



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sage Oak Charter School

CDS Code: 36-67736-0136069

School Year: 2022-23

LEA contact information:

Krista Woodgrift

Executive Director

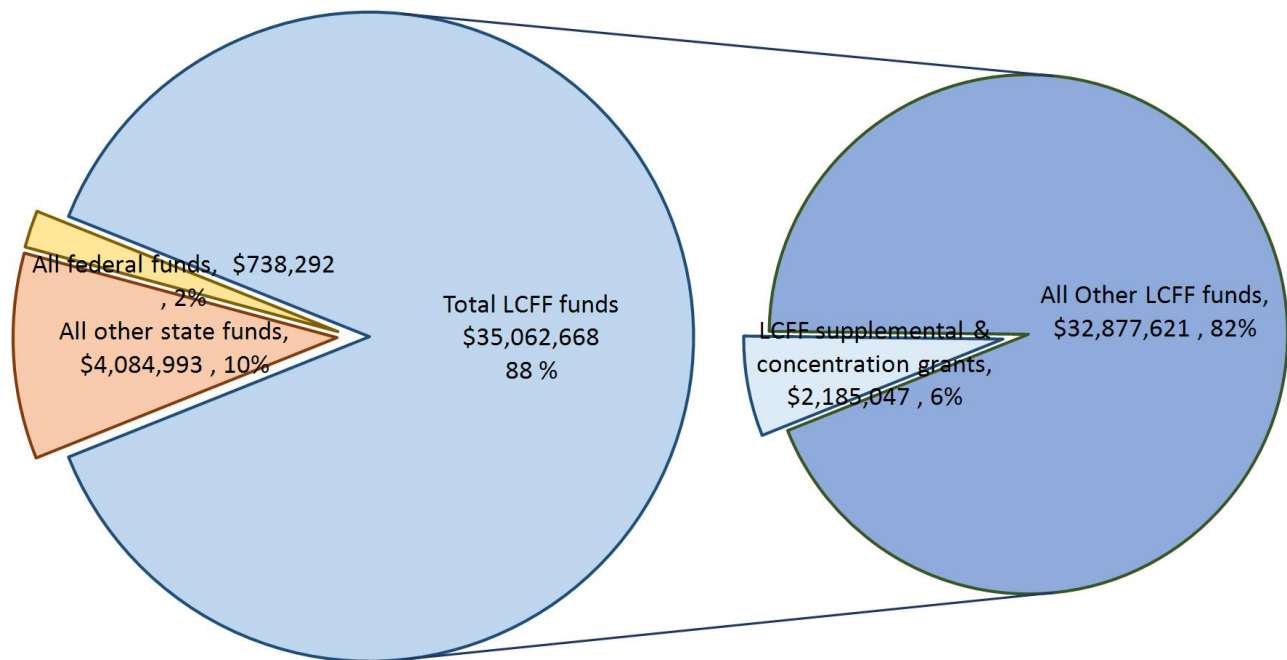
kwoodgrift@sageoak.education

888-435-4445

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

## Budget Overview for the 2022-23 School Year

## Projected Revenue by Fund Source

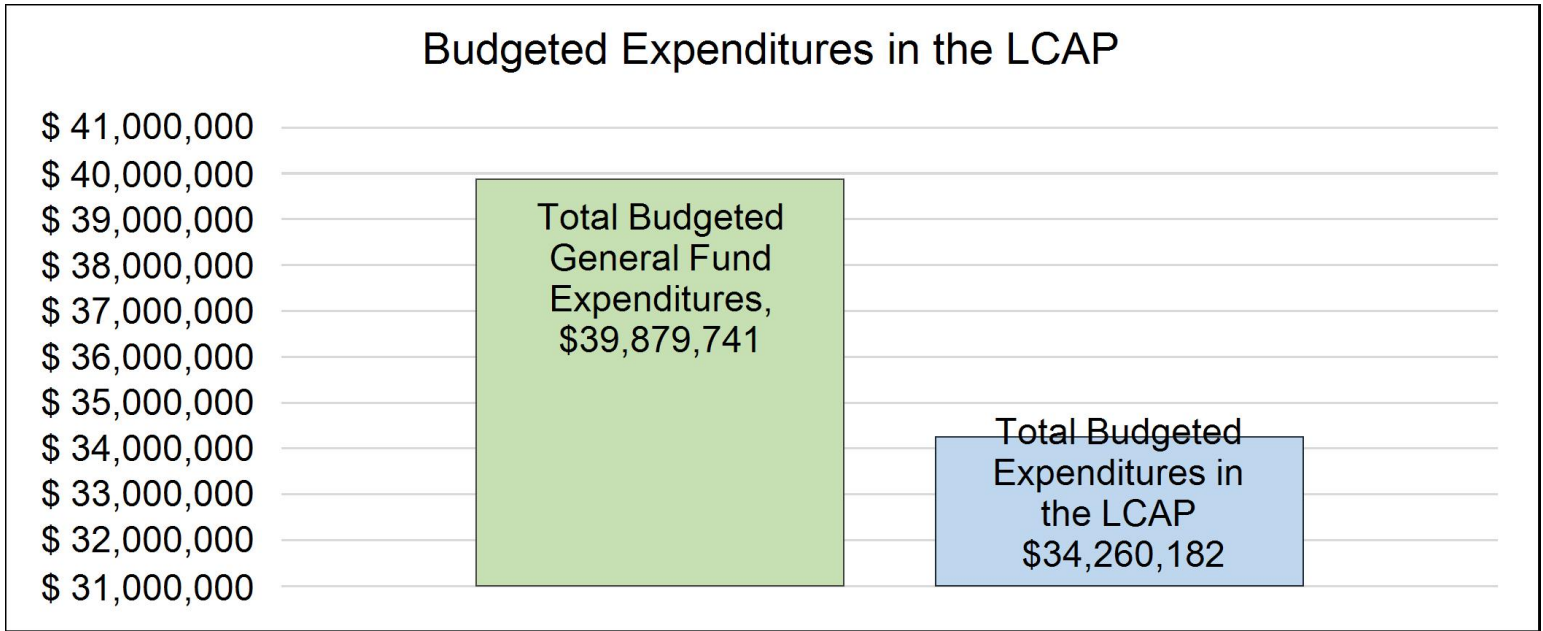


This chart shows the total general purpose revenue Sage Oak Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sage Oak Charter School is \$39,885,953, of which \$35,062,668 is Local Control Funding Formula (LCFF), \$4,084,993 is other state funds, \$0 is local funds, and \$738,292 is federal funds. Of the \$35,062,668 in LCFF Funds, \$2,185,047 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Sage Oak Charter School plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Sage Oak Charter School plans to spend \$39879741 for the 2022-23 school year. Of that amount, \$34260182 is tied to actions/services in the LCAP and \$5727559 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

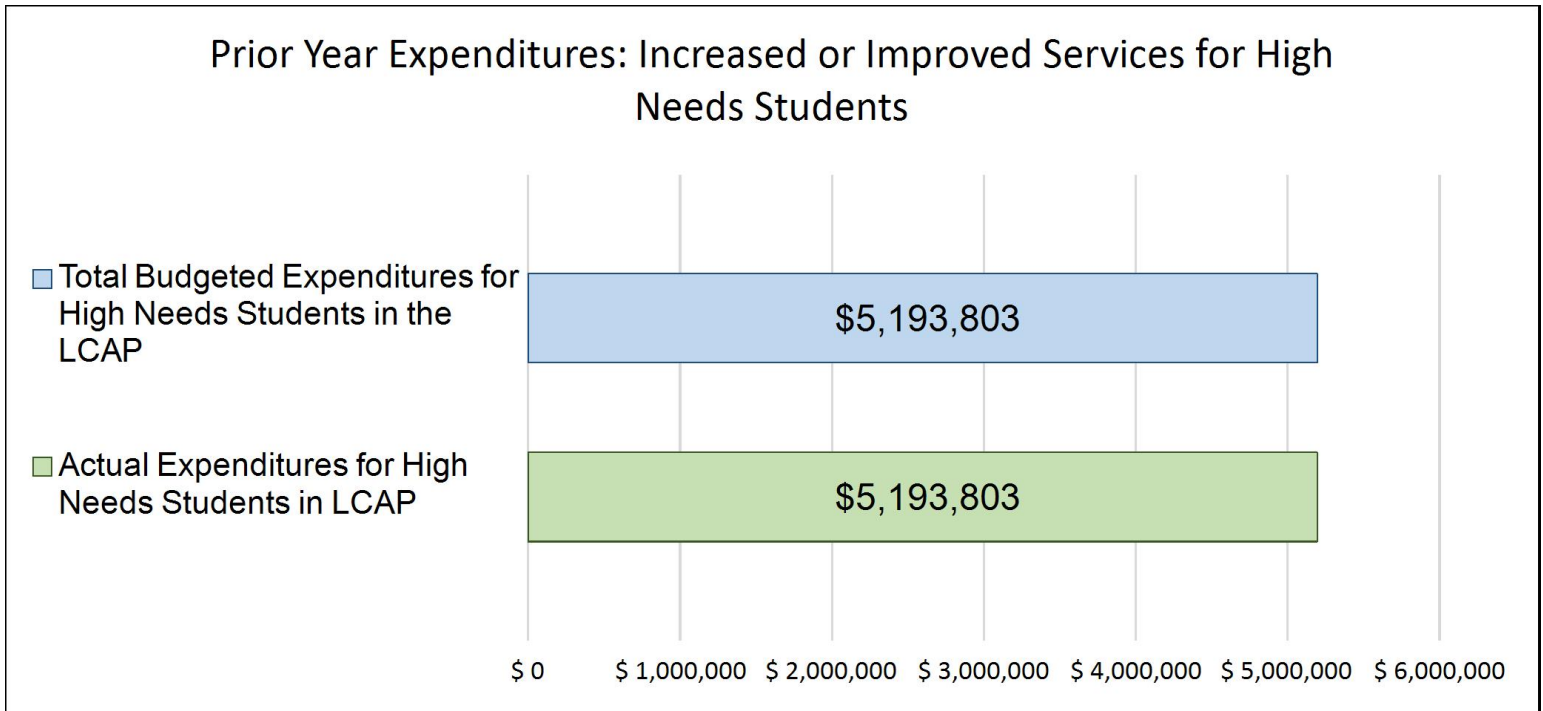
Amounts not in the LCAP are amounts related to systems and operating costs not directly tied to an LCAP goal and action such as non instructional professional and technology services.

## Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Sage Oak Charter School is projecting it will receive \$2185047 based on the enrollment of foster youth, English learner, and low-income students. Sage Oak Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Sage Oak Charter School plans to spend \$7329715 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 2021-22



This chart compares what Sage Oak Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sage Oak 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.

The text description of the above chart is as follows: In 2021-22, Sage Oak Charter School's LCAP budgeted \$5193803 for planned actions to increase or improve services for high needs students. Sage Oak Charter School actually spent \$5193803 for actions to increase or improve services for high needs students in 2021-22.



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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sage Oak Charter School	Krista Woodgrift Executive Director	kwoodgrift@sageoak.education (888) 435-4445

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

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

The school has received or will receive the following additional funding, which was not included in the 20-21 LCAP,: Educator Effectiveness Grant, A-G Completion Grant, and UPK (Universal Pre-Kindergarten) Grant.

### Educator Effectiveness Grant

The school engaged its educational partners on the use of these funds through a schoolwide survey sent out in November 2021, a school site council meeting held in November 2021, and a governing board meeting held in November 2021. Additionally, the leadership team referenced past LCAP surveys, WASC accreditation visits, professional learning communities feedback to make a final allocation plan.

### A-G Completion Grant

The school engaged its educational partners on the use of these funds through a schoolwide survey sent out in December 2021. The leadership team reviewed the feedback and has begun to determine how to utilize the funds. Once the state releases the funding amount, final

decisions will be made based on data collection, educational partner engagement, and LCAP goals. The final decisions will be presented to the governing board at the February board meeting.

#### UPK Grant

The school engaged its educational partners on the use of these funds through a schoolwide survey sent out in December 2021. The school engaged the school site council and English language advisory council (if applicable) on the survey results and the possible plans for spending, in a public hearing setting. Final decisions will be made based on data collection, educational partner engagement, and LCAP goals.

All additional funds that were provided through the Budget Act of 2021 were included in the 20-21 LCAP and educational partner engagement process for the 20-21 LCAP.

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

Sage Oak did not receive any concentration funding and does not have an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent. Therefore, this prompt is not applicable.

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

Sage Oak offered multiple opportunities for educational partners to be involved in the development of the ESSER III plan, which is for funding intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

ESSER III survey to educational partners (students, parents, teachers, community providers, administration, support staff) was sent in June 2021.

ESSER III School Site Council Public Meeting in June 2021 with agenda posted on school website and at physical school office site pursuant to Brown Act.

In August 2021, the school connected with Boys Town to discuss trauma in youth. This consultation validated the ESSER intervention of making additional mental health professionals and resources available for our students.

In April 2021 and May 2021 the school connected with Diagnostic Center North/DCN- SEL. This consultation focused on SEL and supported the SEL curriculum chosen by the school through the ESSER plan.

In September 2021 the school connected with Diagnostic Center North- Autism. This consultation focused on the transition back to in-person learning and services and the academic and social emotional support that would be needed. This consultation aligns with our COVID-19 safety measures, our supplemental curriculum choices, our paraprofessionals, and the mental health supports outlined in the plan.

In October 2021 the school connected with the NAACP. This consultation focused on creating an inclusive school and additional support for our socio-economically disadvantaged pupils, including offering materials support, social emotional support, and academic support. The action items laid out in the plan align with this focus.

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

The ESSER plan is being implemented and monitored by the Director of Education Services and the Director of Business Services. The plan included a focus on three main categories: 1) Safety items to return to in-person interactions 2) Addressing learning loss through supplemental curriculum, technology, extended learning opportunities, and intervention 3) Additional uses which included mental health resources, teacher compensation for additional duties, supplemental curriculum, and professional development.

#### Successes:

- Students are getting intensive intervention to address academic needs.
- Students are being supported through additional mental health resources and professionals.
- School culture and morale has improved, partially as a result of the professional development and additional compensation due to additional job duties.
- Students and families have increased their engagement through school provided engagement opportunities.

#### Challenges:

- The adoption of the plan took place prior to additional state mandates for COVID-19 safety. Therefore, some items were not included in the plan originally, that needed to be accounted for, such as weekly COVID testing for all non-vaccinated staff members.

- The technology accounted for in the plan was determined prior to the state allowing for virtual state testing this year. Therefore, the technology needs of the school increased dramatically in order to provide the appropriate technology for all students to complete state testing following all the necessary guidelines.

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

When the school receives additional funding resources, it is pertinent that it goes through a process to include educational partners and LCAP alignment.

Sage Oak follows the following process:

1. A new funding resource is identified by the Director of Business Services. The Director of Business Services writes up a summary of the resources, the estimated allocation, and any other pertinent information, such as allowable uses and timeline.
2. The Director of Education Services is then given the summary of the funding resource and ensures there are educational partner engagement opportunities. These may include, but are not limited to surveys, school site council meetings, governing board meetings, professional learning communities.
3. The Director of Education Services reviews the engagement data with the leadership team and facilitates the discussion and determination of how the funding will be used. During this time, the LCAP is reviewed and referenced, to ensure that the uses are in alignment with the school’s LCAP goals and action items. The leadership team discusses how to maximize the funding to reach the most amount of students and to get the best results. Additionally, academic performance, academic engagement, and conditions & climate are also taken into consideration.
4. The Director of Education Services and Director of Business Services develop any required plans and submit them to the governing board for approval, when applicable. The implementation and fiscal monitoring of the plan continues on an ongoing basis to ensure the desired outcomes.

For the additional funding received through the ESSER program, the items being implemented align with the LCAP in the following manner:

ESSER Categorical Item:

Safety items to return to in-person interactions

LCAP Alignment:

LCAP Goal 3- We will establish connections and partnerships with our families and community to increase engagement, involvement, ensure safety and satisfaction to support student learning and achievement. Effective and meaningful transparent communication will provide all stakeholders opportunities for input in decision making at the program and charter levels.

ESSER Categorical Item:



Addressing learning loss through supplemental curriculum, technology, extended learning opportunities, and intervention.

LCAP Alignment:

LCAP Goal 1- We will improve the academic achievement of ALL students through effective instruction, a challenging and engaging curriculum and aligned assessments in language arts and mathematics to promote student progress of English Learners, other unduplicated student groups, and students with disabilities.

LCAP Goal 4- We will ensure that students are on-track to graduate from high school, and have access to College and Career Technical Education.

ESSER Categorical Item:

Additional uses which included mental health resources, teacher compensation for additional duties, supplemental curriculum, and professional development.

LCAP Alignment:

LCAP Goal 1- We will improve the academic achievement of ALL students through effective instruction, a challenging and engaging curriculum and aligned assessments in language arts and mathematics to promote student progress of English Learners, other unduplicated student groups, and students with disabilities.

LCAP Goal 2- We will promote a high ADA and a positive school climate by providing high-quality teachers, best practices, and interventions to ensure student success.

LCAP Goal 4- We will ensure that students are on-track to graduate from high school, and have access to College and Career Technical Education.

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

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

## **Introduction**

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

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

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

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

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

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

## Instructions

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

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

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget

Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

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

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

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

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

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

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

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

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

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

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

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

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

California Department of Education  
November 2021



# Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sage Oak Charter School	Krista Woodgrift Executive Director	888-435-4445 888-435-4445

## Plan Summary [2022-23]

### General Information

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

**Mission Statement**  
 Sage Oak, in collaboration with parents, teachers, students, and the school’s leadership team, cultivates lifelong learners by recognizing students’ and parents’ needs for educational options. Sage Oak balances flexibility with accountability and high academic excellence for families seeking a non-traditional, personalized educational experience. Sage Oak understands the need for partnership in order for students to attain their personal academic goals.

Sage Oak serves students in TK-12 in San Bernardino, Inyo, Kern, Los Angeles, Orange, and Riverside counties with 195 certificated staff and 59 classified staff. Sage Oak will harness the power of a flexible learning environment and modern educational technology to serve learners with diverse backgrounds and goals who seek an education alternative that stimulates and supports independent learning. Through the power and flexibility of its diverse curriculum options, combined with superior individualized support, Sage Oak provides inspirational learning with enriched and rigorous academics and high standards to empower students to become self-motivated and competent life-long learners who will make a positive impact in their communities. Sage Oak’s educational model is intended to cultivate learning habits that

keep the mind open, curious, and alert. Sage Oak will position its students by enabling them to learn any time, any place, and by deploying flexible learning, teaching, and curricular and staffing models that adapt to the unique inherent style in every student and learning situation. Sage Oak will empower students to take ownership of their education and develop knowledge, skills, and abilities, but also the confidence, creativity, and resourcefulness to develop them adaptively in response to the challenges and opportunities of the 21st Century.

Based on the Fall 1 Census data reporting on October 6, 2021, to be reported on the California Dashboard, there were 3,122 students enrolled. The student population is 1% English Learners (EL), and 33.3% are classified as Socioeconomically Disadvantaged (SED). Since the 20-21 Census date there have been an additional 46 students qualifying for Direct Certification as of 4/24/2021.

The ethnic diversity of Sage Oak Charter School includes students who are White (38.98%), Hispanic (41.64%), Two or More Races (7.34%), Asian (5.09%), African American (2.79%), Filipino (1.67%) and American Indian/Alaskan Native (0.35%)

## Reflections: Successes

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

Sage Oak was able to identify successes that include low suspension and expulsion rate, strong connections and partnerships, high graduation and college and career readiness rates.

Sage Oak suspension and expulsion rates remain at 0%. This success was achieved through the implementation of our MTSS program, transparent and open lines of communication with families, social-emotional support plans, and cultural awareness training.

In addition, strong connections and partnerships with families and communities help to increase engagement and involvement which supports student learning and achievement. The school continues to maintain an overall satisfaction rate of 96% or higher. This is due in part to the consistent and transparent communication, multiple opportunities for educational partners' input, and actively building partnerships with educational partners. In 2021, Sage Oak educational partner participation rates on the LCAP survey increased from 11.4% to 16.97% with 531 responses.

An additional success has been the maintenance of a high graduation rate. In 2021, the expected graduation rate was 97% and the actual graduation rate was 96%. Contributing factors to this success include developing a comprehensive college and career readiness program, closely monitoring student groups to ensure they are on track and college and career ready, collaborating with colleges to offer highly-supported dual enrollment opportunities, the implementation of an Art Career and Technical pathway, and providing high-quality instruction and curriculum in all subjects.

The Sage Oak student groups, including K-8, 9-12, SED, EL, and SWD, all increased their academic achievement levels in ELA and math when comparing the baseline data to the year one outcome.

## 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 CAASPP data leading up to COVID-19, Sage Oak students tend to score higher in ELA, however, they are still below the state average. The state average for all students is 2.5 points below standard and based on the 2018-2019 CAASPP results, all Sage Oak students scored 7.7 points below standard. The students scored lower in math with all students being 41.6 points below standard with the state average being 33.5 points below standard. This data supported the need to continue an academic achievement plan in both content areas, but with a heavier focus on mathematics.

Based on the local assessment data, our students are improving, however, there are still significant areas of growth, specifically in students groups of SED, EL, and students with disabilities. These student groups have been a focus of the school and will remain a specific focus.

The local assessment data also shows that students scored lower in mathematics than in ELA. Again, improvements were made in mathematics, but the scores are still lower overall and need to be focused on for targeted support.

The 2021 CAASPP assessment was canceled. Therefore, there is no data to report.

Students resumed CAASPP testing in Spring 2022.

Based on the spring local assessment, iReady, data shown below, the school has identified additional academic needs.

Fall 2021

ELA:

K-8 Students: 56.7% On or Above Grade Level

9-12 Students: 53% On or Above Grade Level

SED: 49.1% On or Above Grade Level

Foster Youth: No data due to privacy

English Learners: 25.8% On or Above Grade Level

Students with Disabilities: 35% On or Above Grade Level

Math:

K-8 Students:38.3% On or Above Grade Level  
9-12 Students: 34.9% On or Above Grade Level  
SED: 30.1% On or Above Grade Level  
Foster Youth: No data due to privacy  
English Learners: 29% On or Above Grade Level  
Students with Disabilities: 17.6% On or Above Grade Level

Spring 2022

ELA:

K-8 Students: 70% On or Above Grade Level  
9-12 Students: 59% On or Above Grade Level  
SED: 61% On or Above Grade Level  
Foster Youth: No data due to privacy  
English Learners: 47% On or Above Grade Level  
Students with Disabilities: 36% On or Above Grade Level

Math:

K-8 Students: 60% On or Above Grade Level  
9-12 Students: 43% On or Above Grade Level  
SED: 50% On or Above Grade Level  
Foster Youth: No data due to privacy  
English Learners: 44% On or Above Grade Level  
Students with Disabilities: 30% On or Above Grade Level

Although we had successes to be celebrated, there were areas that were identified as needs. Sage Oak student academic achievement scores for all student groups could be higher. Specifically, the SWD group, which only increased 1% in ELA, and scored the lowest percentage on or above grade level in ELA and math. Additionally, the 9-12 students only increase 6% in ELA, which is something the school has identified as an additional need. The school's EL student group is also an area of need, as this group scored second lowest in ELA and math.

Additionally, there was an increase in the school's chronic absenteeism rates from 1.7% to 4.29%. Although the rates are still low overall and comparatively to the state's average, this increase is something the school needs to look into further.



Sage Oak is eager to complete a thorough analysis of the achievement and attendance data, including reviewing additional measures, to better understand the student achievement scores shown on the school's local assessment, iReady, and an increase in the chronic absenteeism rates. Upon the school's initial analysis some contributing factors may include impacts of COVID-19, a 36% increase of new students to the Sage Oak organization who had varying academic levels and needs and came from a variety of educational backgrounds, a high teacher turnover with 56 classified and certificated positions needed to be filled and 72 candidates being hired to fill those positions throughout the organization this year, and changes in the school's proctoring procedures to ensure more accurate local assessment scores.

Sage Oak identified the need to maintain a high ADA and graduation rate. It is critical that students are engaged in learning and on track to graduate college and career ready. To do so, the school maintained LCAP goals 2 and 4 as maintenance goals with action items to continue this high level of engagement, graduation rate, and college and career readiness by hiring and training high-quality teachers and support staff, creating a positive school culture, and implementing best practices for students and staffs social-emotional needs as well as increasing community college dual enrollment opportunities, career and technical pathways, and the implementation of the AVID program.

Sage Oak identified a need to maintain or increase educational partner engagement and participation in the decision-making process to ensure involvement, safety, and satisfaction as stated in LCAP goal 3. In 2021, Sage Oak parent participation rates on the LCAP survey increased from 11.2% to 25.30% as a result of linking an explanation video in the survey email to solicit feedback and providing multiple email reminders and opportunities to complete the survey.

Sage Oak is eager to complete a further analysis of these identified needs to better ensure student success.

The school plans to address these needs through effective instruction, a challenging and engaging curriculum, aligned assessments in English Language Arts and Math, retaining high quality teachers, hiring additional instructional staff targeting specific student groups, and through increased services through our Multi-Tiered System of Supports tier two intervention program as stated in LCAP action items 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 2.1, 4.1 and 4.2.

## LCAP Highlights

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

Goal 1: Academic Achievement

State Priorities:

- 1- Basic
- 2- State Standards
- 4- Pupil Achievement
- 7- Course Access

Metrics:

Local assessment: iReady (K-8)

Local assessment: iReady (9-12)

CAASPP

LCAP educational partners Survey Results

Major Actions:

Analyze achievement data

Monitor specific student groups

Students have access to a broad course of study

Professional development

Parent trainings

Review and refine curriculum

Improve MTSS program

Increase and improve TK program

Goal 2: Positive School Climate

State Priorities:

1- Basic

2- State Standards

4- Pupil Achievement

5- Pupil Engagement

Metrics:

Chronic Absenteeism Rate

Suspension Rate

Expulsion Rate

Certificated and Classified Proper Assignments

LCAP educational partners Survey Results

Major Actions:

Retain and hire highly qualified staff

Implement social emotional plan for students and staff

Implement cultural awareness professional development

Goal 3: Establishing Connections and Partnerships; Increasing Engagement and Involvement

State Priorities:

- 3- Parental Involvement
- 5- Pupil Engagement
- 6- School Climate

Metrics:

- LCAP educational partners Survey Results
- Safety Plan Review and Trainings

Major Actions:

- Maintain School Site Councils and ELAC (when required)
- Consistent communication to students and families
- Properly vet all community providers
- Maintain a safe learning environment

Goal 4: College and Career Readiness; Career Technical Education

State Priorities:

- 1- Basic
- 2- State Standards
- 5- Pupil Engagement
- 6- Pupil Achievement
- 7- Course Access
- 8- Other Pupil Outcomes

Metrics:

- Graduation Rates
- College and Career Indicator
- LCAP educational partners Survey Results

Major Actions:

- Continue to develop college and career pathways
- Monitor student groups for college and career readiness
- Maintain and increase CTE offerings

# 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.

This is not applicable to Sage Oak Charter School

## ***Support for Identified Schools***

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

This is not applicable to Sage Oak Charter School

## ***Monitoring and Evaluating Effectiveness***

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

This is not applicable to Sage Oak Charter School

# Engaging Educational Partners

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

Sage Oak participated in an in-depth educational partner engagement process this year with the assistance of Let's Grow Leaders. This was a multi-month process (August-December) that included surveys, group interviews, and guided discussions with students, teachers, parents, and leadership. This culminated with a final report that detailed the findings. These findings were then part of the reflective LCAP process for the 22-23 school year.

The LCAP survey for all educational partners (parents, teachers, students, support staff) was sent out via email and advertised on social media, and completed in November 2021 with 16.9% participation.

School Site Council Meetings, public meetings: September, October, November, January, February, March, April, and May.

ELAC Meetings, public meetings: September, October, November, January, February, March, April, and May.

Public meeting information is sent via Sage News email to all families, advertised on social media, and available on our school website. The leadership team also met to discuss items relating to educational partners' feedback and LCAP goals and action items weekly, year-round.

The following department meetings also occurred:

Education Services: Biweekly; Year-Round

Student Services: Weekly; Year-Round

Secondary Education: Biweekly; Year-Round

Operations and Accountability: Weekly; Year-Round

Special Education: Weekly; August- June

Business Services: Weekly; Year Round

Human Resources: Weekly; Year Round

Additionally, the Director of Education Services and Special Project Coordinator met biweekly August-May to discuss items relating to the LCAP.

The LCAP was shared in a public hearing of the governing board on June 16, 2022. The LCAP was adopted by the governing board on June 23, 2022.

A summary of the feedback provided by specific educational partners.

Through this engagement process, some trends were identified. The educational partners would like the school to focus on and improve upon the college and career readiness, career technical education (CTE) pathways, and the English learner (EL) program. They also shared the importance of continuing to provide a personalized learning model with a commitment to excellence, accountability, legal compliance, and sustainability, while considering grade level band rosters for teachers, a narrowed list of curricular options, and an expansion of live online synchronous learning opportunities. These trends were shown from the LCAP survey of parents, teachers, and students, expressed by the school site council members and ELAC members, and gleaned from the educational partner engagement process with Let's Grow Leaders. Sage Oak also believes that these are important aspects to focus on as a school and, as a result, will be including these items within the LCAP as actions and services pursuant to established goals. A letter from the executive director was sent out in response to this feedback on May 2, 2022, via Sage News email and sent directly to members of the school site council and ELAC via email on May 2, 2022. The letter is also available upon request.

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

Through the various engagement opportunities, some trends were identified. The educational partners would like us to continue to focus on and improve upon the following:

College and career readiness, which is reflected in action item 4.1 "Continue to develop comprehensive college and career readiness pathways and supports to ensure students are deemed college and career ready as measured by the CA Dashboard".

CTE pathways, which is reflected in action item 4.3 "Maintain and increase the school's current CTE program offerings."

EL program, which is reflected in action item 1.2 "The school will monitor SED pupils, foster youth, English learners, and students with disabilities for proficiency on state and local assessments and implement targeted plans to increase achievement in identified areas."

Personalized learning school with a commitment to excellence, accountability, legal compliance, and sustainability, which is reflected in action items 1.1 "The school leadership team and the instructional staff will collect, analyze and synthesize student achievement data with the goal of developing consistent, rigorous, and engaging instructional practices and strategies across all courses, for all grade levels, and for all student groups." and 1.3 "All students will have access to a broad course of study and materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content."

Grade level band rosters for teachers, which is reflected in action item 2.1 "Recruit and retain highly qualified certificated teachers and leadership and maintain their appropriate assignment in the subject areas of the pupils they are teaching or overseeing; hire and maintain highly qualified classified staff according to their job description."

Reduction in curricular options, which is reflected in action item 1.6 "The leadership team and instructional staff will develop strategies to further review and refine curriculum to ensure the approved curriculum is engaging and rigorous and supports college and career readiness."

Expansion of the live online synchronous learning opportunities, which is reflected in action item 1.3 “All students will have access to a broad course of study and materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content.”

# Goals and Actions

## Goal

Goal #	Description
1	We will improve the academic achievement of all students and specifically our socio-economically disadvantaged (SED), foster youth, English learners (EL), and students with disabilities (SWD) population through effective instruction, a challenging and engaging curriculum, and aligned assessments in English language arts and mathematics.

An explanation of why the LEA has developed this goal.

Sage Oak has chosen the broad goal to improve the academic achievement of all students and specifically our SED, foster youth, English learners, and students with disabilities population through effective instruction, a challenging and engaging curriculum, and aligned assessments in English language arts and mathematics as measured by an increase of students being on or above grade level through our local assessment, iReady, and the state assessment, CAASPP.

Based on the local and state data listed below, students need to continue to improve their academic achievement in meeting the state standards in ELA and math. In addition to local and state data, the educational partners agree upon the shared vision of improving students' academic achievement, specifically SED, foster youth, EL, and students with disabilities through our various educational partners' engagement opportunities, which include school site council meetings, English learner advisory council meetings, teacher professional learning communities, and through our WASC accreditation process.

Based on the data showing a decrease in the percentage of students on or above grade level based on the school's local assessment, iReady, all students, including SED, EL and SWD student groups, need to remain a specific focus for Sage Oak.

Fall 2021  
 ELA:  
 K-8 Students: 56.7% On or Above Grade Level  
 9-12 Students: 53% On or Above Grade Level  
 SED: 49.1% On or Above Grade Level  
 Foster Youth: No data due to privacy  
 English Learners: 25.8% On or Above Grade Level  
 Students with Disabilities: 35% On or Above Grade Level

Math:  
 K-8 Students: 38.3% On or Above Grade Level  
 9-12 Students: 34.9% On or Above Grade Level  
 SED: 30.1% On or Above Grade Level



Foster Youth: No data due to privacy  
English Learners: 29% On or Above Grade Level  
Students with Disabilities: 17.6% On or Above Grade Level

Spring 2022

ELA:

K-8 Students: 70% On or Above Grade Level

9-12 Students: 59% On or Above Grade Level

SED: 61% On or Above Grade Level

Foster Youth: No data due to privacy

English Learners: 47% On or Above Grade Level

Students with Disabilities: 36% On or Above Grade Level

Math:

K-8 Students: 60% On or Above Grade Level

9-12 Students: 43% On or Above Grade Level

SED: 50% On or Above Grade Level

Foster Youth: No data due to privacy

English Learners: 44% On or Above Grade Level

Students with Disabilities: 30% On or Above Grade Level

CAASPP

Given the suspension of CAASPP during the school years impacted by the pandemic, the most recent CAASPP test score available for analysis are from the 2018-2019 school year. Based on this data, Sage Oak students tend to score higher in ELA, however, they are still below the state average. The state average for all students is 2.5 points below standard and based on the most recent 2018-2019 CAASPP results, all Sage Oak students scored 7.7 points below standard. Sage Oak students scored lower in math with all students being 41.6 points below standard with the state average being 33.5 points below standard. This data supported the need to continue an academic achievement plan in both content areas, but with a heavier focus on mathematics.

Student groups also showed a need for growth when compared to all students group:

SED

ELA: 28.9 points below standard

Math: 66.5 points below standard

Foster Youth

ELA: No data due to privacy  
 Math: No data due to privacy

English Learners  
 ELA: No data due to privacy  
 Math: No data due to privacy

Students with Disabilities  
 ELA: 49.7 points below standard  
 Math: 88.4 points below standard

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
iReady; student at or above grade level in reading and math; grades K-8	Fall 2021 ELA: 56.7% Math: 38.3%	Spring 2022 ELA: 70% Math: 60%			4% increase in K-8 students at or above grade level in reading and math from our year 1 outcome
iReady; student at or above grade level in reading and math; grades 9-12	Fall 2021 LA: 53% Math: 34.9%	Spring 2022 ELA: 59% Math: 43%			4% increase in 9-12 students at or above grade level in reading and math from our year 1 outcome.
CAASPP met or exceed grade level	A baseline will be	As of June 6, 2022; there is no CAASPP			4% increase of students, grades 3-8

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standards; grades 3-8, 11	developed from the 2021-2022 CAASPP data.	data available to report for the 21-22 school year.			and 11, who met or exceeded grade level standards in ELA and math.
LCAP Survey Result	<p>Percent of educational partners that felt the student has access to rigorous curriculum and resources that allow them to access and master grade level standards in the core content areas: English language arts, math, history, science, and physical education. based on 20-21 LCAP survey results:</p> <p>Parents 96.8% Students 97.1% Staff 98.6%</p>	<p>Percent of educational partners that felt the student has access to rigorous curriculum and resources that allow them to access and master grade-level standards in the core content areas: English language arts, math, history, science, and physical education. Based on 21-22 LCAP survey results:</p> <p>Parents 96.94% Students 93.18% Staff 100%</p>			<p>Percent of educational partners that feel the students have access to rigorous curriculum and resources that allow them to access and master grade level standards in the core content areas: English language arts, math, history, science, and physical education. based on LCAP survey results:</p> <p>Parents 95% Students 95% Staff 98%</p>
ELPAC Assessment	33.3% of students increased one level on the ELPAC from 18/19 to 19/20	44.8% students increased one level or more on the ELPAC from 19/20 to 20/21			37% of students will increase one level on the ELPAC

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

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Student Achievement	The school leadership team and the instructional staff will collect, analyze, and synthesize student achievement data with the goal of developing consistent, rigorous, and engaging instructional practices and strategies across all courses, for all grade levels, and for all student groups, including students with disabilities (SWD).	\$36,296.00	No
1.2	Student Monitoring	The school will monitor SED pupils, foster youth, English learners, and students with disabilities (SWD) for proficiency on state and local assessments and implement targeted plans to increase achievement in identified areas.	\$1,217,988.00	Yes
1.3	Broad Course of Study	All students will have access to a broad course of study and materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards-aligned content.	\$7,560,705.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Professional Development	Identify and implement professional development opportunities for teachers to equip them with information and resources to better serve all students, specifically focusing on their SED pupils, foster youth, English learners, and students with disabilities and parents using the California Standards for the Teaching Profession. Create and execute a reflective process to determine the effectiveness of the provided professional development opportunities.	\$231,818.00	Yes
1.5	Parent Trainings	Provide parent trainings and learning opportunities on a variety of topics to increase educational partners' engagement, increase academic achievement in our students, and to better equip our parents, specifically parents of SED pupils, foster youth, English learners, and students with disabilities, to support the teacher in the education of their child.		Yes
1.6	Curriculum Review	The leadership team and instructional staff will develop strategies to further review and refine the curriculum to ensure the approved curriculum is engaging and rigorous and supports college and career readiness.		No
1.7	Intervention Process	Increase collaboration across departments to streamline and improve upon our intervention processes for SED, English learners, foster		Yes

Action #	Title	Description	Total Funds	Contributing
		youth, and students at risk of not meeting standards and strengthen measures to evaluate the effectiveness of student interventions.		
1.8	Transitional Kindergarten	The school will expand and improve its current transitional kindergarten program, as well as, ensure all teachers serving transitional kindergarten students meet the certification requirements.	\$64,400.00	No

## Goal Analysis [2021-22]

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

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

There were no substantive differences in the planned actions and the actual implementation of these actions.

Challenges that presented themselves in relation to the above action items focused on maintaining high-quality teachers during a time when educational professionals are resigning from positions and the career field at a very high rate. Maintaining professional development and training opportunities for a certificated staff roster that was often changing, was a challenge. However, Sage Oak was able to implement plans and procedures to ensure all certificated staff completed the necessary professional development and training requirements.

Sage Oak had great success in taking the first steps to improve its MTSS program, specifically focusing on tier two interventions. The school's intervention program focused on academic rigor, effective instruction, and close monitoring. These elements require consistent and effective communication between departments to ensure all students are being served at the highest level.

An additional success was in the curriculum review process. Through multiple months of educational partner engagement opportunities and teacher committees to review curriculum needs and options, Sage Oak has adopted more refined curricular lists for our students to utilize in creating their personalized plans. The refined lists focus on mathematics, reading for foundational skills, reading for informational text, and writing.

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

Action 1.3 allows teachers along with parents and students to access materials and services in line with each student's educational plan. These instructional funds were not used as broadly in 21-22 as anticipated and budgeted.

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

Through the collection and analysis of student achievement data and student monitoring, the school was able to identify specific instructional strategies and practices that would have a significant impact on student achievement. Using a data analysis platform, as well as department meetings and discussions within the school's PLCs, leadership and instructional staff were able to dive deeper into the data to fully understand the areas of strength and areas of growth. Through this, the instructional strategies and practices were determined.

These practices and strategies were then used to determine teacher and staff professional development opportunities, as well as parent training topics. For the school staff, these opportunities were presented during whole school staff meetings, teacher PLC groups, and attending conferences and webinars. The parent trainings were provided via live webinars, as well as recorded webinars sent out via a weekly school newsletter. The trainings included, but were not limited to, advanced learners, curriculum, EL students, student support programs, SDAIE strategies, assessment, instructional strategies, and virtual learning best practices.

This analysis was also the driving factor in the curriculum review process. It is critical for the school to continue to provide a broad course of study for our student's personalized education plans. However, the school further refined its curricular options in mathematics and specific content areas of English language arts, to provide a higher level of support and professional development.

The intervention process was also reviewed and updated to more effectively target our unduplicated student population, through research-based intervention curriculums and programs. This element of the MTSS program has shown to be effective when reviewing the data specifically on our unduplicated, Title I targeted students.

The school improved and expanded its EL program this year by introducing StELLar Stories. This is a new component of the program that allows our EL students to come together virtually and discuss great children's stories. This new element of our program has helped with the listening and speaking skills of our EL students. The program also continued its EL-designated curriculum, small group ELPAC tutoring sessions, and one on one support of a personalized educational plan.

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.

After completing the reflective progress, the following changes were made to the action items:

The 21-22 LCAP action item “All school staff will work together to improve mathematical achievement levels of student groups including SED, English learners, foster youth, and students with disabilities (SWD) through the use of curriculum, instruction, and intervention resources” was removed, as this action item is accounted for within action item 1.1 “The school leadership team and the instructional staff will collect, analyze and synthesize student achievement data with the goal of developing consistent, rigorous, and engaging instructional practices and strategies across all courses, for all grade levels, and for all student groups, including students with disabilities (SWD).”

The action item 1.2, “Identify and implement professional development opportunities for teachers to equip them with information and resources to better serve all students, specifically focusing on their SED pupils, foster youth, English learners, and students with disabilities (SWD) and parents using the California Standards for the Teaching Profession. Create and execute a reflective process to determine the effectiveness of the provided professional development opportunities” had the items underlined added. During the reflective process, it was noted that the professional development provided by the school applies to all students, not just our SED pupils, foster youth, English learners, and students with disabilities (SWD), although those students are certainly a focus for the school.

A new action item was added to the 22-23 LCAP, “The school will expand and improve its current transitional kindergarten program, as well as, ensure all teachers serving transitional kindergarten students meet the certification requirements.” This was added to correspond with the UPK grant and the school’s plans to improve and expand its TK offerings in alignment with the grant.

Due to the large increase in new students (36% throughout the organization), the high percentage of teacher turnover, and the changes in the schools' assessment proctoring administration process to ensure data integrity, the baseline data for the school’s local assessment has been changed. The baseline data is now fall 2021 data. By using this data, the school is able to get a proper comparison of progress in student achievement. Additionally, the desired outcome for 2023-2024 has been updated to 4% increase in students on or above grade level based on the year one outcome. The school felt this goal is reflective of the updated baseline.

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



# Goals and Actions

## Goal

Goal #	Description
2	We will promote a high ADA percentage through hiring and training high-quality teachers and support staff, creating a positive school culture, and implementing best practices for all students, including students with disabilities (SWD), and staff social-emotional needs.

An explanation of why the LEA has developed this goal.

Sage Oak has chosen the maintenance goal of promoting a high average daily attendance (ADA) percentage through hiring and training high-quality teachers and support staff, creating a positive school culture, and implementing best practices for students and staff's social-emotional needs as measured by our chronic absenteeism rates, ADA rates, suspension and expulsion rates, classified and certificated proper assignments, and the LCAP survey results. Although an increase in chronic absenteeism has presented a need Sage Oak will continue to address, the rate remains significantly lower than the 2020-2021 state average chronic absenteeism rate of 14%.

Based on the local and state data listed below, students have a high rate of ADA, however, maintaining this rate is critical to student success. In order to ensure students are achieving academically, are college and career ready, and are supported in their social-emotional needs, Sage Oak must maintain a high rate of ADA. In addition to local and state data, educational partner groups agree upon the shared vision of maintaining a high rate of ADA through various educational partners' engagement opportunities, which included school site council meetings, English learner advisory council meetings, teacher professional learning communities, and through the WASC accreditation process.

**Chronic Absenteeism Rate**  
 2019-20: 0.83%  
 2020-21: No data due to COVID  
 2021-22: 4.29%

**Suspension Rate**  
 2019-20: 0%  
 2020-21: No data due to COVID  
 2021-22: 0%

**Expulsion Rate:**  
 2019-20: 0%  
 2020-21: No data due to COVID  
 2021-22: 0%

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## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism	.79%	4.49%			7% or less chronic absenteeism rate
Expulsion Rate	0%	0%			An expulsion rate of 1% or lower
Suspension Rate	0%	0%			An expulsion rate of 1% or lower
ADA Rate	99.41%	98.79%			97% or higher ADA rate
Certificated proper assignments	100% of our certificated positions are appropriately assigned	100% of our certificated positions are appropriately assigned			100% of our certificated positions are appropriately assigned
Classified proper assignments	100% of our classified positions are appropriately assigned	100% of our classified positions are appropriately assigned			100% of our classified positions are appropriately assigned
LCAP Stakeholder Survey	Percent of educational partners that felt the school and teacher/EA value our student's background, culture, and diversity	Percent of educational partners that felt the school and teacher/EA value our student's background, culture, and diversity			Percent of educational partners that felt the school and teacher/EA value our student's background, culture, and diversity

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	based on 20-21 LCAP survey results:  Parents 95.4% Staff 98.6%	based on 21-22 LCAP survey results:  Parents 96.94% Staff 100%			based on LCAP survey results:  Parents 95% Staff 98%

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Recruit and Retain	Recruit and retain highly qualified certificated teachers and leadership and maintain their appropriate assignment in the subject areas of the pupils they are teaching or overseeing; hire and maintain highly qualified classified staff according to their job description.	\$16,075,654.00	No
2.2	Social- Emotional Needs	Continue to implement a plan to address the social, emotional and mental health needs of students, specifically SED, English learners, and foster youth, students with disabilities (SWD) and staff that includes preventive, responsive, and aftercare action plans to include collection and review of data for effectiveness of plan/actions and allocation of resources and professional development.	\$219,185.00	Yes
2.3	Multi-Culturalism	The school will continue to encourage multiculturalism through professional development in cultural awareness and multicultural learning opportunities.ool will continue to encourage multiculturalism through professional development in cultural awareness and multicultural learning opportunities.	\$3,900.00	Yes

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2021-22]

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

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

There were no substantive differences in the planned actions and the actual implementation of these actions.

Challenges that presented themselves in relation to the above action items focused on maintaining high-quality teachers during a time when professionals in education are resigning from positions and the career field at a very high rate. Maintaining and recruiting high-quality educators was more challenging during the 2021-2022 school year, than in previous years. However, Sage Oak was able to hire the necessary teachers and provided the needed support to students.

Sage Oak has had great success in addressing the increasing social-emotional needs of our students. This was done through an increase of counselors and counseling services, in addition to providing learning opportunities for teachers and parents on SEL best practices.

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

Sage Oak experienced a challenging hiring environment where budgeted positions went unfilled. This impacted goal acton 2.1.

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

The overall implementation of the actions/services that we have put into place has been evident in the program's adopted practices that focus on improving the climate/culture of the school. The overall effectiveness of the action steps we have in place for creating a positive school climate by providing high-quality teachers, SEL services, and diversity/multiculturalism training to ensure student success has demonstrated positive results as reflected in our low absenteeism, suspension, and expulsion rates. Although an increase in chronic absenteeism has presented a need Sage Oak will continue to address, the rate remains significantly lower than the 2020-2021 state average chronic absenteeism rate of 14%.

Through the use of learning period meetings, personalized education plans, social events, educational events, surveys, and opportunities for educational partner engagement, we have been able to fully engage our students which directly impacts ADA positively. The school has worked tirelessly to maintain high-quality teachers, who meet all credentialing requirements, during this challenging year for employment in education.

Additionally, Sage Oak brought on an additional school counselor to support students' social-emotional needs and to train staff on how to support the social-emotional needs of their students. The school also continued a diversity council and completed a diversity training for the leadership team and diversity council, with the intent to expand to teachers in the coming years.

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.

Action item 2.2 had "students with disabilities (SWD)" added to better focus on all students groups: "Continue to implement a plan to address the social, emotional and mental health needs of students, specifically SED, English learners, and foster youth, students with disabilities (SWD) and staff that includes preventive, responsive, and aftercare action plans to include collection and review of data for the effectiveness of plan/actions and allocation of resources and professional development."

Based on the increase of the chronic absenteeism, which seems to be a new normal for the non-classroom based independent study model post-COVID, the school has updated the year three goal. The previous goal stated, "2% or less chronic absenteeism rate". The new goal states, "7% or less chronic absenteeism rate". Given the impact of COVID-19 on the model of charter school, the high rate of new students (36% organization wide), and the new population of students to the model that are not familiar with the attendance claiming laws within independent study, the school has decided to increase the percentage in the year three goal. The school feels that aiming to stay under half of the state average is an appropriate and more realistic goal.

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

# Goals and Actions

## Goal

Goal #	Description
3	We will establish connections and partnerships with our educational partners through meaningful communication and opportunities for input in the decision making process in order to increase engagement, involvement, and to ensure safety and satisfaction in supporting student learning and achievement.

An explanation of why the LEA has developed this goal.

Sage Oak has chosen the maintenance goal of establishing connections and partnerships with educational partners through meaningful communication and opportunities for input in the decision making process in order to increase engagement, involvement, and to ensure safety and satisfaction in supporting student learning and achievement as measured by our LCAP participation rates and survey results.

Based on the local data listed below, Sage Oak has been successful at establishing connections and partnerships with educational partners through meaningful communication and opportunities for input. In order to ensure safety and satisfaction in our efforts to support students' learning and achievement, the school must maintain this communication and feedback opportunities. In addition to local data, educational partners agree upon the shared vision of maintaining communication and feedback opportunities with educational partners through our various educational partners' engagement opportunities, which included school site council meetings, English learner advisory council meetings, teacher professional learning communities, and the WASC accreditation process.

LCAP Survey Participants

SOCS:  
 2021-2022: LCAP survey increased from 11.4% to 16.97% with 531 responses.  
 2020-2021: 218 LCAP Input Survey Participants  
 2019-2020: 148 LCAP Input Survey Participants

Overall Satisfaction Rate - based on LCAP Survey

SOCS:  
 2021-2022: 96.3% Overall Satisfaction rating  
 2020-2021: 98.2% Overall Satisfaction Rate  
 2019-2020: 97.5% Overall Satisfaction Rate

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LCAP Parent Survey Participation Rates	Baseline was established with data from the 20-21 school year.  11.4%	16.97%			15% or more of our parents will complete the LCAP survey.
LCAP Student Survey Participation Rates	Baseline was established with data from the 20-21 school year.  1.3%	2.81%			2% or more of our students will complete the LCAP survey.
LCAP Staff Survey Participation Rates	Baseline was established with data from the 20-21 school year.  57.3%	Teacher 70.59% Staff 28.98%			60% or more of our teachers will complete the LCAP survey.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LCAP Survey Results	Percent of educational partners that felt safe, valued, and respected based on 20-21 LCAP survey results:  Parents 94% Students 100% Staff 100%	Educational partners that felt safe, valued, and respected based on 21-22 LCAP survey results:  Parents 99.38% Students 96.59% Teachers 98.95% Staff 100%			Percent of educational partners that felt safe, valued, and respected based on LCAP survey results:  Parents 95% Students 95% Staff 98%
LCAP Survey Results	Percent of educational partners that felt overall satisfied with the school based on 20-21 LCAP survey results:  Parents 97.7% Students 94.3% Staff 98.6%	Educational partners that felt overall satisfied with the school based on 21-22 LCAP survey results:  Parents 96.94% Students 92.04% Teachers 100%			Percent of educational partners that felt overall satisfied with the school based on LCAP survey results:  Parents 95% Students 95% Staff 98%
LCAP Survey Results	Percent of educational partners that felt the school demonstrates good effort in providing opportunities for involvement and input	Educational partners that felt the school demonstrates good effort in providing opportunities for			Percent of educational partners that felt the school demonstrates good effort in providing opportunities for involvement and input



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	based on 20-21 LCAP survey results:  Parents 96.3%	involvement and input based on 21-22 LCAP survey results:  Parents 93.27%			based on LCAP survey results:  Parents 98%
LCAP Survey Results	Percent of educational partners that felt the student's teacher/EA or school regularly communicate my student's progress based on 20-21 LCAP survey results:  Parents 97.7% Students 97.1% Staff 100%	Educational partners that felt the student's teacher/EA or school regularly communicate my student's progress based on 21-22 LCAP survey results:  Parents 99.38% Students 90.90% Teachers 98.95% Staff 100%			Percent of educational partners that felt the student's teacher/EA or school regularly communicate my student's progress based on LCAP survey results:  Parents 95% Students 95% Staff 98%
Safety Plan	The school's safety plan was updated and reviewed in March 2021	The school's safety plan was updated and reviewed in March 2022			The school's safety plan will have been updated and reviewed in March annually

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	School Site Council and ELAC	We will maintain a school site council and an English learner advisory council (when required) to increase educational partners' engagement with parents, teachers, and students.		Yes
3.2	Building Partnerships	We will build partnerships for student outcomes by sending notification of surveys, educational partners meetings, and Board of Directors public meetings in a timely manner to all families, through emails, website, and other social media outlets while encouraging the participation and engagement of underrepresented families.	\$458,585.00	Yes
3.3	Safe Environment	We will build relationships by ensuring that all parents, students, and employees feel that our schools are providing a safe, positive, inclusive, welcoming, and pleasing learning environment.		No
3.4	Vetting Community Providers	The school will properly vet all newly acquired community providers to ensure standards alignment and safety of students.		No
3.5	Safe Learning Environment	The school will continue to maintain a safe learning environment for all students by training the teachers and staff on school-wide safety plans.		No

## Goal Analysis [2021-22]

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

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

There were no substantive differences in the planned actions and the actual implementation of these actions.

Challenges that were presented in meeting this goal were in relation to action item 3.2. Building partnerships was of utmost importance and the school needed to find innovative ways to increase engagement through email, website, and social media outlets. The marketing team was able to brainstorm and track engagement data to better understand the patterns of our educational partners' engagement. Through this, the team created a plan for increased engagement.

The successes really centered around the school site council. The members of the school site council attended the monthly meetings, were engaged in the process, and provided helpful and insightful feedback to assist the school in the decision-making process

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

No material differences.

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

Sage Oak prioritized providing effective, meaningful, and transparent communication so that all educational partners have opportunities for input. The actions/services are all focused on creating an environment/culture of connectedness. The school site council and English learner advisory council (when applicable) were critical elements in creating this connection. Additionally, intentional communication through email and social media outlets provided educational partners with the opportunities to be involved and provide important feedback.

Student and staff safety is at the forefront of the school's decision making and this is reflected in the annual update and training on the school safety plan. The school also builds relationships to ensure students and staff feel safe and included. This was completed through creating a culturally diverse environment and providing opportunities for support through school counselors.

The survey results demonstrate a high percentage of overall satisfaction in the program, indicating that the focus of actions/services is effective.

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.

After the completion of the reflective process, it was determined to remove action item 3.6 “Operations of the school are maintained by the school’s leadership advisory council and executive director with control and oversight provided by the school’s governing board and the authorizing school district, additionally with support and resources from the Collaborative.” The school is no longer partnering with the Collaborative to provide support and resources.

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

# Goals and Actions

## Goal

Goal #	Description
4	We will ensure that all students, including students with disabilities (SWD), are on track to graduate from high school and are college and career ready.

An explanation of why the LEA has developed this goal.

Sage Oak has chosen the broad goal to ensure that all students, including SWD, are on track to graduate from high school and are college and career ready as measured by graduation rates, college and career readiness rates, and LCAP survey results.

Based on the local and state data listed below, the school needs to continue to ensure students are on track to graduate and are college and career ready through the increase in graduation rates and college and career readiness rates. In addition to local and state data, educational partners agree upon the shared vision of ensuring students are on track to graduate and are college and career ready through various educational partners' engagement opportunities, which included school site council meetings, English learner advisory council meetings, teacher professional learning communities, and through the WASC accreditation process.

In reviewing the data, the school identified only a 1% increase in the percentage of students being deemed "college and career prepared or approaching prepared." Some initial analysis of the cause for this, is the lack of CAASPP testing over the past few school years. Many students were utilizing their scores on the CAASPP to be a college and career readiness indicator. When the CAASPP was not administered due to COVID-19, this left the student with very little time to identify another pathway to being college and career ready. Additionally, the school has enrolled many new students that are in credit recovery courses due to the impact of COVID-19, thus resulting in a lower percentage being deemed prepared. The school plans to complete a more thorough analysis of the data to determine any further causal factors.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rates	97% graduation rate	Anticipated graduation rate: 98%			We will maintain a graduation rate of 90% or higher
College/Career Prepared	66% College and Career Prepared or Approaching Prepared	67% College and Career Prepared or Approaching Prepared			A 3% increased of students that are college and career prepared:48% College and Career Prepared
LCAP Survey Results	Percent of educational partners that felt the school provided support for high school students to be on the correct path to graduate from high school and to become college and career ready based on the 20-21 LCAP survey results:  Parents 94.4% Staff 100%	Educational partners that felt the school provided support for high school students to be on the correct path to graduate from high school and to become college and career ready based on the 21-22 LCAP survey results:  Parents 94.02% Teachers 98.95%			Percent of educational partners that felt the school provided support for high school students to be on the correct path to graduate from high school and to become college and career ready based on the LCAP survey results:  Parents 95% Staff 98%
LCAP Survey Results	Percent of educational partners that felt the school has provided opportunities for high school students to	Educational partners that felt the school has provided opportunities for high school			Percent of educational partners that felt the school has provided opportunities for high school

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>participate in Career Technical Education courses or graduation pathways based on the 20-21 LCAP survey results:</p> <p>Parents 94.3%</p>	<p>students to participate in Career Technical Education courses or graduation pathways based on the 21-22 LCAP survey results:</p> <p>Parents 90.62%</p>			<p>students to participate in Career Technical Education courses or graduation pathways based on the LCAP survey results:</p> <p>Parents: 95%</p>

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	College and Career Readiness	Continue to develop comprehensive college and career readiness pathways and supports to ensure all students, including SWD, are deemed college and career ready as measured by the CA Dashboard.		No
4.2	Monitoring Students	Monitor and support all students transitioning into high school, identify students that are struggling, monitor our SED, English learners, foster youth, and SWD, and implement processes to keep them on-track to graduate from high school while being college and career ready.	\$3,175,412.00	Yes
4.3	CTE Offerings	Maintain and increase the school's current CTE program offerings.		No
4.4				

## Goal Analysis [2021-22]

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

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

There were no substantive differences in the planned actions and the actual implementation of these actions.

The challenges presented were in relation to the changes made to the reporting of the college and career readiness on the CA School Dashboard. The school closely monitored students and reviewed data in a way that was no longer in line with the format in which the data will be displayed on the CA School Dashboard. Therefore, Sage Oak changed the process for compiling, analyzing, and compiling data to meet these new changes.

The successes focused on an increase in the CTE pathways offered, with AME: Arts, Media, and Entertainment.

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

No material differences.

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

Due in part to the passing of AB 1219, the school was no longer able to use Ed Code 44865 to qualify our teachers as CTE teachers. Since the school did not employ credentialed teachers in the CTE pathways, it was not feasible to offer courses in-house, as planned. Additionally, in the past, the school would have a student complete a CTE pathway by taking the courses at a community college. However, the school could no longer use those classes because Sage Oak did not have a CTE teacher on staff associated with those courses. During the 2021-2022 school year, Sage Oak was able to offer its first in-house CTE pathway, AME: Arts, Media, and Entertainment. The school plans to introduce a second CTE pathway for the 22-23 school year, Family Services.

The actual actions/services listed demonstrate that the services are in place, and an ongoing analysis of our curriculum is reviewed to ensure that our students are on track to graduate and are college/career prepared. Sage Oak has continued to develop the multiple pathways to be college and career ready for students while focusing on high-quality instruction and curriculum. The school implemented required college and career readiness courses, as well as optional junior and senior seminar courses that further prepared the students for life after high school. There has also been an effort to increase credit recovery options while still maintaining the personalized learning model. All of these supports, combined with transcript evaluations and intensive course planning, helped to set the students up for success. Sage Oak has also provided community resources such as guest speakers, job shadowing, and internships. While there were successes, it is



recognized that the CTE pathways could be increased to offer more options for students and this will be a focus into the coming years with a planned addition of CTE Family Services.

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.

After the completion of the reflective process, the following changes were made to the action items:

Action item 1.1, “Continue to develop comprehensive college and career readiness pathways and supports to ensure students are deemed college and career ready as measured by the CA Dashboard”, has the underlined phrase added to it. This was added to account for the A-G grant plan elements, that include AVID and additional curriculum and professional development.

Action item 1.4, “The school will cover the costs of Advanced Placement, SAT, and/or ACT exams for socio-economically disadvantaged, foster youth, and English learners”, was removed as this is now included in action item 1.1 in terms of support offered.

The school updated the baseline and annual reporting to combine the prepared and approaching prepared categories, as the California school dashboard is no longer reporting the percentage of students prepared, however, the school felt this was still critical data to review to determine if all students are graduating college and career ready.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$2,185,047	0

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

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.65%	0.00%	\$0.00	6.65%

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

## Required Descriptions

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

With the use of supplemental funding that is dedicated to increasing and improving services for students who are socioeconomically disadvantaged, English Learners, and/or foster youth, this section of the Sage Oak Charter Schools LCAP describes the resources provided to support the academic achievement of all students. Student needs and gaps in learning are identified through data analysis of local assessments and educational partners' input. Evidence-based research accessed through the CDE MTSS, EdReports.org, and What Works Clearinghouse provided guidance to determine how to best address these complex needs, the most effective use of funds, and prioritize actions and services to improve achievement outcomes for unduplicated students. Metrics have been determined for each goal to monitor the effectiveness of these actions and services and track student progress in order to ensure accountability.

Goal 1 is focused on the improvement of academic achievement by ensuring effective instruction and a challenging and engaging curriculum, and in language arts and mathematics for all students, especially socio-economically disadvantaged (SED), foster youth, English learners (EL), and students with disabilities (SWD). Action 1.2 ensures the monitoring of students who are socioeconomically disadvantaged, English Learners, foster youth, and students with disabilities (SWD) for proficiency on state and local assessments and the implementation of targeted plans to increase achievement in identified areas. The addition of a Lead Coordinator, Title I and Lead Coordinator, Targeted

Support whose roles are dedicated to the support of SED, English learner, and foster youth populations will allow these students' complex needs to be identified and addressed in an agile way.

Through coordination with the teachers and staff, the school will be able to provide necessary interventions as well as continual monitoring of student progress. The Lead Coordinator of Targeted Support and the educational paraprofessionals provided small-group instruction in math and ELA as well as provided social and collaborative learning opportunities that effectively help to overcome learning gaps often identified in this population. Action 1.2 also calls for the implementation of a curriculum for English Learners designed to promote multilingualism, individualize learning with scaffolded instruction, and provide immediate feedback; all supportive strategies for academic achievement for English Learners and in alignment with California's EL Roadmap. Additionally, the addition of a supplemental language development book club, providing small-group interaction with a focus on listening and speaking, will be provided to Newcomer and Emerging English Learners. Actions 1.4 and 1.5 address improving services by providing professional development to teachers and learning opportunities to parents to enable all students to equitably access the curriculum and fuel academic success for students. Increased proficiency in the English Language Proficiency Assessments for California is anticipated for English Learners as a result of these actions.

Goal 2 is centered around promoting a high average daily attendance rate by hiring and training high-quality teachers and support staff, creating a positive and supportive school culture, and implementing best practices for students and staff social-emotional needs. Research shows that supporting the social-emotional development of students promotes improved communication skills, the ability to negotiate conflict, practice empathy, grow in self-awareness and manage emotions and behavior which can all lead to better academic outcomes. An effective social and emotional learning program (action item 2.2) involves coordinated school, family, and community support. Adding a staff position of school counselor enabled the continued implementation of a comprehensive plan addressing the social, emotional, and mental health needs of students, specifically, SED, English learners, and foster youth, and staff resulting in a caring, respectful, and safe school climate.

Goal 4, action item 4.3, focuses on ensuring that students are on track to graduate from high school and are college and career ready. Critical functions of the Education Advisors and Secondary support staff include providing support to students transitioning into high school, identifying students that are struggling, monitoring students who are socioeconomically disadvantaged, English learners, and foster youth, and implementing processes to keep them on track to graduate from high school while being college and career ready. Research shows that the unduplicated student group is less likely to have a post-secondary education. Education Advisors create a customized course plan that ensures college and career readiness, as well as frequent check-ins, course counseling, and college application assistance, increasing the likelihood that these students are more likely to attend college. Additionally, Education Advisors help locate scholarships, understand and complete FAFSA forms, and assist students with enrolling in free community college courses while in high school. Education Advisors play a key role in dropout prevention as well. Research shows that personalizing the learning environment, supporting student engagement, and providing academic support and enrichment are effective strategies for reducing dropout rates and, in turn, resulting in increased graduation and college and career readiness rates.

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

Services for SED, English learners and foster youth are evidence-based interventions that were identified through a collaborative effort of the school leadership team to determine the resources available and goals and actions in the LCAP that are focused on increasing services and improving the quality of the academic support to improve student performance and the graduation rates for student groups.

Through a collaborative effort, the leadership team and educational partners identified and shared best practices that teachers identified as yielding good results with their students; moreover, accessing the CDE MTSS and What Works Clearinghouse websites provided guidance in identifying interventions that would support low socioeconomic, foster youth and English learners. With the addition of positions and job duties, the quality of monitoring and supporting students will increase with the growth of services provided to student groups; as a result, we expect to see improvement in student engagement and course completion, attendance, student achievement, and an increase in the graduation rate.

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

Not applicable to Sage Oak Charter School

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1: 347	
Staff-to-student ratio of certificated staff providing direct services to students	1: 22.5	



## 2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$27,650,294.00	\$1,058,249.00		\$335,400.00	\$29,043,943.00	\$20,984,018.00	\$8,059,925.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Student Achievement	All Students with Disabilities	\$36,296.00				\$36,296.00
1	1.2	Student Monitoring	English Learners Foster Youth Low Income	\$120,557.00	\$824,797.00		\$272,634.00	\$1,217,988.00
1	1.3	Broad Course of Study	All	\$7,560,705.00				\$7,560,705.00
1	1.4	Professional Development	English Learners Foster Youth Low Income		\$169,052.00		\$62,766.00	\$231,818.00
1	1.5	Parent Trainings	English Learners Foster Youth Low Income					
1	1.6	Curriculum Review	All					
1	1.7	Intervention Process	English Learners Foster Youth Low Income					
1	1.8	Transitional Kindergarten	All		\$64,400.00			\$64,400.00
2	2.1	Recruit and Retain	All	\$16,075,654.00				\$16,075,654.00
2	2.2	Social- Emotional Needs	English Learners Foster Youth Low Income	\$219,185.00				\$219,185.00
2	2.3	Multi-Culturalism	English Learners Foster Youth	\$3,900.00				\$3,900.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
3	3.1	School Site Council and ELAC	English Learners Foster Youth Low Income					
3	3.2	Building Partnerships	English Learners Foster Youth Low Income	\$458,585.00				\$458,585.00
3	3.3	Safe Environment	All					
3	3.4	Vetting Community Providers	All					
3	3.5	Safe Learning Environment	All					
4	4.1	College and Career Readiness	All Students with Disabilities					
4	4.2	Monitoring Students	English Learners Foster Youth Low Income	\$3,175,412.00				\$3,175,412.00
4	4.3	CTE Offerings	All					

## 2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$32,877,621	\$2,185,047	6.65%	0.00%	6.65%	\$3,977,639.00	0.00%	12.10 %	<b>Total:</b>	\$3,977,639.00
								<b>LEA-wide Total:</b>	\$3,977,639.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Student Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$120,557.00	
1	1.4	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.5	Parent Trainings	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.7	Intervention Process	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.2	Social- Emotional Needs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$219,185.00	
2	2.3	Multi-Culturalism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,900.00	



Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.1	School Site Council and ELAC	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.2	Building Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$458,585.00	
4	4.2	Monitoring Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,175,412.00	

## 2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$24,562,471.00	\$30,020,365.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Student Achievement	No	\$32,269.00	\$32,269
1	1.2	Student Monitoring	Yes	\$115,347.00	\$115,347
1	1.3	Broad Course of Study	No	\$7,062,085.00	\$6,010,831
1	1.4	Professional Development	Yes	\$79,940.00	\$39,044
1	1.5	Parent Trainings	Yes		
1	1.6	Curriculum Review	No		
1	1.7	Mathematics Student Achievement	No		
1	1.8	Intervention Process	Yes		
2	2.1	Recruit and Retain	No	\$14,269,618.00	\$20,905,948
2	2.2	Social- Emotional Needs	Yes	\$68,096.00	\$68,096

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Multi-Culturalism	No	\$9,538.00	\$9,538
3	3.1	School Site Council and ELAC	No		
3	3.2	Building Partnerships	Yes	\$62,966.00	\$62,966
3	3.3	Safe Environment	No		
3	3.4	Vetting Community Providers	No		
3	3.5	Safe Learning Environment	No		
3	3.6	Operations	No	\$298,050.00	\$298,050
4	4.1	College and Career Readiness	No		
4	4.2	Monitoring Students	Yes	\$2,335,428.00	\$2,335,428
4	4.3	CTE Offerings	No		
4	4.4	Exam Costs	Yes	\$229,134.00	\$142,848

## 2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$1,824,492	\$2,602,820.00	\$2,586,837.00	\$15,983.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Student Monitoring	Yes	\$115,347.00	\$115,347		
1	1.4	Professional Development	Yes	\$15,983.00	0		
1	1.5	Parent Trainings	Yes				
1	1.8	Intervention Process	Yes				
2	2.2	Social- Emotional Needs	Yes	\$68,096.00	\$68,096		
3	3.2	Building Partnerships	Yes	\$62,966.00	\$62,966		
4	4.2	Monitoring Students	Yes	\$2,335,428.00	\$2,335,428		
4	4.4	Exam Costs	Yes	\$5,000.00	\$5,000		

**2021-22 LCFF Carryover Table**

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$27,239,344	\$1,824,492	0%	6.70%	\$2,586,837.00	0.00%	9.50%	\$0.00	0.00%

# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

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

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

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

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

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

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

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

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

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

## **Plan Summary**

### **Purpose**

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

## Requirements and Instructions

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

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

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

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

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

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

## Engaging Educational Partners



## Purpose

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

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

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

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

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

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

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

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

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

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

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

## **Focus Goal(s)**

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

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

## **Broad Goal**

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

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

## **Maintenance of Progress Goal**

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

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

## **Required Goals**

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

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

### **Measuring and Reporting Results:**

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

### Requirements and Instructions

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



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

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

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

## **For School Districts Only:**

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

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

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

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

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

**For schools with 40 percent 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 percent enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

## Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

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

## Data Entry Table

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

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

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

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

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), 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."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

## LCFF Carryover Table

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



- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

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

### Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

**LCFF Carryover Table**

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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