While parents definitely believe that this should be a personal choice rather than a requirement. However, a lot of time and energy has been spent encouraging families to participate and educating about the alternatives for those that expressed a desire to not wear them. The prospect of returning to distance learning was enough to convince them that masking was a palatable option even if it did not match their desires.

Analysis of School Nutrition

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

Before the pandemic, an agreement existed with Hume Lake Christian Camps to provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals. This arrangement continued during both distance learning and in-person instruction.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	N/A	N/A	N/A	N/A

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.

N/A

Overall Analysis

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

The greatest lesson learned from implementing in-person and distance learning programs in 2020-21 is that the program we had prior to this year exhibited Hume Lake Charter School at its best. Teachers developed new methods of instruction and assessment, and these will carry over as we redesign curriculum to include these new aspects. Otherwise, health and safety measures that are retained moving beyond the 2020-21 school year will continue to be observed, but do not merit new goals or 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.

HLCS will continue to monitor benchmark data, CAASPP data, and general teacher observations. The employment of highly qualified teachers, as well as instructional aides, will continue to be our best support for struggling students, especially our unduplicated pupils and those with unique needs. However, since students at Hume Lake Charter School overall did not experience much learning loss, there are no new goals or actions related to this in the 2021-24 LCAP. Instead, the goals and actions that were already in place to help address general learning loss are being maintained.

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.

HLCS did not have any actions or services identified as contributing towards the increased or improved services in the Learning Continuity and Attendance Plan.

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.

Analysis and reflection on student outcomes in the 2019-20 LCAP showed that the steps identified and taken by Hume Lake Charter School have been effective as evidenced by growth in the identified metrics. Due to the success of these goals and actions, it was decided that these goals and actions would again be included in the development of the 2021-24 LCAP. Since students are learning, growing, and succeeding, we want to keep actions in place that foster this success.

However, the analysis of the 2020-21 Learning Continuity and Attendance Plan showed that our teachers are very adaptable. Their willingness to learn new approaches to teaching, including instruction and assessment, has spurred the additional action of revising the curriculum. Not only do we want the curriculum to be standards-aligned, we also want to explore the tools and methods that are available when developing individual lessons and find ways to collaborate to improve consistency for students. Parent feedback this year has stressed the importance of in-person instruction for students, so finding ways to improve this instruction is extremely important.

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.

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

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

Analysis of the Distance Learning Program

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

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

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

California Department of Education
January 2021

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Hume Lake Charter School	Jeff Kirchner Principal/Superintendent	jkirchner@humelakecharter.org (559) 305-7565

Plan Summary 2021-22

General Information

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

Hume Lake Charter School is located inside the Sequoia National Forest and its host facility, or landlord, is Hume Lake Christian Camps. The school serves a fluctuating student population size from year to year. In the 2019-20 school year, HLCS began the year with 66 students, as of the writing of this plan has 77 students, but expects a decrease for the 2021-22 school year. This attrition was due primarily to a large senior class, a small incoming group of kindergartners, and multiple families moving out of the community. The majority of students attending HLCS are children of families who live in the Hume Lake community, either children of families who work for the camp, or children of families who live in the subdivision of privately owned cabins. A small portion of HLCS' student population comes from outside the Hume Lake Community, from as far away as Squaw Valley, CA.

Hume Lake Charter is the only public school located within approximately 40 miles from its location. The other closest public schools are in the town of Dunlap, CA. HLCS has a staff of qualified and dedicated teachers who are an integral part of the high-quality education provided by the school. A "College Bound" atmosphere pervades the school, from the early grades through the high school. HLCS offers a repertoire of UC a-g approved courses, small class sizes, and differentiated instruction to meet the needs of all students. HLCS provides a safe and unique environment for student learning, owing to its location surrounded by a national forest. HLCS was chosen as a California Honor Roll School from 2017-19.

HLCS provides differentiated instruction delivered in small class settings by qualified and committed teachers. Teachers strive diligently to meet the needs of each and every student, including those within unduplicated populations. Hiring and maintaining highly qualified and experienced teachers in a remote setting, where teacher pay is lower than in other communities within the county, can prove a challenging task for the board and administration. Several key strengths of HLCS include: its college-bound atmosphere which includes dual enrollment at the collegiate level, online texts and programs used throughout all grade levels at the school, a 1-1 Chromebook ratio for all students, significantly increased internet bandwidth (making online learning and assessment more accessible), and a "Career Pathways" shadowing and internship program offering a variety of options for high school students to explore and examine possible careers. Additionally, the

school has maintained its ability to meet the needs of its special education population by hiring an on-site case manager and classroom teacher. Using a push-in model rather than a pull-out model whenever possible, the school is increasingly serving students in the least restrictive environment on an ongoing basis. In fact, the 2020-21 school year saw the highest number and percentage of our student population receiving special education services to date. Finally, HLCS students have historically performed very well on standardized testing as evidenced by the results of Smarter Balanced Assessments since 2015.

In this LCAP, it is important to note that HLCS was unable to report out data on some metrics because California protects the privacy of student groups of 11 or less for data reporting. Since no grade level at Hume Lake Charter School in 2019-20 or 2020-21 had more than 11 students enrolled, we were unable to report out data pertaining to single grade levels or multiple grade levels in which the total number of students remained at or below 11. Some examples would be for the metrics of EAP Math and ELA, and AP% of pupils scoring 3 or higher. Furthermore, HLCS had no EL students enrolled during the 2019-20 or 2020-21 school years.

It is the mission of Hume Lake Charter School to help create an exemplary academic environment that encourages and expects all students to learn and grow in every aspect of their person and to succeed in life in their chosen vocations. It is the vision of Hume Lake Charter School to help students reach their potential by meeting them as they are and helping them develop their lasting mark on the world. This is accomplished by creating a learning community that nurtures students and provides them with an appropriate, complete, and standards-aligned curriculum.

Reflections: Successes

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

Hume Lake Charter School is proud to continue to have 100% of our students graduate, which has been an ongoing feature since the opening of the school in 2006. Due to our small class sizes, this data is not always prominently reflected in the California School Dashboard, but our local data clearly shows this trend. We also continue to have very few discipline problems, which is reflected in Dashboard data showing "blue" for both suspension and expulsion rate. We also remain focused on improving our student attendance rate and are proud that our chronic absenteeism data shows that we indeed are making progress in this area. One challenge that exists with Dashboard data is that due to our small size and changes in student population each year, even small differences from one year to the next can result in significant movement on the Dashboard. Our internet capability continues to show gains as more infrastructure is implemented and new internet cable is installed, which allows us to confidently offer both online CAASPP testing as well as online elective courses for our high school students. Overall, our CAASPP results remain strong, despite a drop from testing done in the 2018-19 school year.

COVID-19 has truly changed the ways that schools operate and students learn. In the spring of 2020, our students were only without instruction for 3 days as we transitioned to distance learning, and our local benchmarks and teacher observations indicate that at worst, there was minimal learning loss, and no more than could be attributed to that typically seen after summer. In the fall, we were able to open our

doors for cohort groups in September and for all students, grades K-12, in October, and have remained at 100% in-person instruction since that time. Our students are thriving, and feedback from staff, students, and parents indicates that not only do they feel that the school is providing an excellent instructional program, but that the social-emotional aspects of being in person are greatly appreciated. Overall, the work done by our school over the past several years has resulted in students that are growing physically, emotionally, and academically.

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.

Based on the data from the most recent CA School Dashboard, HLCS has no state indicators in the "red" or "orange" performance categories, nor does it have any local indicators for which it received a "Not Met" or "Not Met for Two or More Years". While our state and local indicators do not show any significant areas of need, the staff, students, and parents have indicated growth areas where the school can continue to improve. These include researching grant money and other additional monies that can be used to supplement funding, continuing to find effective, qualified staff as needs arise, and continuing to increase programs available to students. This last part is challenging due to our remote location and limited staffing capability, but we strive to find creative ways to offer a more comprehensive school experience for all students.

LCAP Highlights

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

Due to the success of our overall program, this new LCAP will focus largely on continuing with the goals and actions set out in the previous LCAP. The goals remain largely unchanged, with some slight modifications, as data shows that they have been effective for all students, particularly our unduplicated pupils. A key highlight which we will continue to provide for all students is small class sizes and individualized instruction facilitated by highly-qualified teachers and a strong staff of instructional aides. The educational benefits available to our students and staff in our remote, rural location, as well as changing professional development opportunities through our newly expanded internet capabilities will also continue to be an area of focus. We will also emphasize revisions to the existing curriculum to ensure alignment to standards, focus on meeting the needs of students, both now and into the future.

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.

HLCS is a single-school LEA and has not been identified for CSI.

Support for Identified Schools

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

HLCS is a single-school LEA and has not been identified for CSI.

Monitoring and Evaluating Effectiveness

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

HLCS is a single-school LEA and has not been identified for CSI.

Stakeholder Engagement

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

HLCS consulted stakeholders in two specific ways throughout the 2020-21 school year.

First, an annual "Stakeholder Meeting" was held virtually in May 2021. All school families were notified of the meeting multiple times via email and social media. Members from the following groups attended the virtual meeting and indicated agreement with the updates or gave feedback: parents, teachers, other staff members, Principal, Vice-Principal/School Counselor, community members, school board members, and the PTC president. The pertinent information was displayed through a PowerPoint presentation, with graphics included. The presentation included Dashboard data, a summary of survey results, the 8 State Priorities of California, and an update on LCAP goals.

Second, anonymous, online surveys were sent out using Survey Monkey. School administration, teachers, and board members were asked in the spring of 2021 to review and help refine the questions and response formats included in the online surveys. The surveys were opened for responses in March of 2021. The following groups were surveyed:

*Parents – 27 responses

*Teachers and Other Staff – 14 responses

*7th-12th Grade Students – 42 responses

*3rd-6th Grade Students – 24 responses

*1st-2nd Grade Students – 3 responses

Less formal efforts to seek feedback are also in place throughout the year, including: periodic attendance by parents and students at monthly school board meetings, Back to School night in September, PTC meetings, Open House in May, and participation in other committees. This took place throughout the year leading up the March 2020. After that time, several virtual parent meetings took place to discuss and inform decisions related to distance learning in the spring and the development of the Learning Continuity and Attendance Plan for the fall.

With the passage of SB 75, charter schools are now required to hold a Public Comment Period on the LCAP. A public hearing was held at the regularly scheduled board meeting on May 27, 2021. After that, HLCS made a draft of the LCAP, including the Budget Overview for Parents, available on the school website from June 4-June 18, 2021. Parents and other stakeholders were notified via email prior to this posting that the LCAP would be available for their review and comments. An email address was provided to which stakeholders could send comments, questions, or concerns regarding the proposed LCAP prior to board adoption/approval on Monday, June 21, 2021.

At each of the LCAP stakeholder engagement meetings, along with the surveys and informal conversations, input was gathered regarding the Goals, Actions, and LCAP metrics data including desired outcomes. Based on discussions and written input from the meetings and surveys, stakeholders shared that there was very little that needed to change. There were three pieces of input that were consistently addressed by stakeholders, however. The first was how grateful they were to have in-person instruction for as much of the year as we were able. They felt that the interaction with teachers and peers was far more important than the content, but that it also helped with learning the content. The second was a concern over different aspects of the curriculum, specifically high school math and science. As a result, an action has been added to update the school curriculum in such a way as to guarantee that the material is not only aligned to content standards, but is also engaging and supported by the teacher. The third was that they would like us to focus our limited time and spending potential on improving the existing program rather than on seeking out new facilities.

The input of stakeholders had three specific impacts on the development of the LCAP. The first is that most of the goals present in the previous LCAP were maintained. The stakeholders and happy with what is taking place at Hume Lake Charter School. The second is that the curriculum needs to be streamlined. As a result, Goal 1 Action 3 and Goal 4 Action 2 were added to the LCAP. These actions address the refining of our current curriculum and revision (or development) of benchmark assessments to determine the effectiveness of the curriculum. The third is that a proposed goal and associated actions related to infrastructure and facilities were removed from the LCAP. The stakeholders clearly wish for these resources to be allocated elsewhere in the budget, specifically for curriculum.

Goals and Actions

Goal

Goal #	Description
1	Maintain proficiency levels at or above "level 3" in Math and ELA, as measured by the Smarter Balanced Assessment, including all relevant subgroups and unduplicated pupils.

An explanation of why the LEA has developed this goal.

When Hume Lake Charter School transitioned to distance learning in March of 2020, one of our major priorities was that students would receive as close to the same standard of education they received before the pandemic as possible. While there were areas that necessitated change, feedback from parents, students, and staff indicated that maintaining our high levels of achievement was very important. Data from the 2018-19 CAASPP administration and the California Schools Dashboard indicates that we have achieved a proficiency level above "level 3", and so the school will implement actions that will help to maintain this level of success moving forward. The school will continue to solicit stakeholder feedback and use CAASPP data to modify instruction as necessary. In this case, additional supports will be implemented to increase student performance.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Properly credentialed teachers with no misassignments nor vacancies as measured by CalSAAS report and Dashboard Indicator Priority 1.	2020-21 100% properly credentialed with no misassignments or vacancies				100% properly credentialed with no misassignments or vacancies

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Sufficient student access to core instructional materials as measured by SARC and Dashboard Indicator Priority 1.	2020-21 100% sufficient instructional materials				100% sufficient instructional materials
Implementation of board adopted academic content and performance standards for all students, including English Learner access to CCSS and ELD standards as measured by Dashboard Indicator Priority 2 and master schedule.	2020-21 4.0 – Full Implementation				5.0 – Full Implementation and Sustainability
State standardized assessments as measured by ELA CAASPP % at or above level 3.	2018-19 51.10% at or above level 3				60.00% at or above level 3.
State standardized assessments as measured by Math CAASPP % at or above level 3.	2018-19 39.73% at or above level 3.				50.00% at or above level 3.
Attendance rates as measured by district average attendance shown on SIS.	2020-21 94.88% attendance rate				97% attendance rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism as measured by CALPADS report and SIS.	2019-20 2.43% chronic absenteeism rate				5% chronic absenteeism rate
Suspension rate as measured by SARC review.	2019-20 0% suspension rate				0% suspension rate
Expulsion rate as measured by SARC review.	2019-20 0% expulsion rate				0% expulsion rate

Actions

Action #	Title	Description	Total Funds	Contributing
1	Credentialed Teachers	Hume Lake Charter School will employ fully credentialed teachers, including a special education teacher, providing differentiated and individualized instruction to all students.	$364,925.87	N
2	Instructional Aides	Our unduplicated students have the greatest need for additional differentiation or one-on-one support in the core classrooms. HLCS has found the use of instructional assistants to be effective in helping to meet that need. HLCS will employ instructional assistants in the classroom to provide more one-on-one assistance. This service is designed specifically to help increase CAASPP scores in both Math and ELA. This action has been effective at increasing the performance of low-income students on Smarter Balanced Assessments.	$45,368.00	Y
3	Updated Curriculum	Curriculum that is aligned to the Common Core and Next Generation Science Standards will continue to be developed, including curriculum for EL students and students with disabilities. This will also include the development of new benchmark assessments more closely aligned to the curriculum and standards.	$0.00	N

Goal Analysis [LCAP Year]

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.

This section will be completed as part of the development of the 2022-23 LCAP.

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

This section will be completed as part of the development of the 2022-23 LCAP.

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

This section will be completed as part of the development of the 2022-23 LCAP.

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.

This section will be completed as part of the development of the 2022-23 LCAP.

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

Goal

Goal #	Description
2	Maintain recently increased internet bandwidth capability to our remote location, both for instructional and assessment purposes.

An explanation of why the LEA has developed this goal.

In the 2017-18 school year, new internet infrastructure was installed at Hume Lake Charter School through funds generated by the BIIG 2 grant. The following year, there were still difficulties maintaining bandwidth due to poor weather. In an effort to increase the stability of the

network, Hume Lake Charter School has worked with state and local officials to increase the bandwidth available to the school, and new cable was laid over the past several months. Hume Lake Charter School has experienced the benefit of this increased internet access in our CAASPP testing administrations as well as the online elective course offerings we have been able to make to our high school students. To continue this success, Hume Lake Charter School intends to continue funding necessary maintenance costs and to replace hardware and software as necessary to become self-sufficient and ensure that we are able to make full use of our increased access. If access to online resources declines, the school will continue to work with state and local officials to make necessary repairs or improvements.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parental Engagement as measured by a summary of progress based on information collected through surveys of parents/guardians.	Spring 2021 Survey Data Seeking input in decision making 89% yes				Seeking input in decision making 95% yes

Actions

Action #	Title	Description	Total Funds	Contributing
1	Hardware/Software Replacement	HLCS will develop a plan for the cost of a 5-year rotating replacement budget for hardware and software that becomes obsolete or unstable. This will include replacement of infrastructure provided by the landlord, Hume Lake Christian Camps.	$15,000.00	N

Goal Analysis [LCAP Year]

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.

This section will be completed as part of the development of the 2022-23 LCAP.

This section will be completed as part of the development of the 2022-23 LCAP.

This section will be completed as part of the development of the 2022-23 LCAP.

This section will be completed as part of the development of the 2022-23 LCAP.

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

Goal

Goal #	Description
3	Consistently employ an experienced, on-site Special Education case manager/teacher who is also a part-time Intervention Teacher.

An explanation of why the LEA has developed this goal.

Over the past few years, and especially during the 2020-21 school year, the Special Education needs at Hume Lake Charter School have grown substantially. As a result, the school had identified a need of an on-site Special Education teacher to be employed as these services were previously provided by off-site providers. While we have been able to staff this position each year, the nature of our community is such that our teaching staff has a relatively high turnover. The goal is to maintain this position moving forward.

In addition, part of the Special Education case manager/teacher's position has been, and will continue to be, providing after-school tutoring assistance (known at HLCS as "Lumberjack Lounge") to all students, but specifically to our unduplicated pupils. This need arises because of our high percentage of students identified as low-income. Our local data has shown that these students have the least help with after-school homework and the least access to technology at home.

This teacher will also support these unduplicated pupils by providing professional development training on effective differentiation strategies, RTI implementation, and adaptive behavior techniques that teachers can use with unduplicated pupils in the regular classroom. This need was identified after feedback from teachers, parents, and students about ways to support these students in the classroom.

If the tutoring and or training aspects of this role no longer seem to be having an impact on the achievement scores of our unduplicated pupils, then new training and more focused tutoring will be explored.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate Survey based on % of responses indicating high levels of school connectedness and % of responses that indicate students feel very safe at school.	Spring 2021 Survey Data (3-6) 83% always (7-12) 67% always (3-6) 79% always (7-12) 79% always				School Connectedness (3-6) 90% always (7-12) 80% always School Safety (3-6) 90% always (7-12) 90% always
Middle School Dropout Rate	2019-20 LEA Records (School Pathways) 0%				0% Dropout Rate
High School Dropout Rate	2019-20 LEA Records (School Pathways) 0%				0% Dropout Rate

Actions

Action #	Title	Description	Total Funds	Contributing
1	Intervention Teacher	Unduplicated students at HLCS have the greatest need for intervention services to access core curriculum and close achievement gaps. In order to meet this need, a part-time Intervention Teacher will continue to provide after school tutoring to increase access to core curriculum and close achievement gaps for low-income students. This service has improved achievement scores in Math and ELA for low-income students as shown by CAASPP scores.	$5,564.00	Y
2	Additional Classroom Support	Unduplicated students at HLCS have the greatest need for intervention services to access core curriculum and close achievement gaps. In order to meet this need, classroom teachers at all grades K-12 will continue to provide at least 90 minutes of additional support and interventions within each school week to increase access to core curriculum and close achievement gaps for low-income students. This service has improved achievement scores in Math and ELA for low-income students as shown by CAASPP scores.	$12,204.00	Y
3	Professional Development	Due to the remote location and limited budget of HLCS, an onsite, qualified PD facilitator was needed. Therefore, the duties of the SPED teacher and part-time Intervention teacher will continue to include preparing and providing staff training on effective differentiation strategies, RTI implementation, and adaptive behavior techniques. This service is effective for our low-income population by continuing to improve their achievement scores in Math and ELA as measured by the CAASPP scores.	$4,500.00	Y
4	Student Survey	The HLCS School Counselor will administer a yearly survey every spring to students, staff, and parents to assess the effectiveness of the actions of the school to improve student's feelings of safety and connectedness at school.	$0.00	N

Goal Analysis [LCAP Year]

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.

This section will be completed as part of the development of the 2022-23 LCAP.

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

This section will be completed as part of the development of the 2022-23 LCAP.

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

This section will be completed as part of the development of the 2022-23 LCAP.

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.

This section will be completed as part of the development of the 2022-23 LCAP.

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

Goal

Goal #	Description
4	HLCS will continue to maintain its recently expanded Professional Development for teachers to provide more formal, ongoing staff collaboration, various staff training and preparation experiences, focused disaggregation of assessment data, and development and implementation of school-wide benchmarks.

An explanation of why the LEA has developed this goal.

After a review of the school curriculum and based on results found from the self-reflection tool for the local indicators, the curriculum at Hume Lake Charter School needs revision. This will be a major focus of the school in coming years. Part of this process will be to continue with the staff collaboration, training, and focused disaggregation of standardized testing and other data as in previous years and teachers have indicated that this is useful in meeting the needs of their students, particularly their unduplicated pupils. However, the revision to this goal is to further align the curriculum to state-adopted standards, improve access to materials necessary to implement the revised curriculum, and find ways to increase the consistent use of technology across the grade spans, including classroom instruction as well as in preparation,

evaluation, and storage of the course/grade level blueprints and curriculum maps. The school has had success in the schoolwide benchmark system for ELA that was purchased, and so there has been another identified need to develop benchmarks for all subject areas that are aligned to standards and consistent with course objectives. We also desire to develop our own ELA benchmarks that reflect what has been learned from the results of the benchmarks in place. This is expected to be a multi-year project, and new resources will be acquired as needs are identified.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State standards implemented as measured by the reflection tool.	2020-21 Reflection tool, Average score of 4.4				Average score of 4.8 or higher.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	HLCS will maintain its Professional Development which shall include a formal collaboration process throughout the year which will address alignment of curriculum to standards, development of benchmarks, and disaggregation of assessment data. This time will also include sharing of best teaching practices. Teachers will also be given opportunities to engage in off-site professional development opportunities.	$7,000.00	N
2	Benchmarks	HLCS will create new benchmark assessments reflective of the changing curriculum and aligned to standards for all core subjects.	$0.00	N

Goal Analysis [LCAP Year]

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.

This section will be completed as part of the development of the 2022-23 LCAP.

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

This section will be completed as part of the development of the 2022-23 LCAP.

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

This section will be completed as part of the development of the 2022-23 LCAP.

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.

This section will be completed as part of the development of the 2022-23 LCAP.

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 [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
10.64%	$57,370

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.

Using the calculation tool provided by the state, HLCS has calculated that it will receive $57,370 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of the required justifications for how the district is increasing or improving services for the unduplicated groups is contained in the Goals, Actions, and Services section of this plan. The contributing action titles are:

1.2: Instructional Aides

3.1: Intervention Teacher

3.2: Additional Classroom Support

3.3: Professional Development

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions' design, content, method, and/or location that best meets the identified need. All actions were developed using a careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population to help HLCS be effective in meeting its LCAP goals and the identified needs of the unduplicated student groups. In the Goals section of this plan, each action marked "yes" for contributing contains a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping close equity and performance gaps and meet the goals of HLCS. We incorporated language required by 5 CCR Section 15496 into the description of each specific action's language because each response is unique and specific to each contributing action in this plan. Our intention in doing this is to increase transparency for stakeholders when reading his plan so they can better understand the rationale behind each unique action. Many of these actions and services are being performed on a schoolwide basis in order to increase their overall efficiency and effectiveness.

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

Using the calculation tool provided by the state, HLCS has calculated that it will receive $57,370 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 10.64%. Hume Lake Charter School has demonstrated that it has met the 10.64% proportionality percentage by planning to expend all the Supplemental and/or Concentration funds on actions or services that are principally directed towards the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

Local Control and Accountability Plan (LCAP) Expenditure Tables Template

Developed by the California Department of Education, January 2020

Data Entry Table: Inclusion as part of the LCAP Template is optional

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Credentialed Teachers		No	LEA-wide	N/A	All Schools	Ongoing	$ 364,926	$ -	$ 302,434	$ 47,294	$ -	$ 15,197	$ 364,926
1	2	Instructional Aides		Yes	LEA-wide	Low-income	All Schools	Ongoing	$ 45,368	$ -	$ 45,368	$ -	$ -	$ -	$ 45,368
1	3	Updated Curriculum		No	LEA-wide	N/A	All Schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	1	Hardware/Software Replacement		No	LEA-wide	N/A	All Schools	Ongoing	$ -	$ 15,000	$ 15,000			$ -	$ 15,000
3	1	Intervention Teacher		Yes	LEA-wide	Low-income	All Schools	Ongoing	$ 5,567	$ -	$ 5,564	$ -	$ -	$ -	$ 5,564
3	2	Additional Classroom Support		Yes	LEA-wide	Low-income	All Schools	Ongoing	$ 12,204	$ -	$ 12,204	$ -	$ -	$ -	$ 12,204
3	3	Professional Development		Yes	LEA-wide	Low-income	All Schools	Ongoing	$ -	$ -	$ 2,766	$ -	$ -	$ 1,734	$ 4,500
3	4	Student Survey		No	LEA-wide	N/A	All Schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -
4	1	Professional Development		No	LEA-wide	N/A	All Schools	Ongoing	$ -	$ 7,000	$ 7,000	$ -	$ -	$ -	$ 7,000
4	2	Benchmarks		No	LEA-wide	N/A	All Schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -
															$ -
															$ -

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 390,336	$ 47,294	$ -	$ 16,931	454,562	$ 428,065	$ 22,000

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Credentialed Teachers		$ 302,434	$ 47,294	$ -	$ 15,197	$ 364,926
1	2	Instructional Aides		$ 45,368	$ -	$ -	$ -	$ 45,368
1	3	Updated Curriculum		$ -	$ -	$ -	$ -	$ -
2	1	Hardware/Software Replacement		$ 15,000			$ -	$ 15,000
3	1	Intervention Teacher		$ 5,564	$ -	$ -	$ -	$ 5,564
3	2	Additional Classroom Support		$ 12,204	$ -	$ -	$ -	$ 12,204
3	3	Professional Development		$ 2,766	$ -	$ -	$ 1,734	$ 4,500
3	4	Student Survey		$ -	$ -	$ -	$ -	$ -
4	1	Professional Development		$ 7,000	$ -	$ -	$ -	$ 7,000
4	2	Benchmarks		$ -	$ -	$ -	$ -	$ -
								$ -

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$ 65,902	$ 67,636
LEA-wide Total:	$ 65,902	$ 67,636
Limited Total:	$ -	$ -
Schoolwide Total:	$ -	$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Credentialed Teachers	LEA-wide		All Schools	$ 302,434	$ 364,926
1	3	Updated Curriculum	Schoolwide		All Schools	$ -	$ -
2	1	Hardware/Software Replacement	LEA-wide		All Schools	$ 15,000	$ 15,000
3	1	Intervention Teacher	LEA-wide	Low-income	All Schools	$ 5,564	$ 5,564
3	2	Additional Classroom Support	LEA-wide	Low-income	All Schools	$ 12,204	$ 12,204
3	3	Professional Development	LEA-wide	Low-income	All Schools	$ 2,766	$ 4,500
3	4	Student Survey	LEA-wide		All Schools	$ -	$ -
4	1	Professional Development	LEA-wide		All Schools	$ 7,000	$ 7,000
4	2	Benchmarks	LEA-wide		All Schools	$ -	$ -
							$ -
							$ -
							$ -
							$ -
							$ -
							$ -
							$ -
							$ -
							$ -
							$ -
							$ -

Annual Update Table Year 1

Totals:				Planned Expenditure Total	Estimated Actual Total
Totals:				$ 454,562	$ -

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned	Total Estimated Actual Expenditures
1	1	Credentialed Teachers	No	$ 364,926	
1	2	Instructional Aides	Yes	$ 45,368	
1	3	Updated Curriculum	No	$ -	
2	1	Hardware/Software Replacement	No	$ 15,000	
3	1	Intervention Teacher	Yes	$ 5,564	
3	2	Additional Classroom Support	Yes	$ 12,204	
3	3	Professional Development	Yes	$ 4,500	
3	4	Student Survey	No	$ -	
4	1	Professional Development	No	$ 7,000	
4	2	Benchmarks	No	$ -	
				$ -	
				$ -	
				$ -	
				$ -	
				$ -	
				$ -	
				$ -	
				$ -	
				$ -	
				$ -	
				$ -	

Annual Update Table Year 2

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

Annual Update Table Year 3

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

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)).

- o   Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

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

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

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

  o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

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

  o **Total Non-Personnel**: This amount will be automatically calculated.

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

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

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

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

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.