



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: South Sutter Charter School

CDS Code: 51714070109793

School Year: 2022-23

LEA contact information:

Burke Wallace

Executive Director of Academics

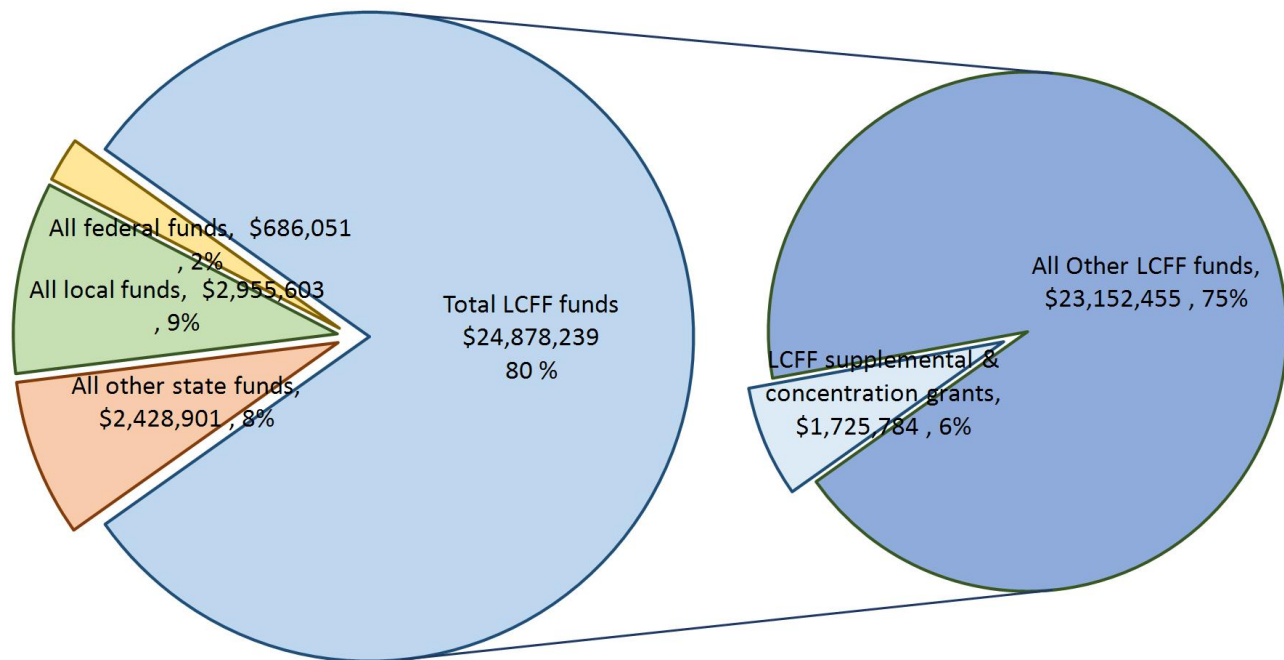
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "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

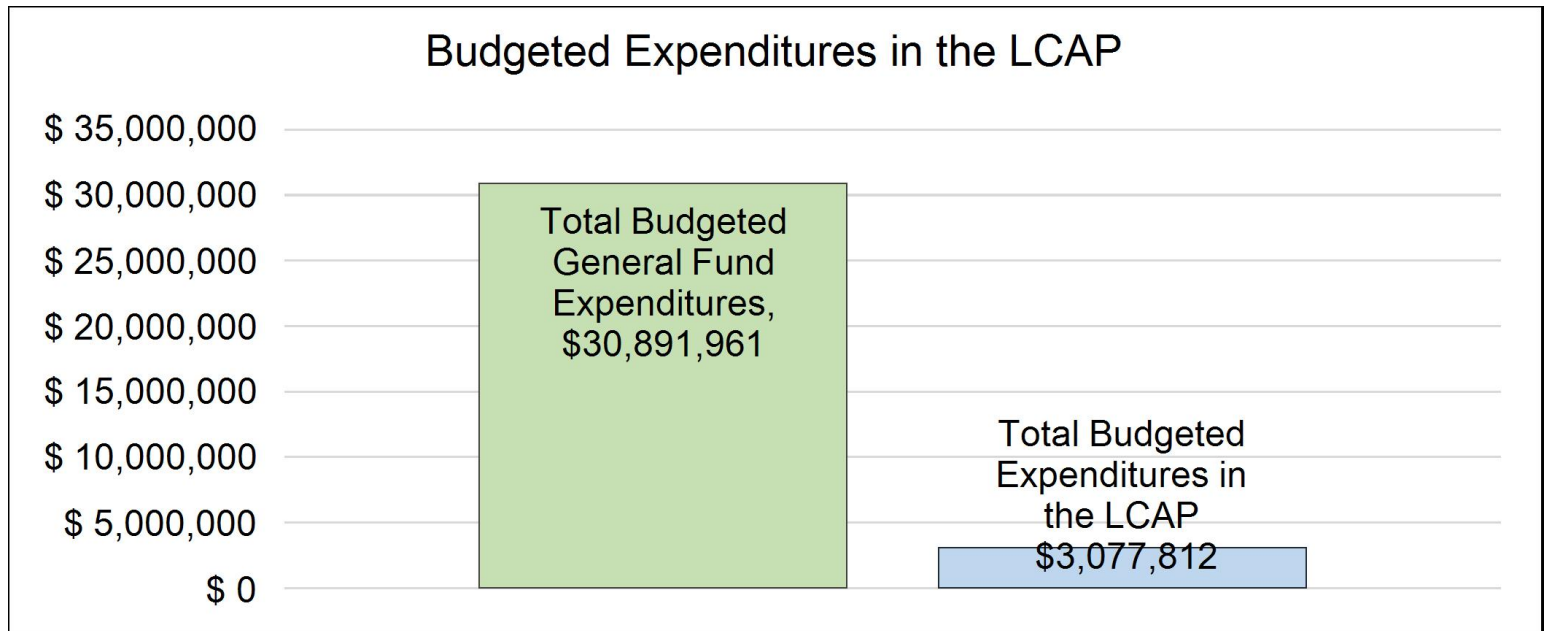


This chart shows the total general purpose revenue South Sutter Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for South Sutter Charter School is \$30,948,794, of which \$24,878,239 is Local Control Funding Formula (LCFF), \$2,428,901 is other state funds, \$2,955,603 is local funds, and \$686,051 is federal funds. Of the \$24,878,239 in LCFF Funds, \$1,725,784 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 South Sutter 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: South Sutter Charter School plans to spend \$30,891,961 for the 2022-23 school year. Of that amount, \$3,077,812 is tied to actions/services in the LCAP and \$27,814,149 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

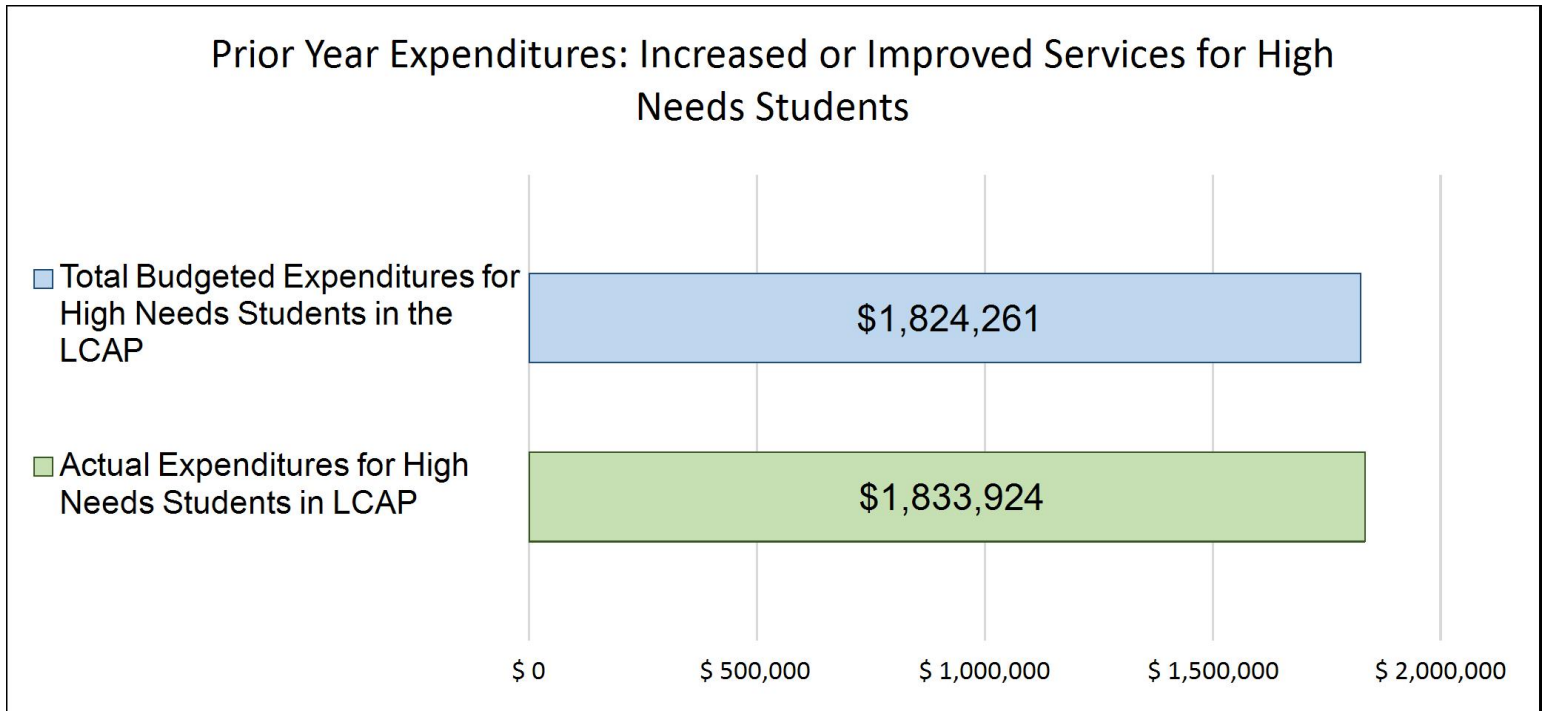
General expenditures not included in the LCAP are broad and include the base level of certificated teacher and certificated administrator staffing, business services, district oversight fees, information technology services, special education services, and a myriad of classified support staff. It is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

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

In 2022-23, South Sutter Charter School is projecting it will receive \$1,725,784 based on the enrollment of foster youth, English learner, and low-income students. South Sutter Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. South Sutter Charter School plans to spend \$1,962,112 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 South Sutter 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 South Sutter 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, South Sutter Charter School's LCAP budgeted \$1,824,261 for planned actions to increase or improve services for high needs students. South Sutter Charter School actually spent \$1,833,924 for actions to increase or improve services for high needs students in 2021-22.



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
South Sutter Charter School	Burke Wallace Executive Director of Academics	bwallace@ieminc.org (800) 979-4436

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.

South Sutter Charter School (SSCS) opened in the Fall of 2005 when many families were looking for a more personalized alternative to a traditional public school setting. SSCS is a WASC accredited, independent charter school sponsored by the Marcum Illinois School District in Sutter County serves approximately 2,500 students TK-12th grade. We serve students in Sutter county and all contiguous counties. We believe in educating each of our students for the 21st century by providing individualized learning opportunities that incorporate parental participation, choice, and involvement in curricula offered in personalized learning environments. South Sutter values the parent's role in their children's education, and we develop a personalized learning plan for every student that captures their interest and ability. We strive to create a positive learning experience by fostering students' natural interests and abilities, promoting and strengthening their capacity to learn that preserves one's innate passion for learning.

SSCS Educational Specialists (ESs) are California credentialed general education teachers who work closely with the families to serve the assigned student's educational needs as determined by a written student agreement between the parent and the ES. The parent and ES work together toward student achievement and completion toward individual growth and state standards. Educational Partner input in the last

three years has prompted a period of positive change in our school. Staff, students, and parents have been heard and have driven a shift towards increasing student achievement, which is all reflected in the LCAP.

According to our 2021 California Dashboard, our student population is 6% English Learners (EL), less than 1% Foster Youth, 1.3% Homeless, and 36.5% who are classified as Socioeconomically Disadvantaged (SED). Our special education student population is 9.1%. The ethnic diversity of SSCS includes students who are White (61.8%), Hispanic (15.7%), Two or More Races (7.8%), Asian (2.1%), and African American (2.2%).

Reflections: Successes

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

The CA School Dashboard was suspended for 2021 due to the COVID-19 pandemic. However, South Sutter Charter School (SSCS) met all of our local indicators for 2021. We had a successful WASC renewal visit this year and were able to align our WASC goals with our LCAP goals, thereby connecting our work to improve our school not only to LCAP but also to our continuous accreditation. Our progress towards our metrics for each of our LCAP goals is listed below in this document. Overall we made positive progress and are pleased with our outcomes. The LCAP process for our schools is strong and needs are identified based on the review of student performance data as well as educational partner feedback. We are most proud of how we incorporated federal coronavirus relief funding into our LCAP goals to support and improve the work we were doing. For example, with ESSER funding we were able to expand the number of students who qualified for intervention tutoring and we expanded the subject areas from one (either ELA or math depending on student need) to the ability to receive intervention tutoring in math and ELA if the student qualifies for both. Additionally we have improved the type of data we are collecting and are using that to make more informed decisions about which of our LCAP actions should continue or be modified. For our school, the LCAP process is truly a continual improvement cycle so that we can build upon our successes.

- Students determined to be low income or homeless have access to additional federal funding to help ensure equitable access to technology, curriculum, elective classes etc.
- Providing MiFi technology devices for low income and homeless students has resulted in more consistent student engagement and attendance at meetings. This is a service we were not able to provide previously.
- Our newly revised McKinney-Vento policy and outreach to the MV student population has facilitated a more stable entry into the workforce after graduation. Teachers report that when MV students (entering our school at or after 10th grade) are offered an amended graduation plan they earn a diploma, thus improving post-graduation opportunities. Our current MV student numbers are: 23
- Through our LCAP we staff a full time EL Instructor, who offers daily English Language Development (ELD) enrichment lessons. Students are grouped in grade level groups and taught in accordance with the CA ELD standards.
- We purchased EL specific curriculum which is provided to all of our students at no cost. Our ELD curriculum is Cengage, Logic of English, and Lexia.

- Our EL Instructor utilizes this curriculum in the direct instruction classes, providing modeling of best practices in teaching EL students, which our parents may then build upon at home.
- Intervention Tutoring enrollment for either math or reading or both: 356
- We hired a Reading Specialist to provide instruction to our striving K-2 readers, as well as parent training and staff professional development opportunities. For the 21-22 school year over 30 students received the iReady dyslexia screener and reports were completed.
- Our Reading Specialist provided small group reading intervention serving 15 students
- We hired a Middle School Math Instructor to offer both online and in-person math support - 19 students. 32% increased one or more grade levels BOY to MOY in 21-22
- In addition to expanding small group online intervention tutoring to both ELA/Reading and Math, we opened the intervention tutoring to Tier 2 students rather than limiting this service to only Tier 3 students (per our local diagnostic, i-Ready).
- The percentage of students showing growth of at least one ELPAC level increased in the year after implementing our EL Instructor. 19/20 ELPAC test 22% showed growth of at least one ELPAC level. In 20/21 after a year of our LCAP funded EL Instructor, 44% increased.
- SS At our Mid-Year iReady assessment, we had a decrease in students identified as Tier 3 in both math (8.4%) and reading (3.1%) which demonstrates the effectiveness of our LCAP funded intervention program.

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.

South Sutter Charter School (SSCS), like all public schools in California, has not had dashboard data for the last two years nor have our students participated in CAASPP for the past two years. However, we did meet all of our local indicators. The student performance data that is available from three years ago is not relevant to our current student population and our program has changed so much, as we have embraced the LCAP continual improvement cycle process. Thankfully we have robust data collection based upon our internal assessment (iReady) and our educational partner feedback process.

Schoolwide:

- School-wide students perform better in Reading than in math.
- From fall to mid-year we see gains in Tier 1 students and a decline in Tier 3 students in both Reading and Math.
- 36 mental health SST referrals through February of 21-22 school year.

Subgroups Performing Similarly or better:

- White (similarly)
- 2+ races (similarly)
- Asian (significantly better)

EL students:

- Perform similarly in Math and Reading
- Had a 12% increase Reading Tier 1 by mid-year
- Decrease Tier 3 percentage in Reading by 15% by mid-year
- Did not significantly decrease Tier 3 percentage in Math by mid-year

Compared to Schoolwide, EL students:

- Are 36% below the Schoolwide Tier 1 levels for Reading
- Are 10% below the Schoolwide Tier 1 levels for Math
- Have 29% more students in Tier 3 in Reading
- Have 22% more students in Tier 3 in Math

Students with disabilities:

- Perform better in Reading than Math
- Did not show significant Tier 1 growth by mid-year in Reading
- Demonstrated 14% growth in Tier 1 in Math

Compared to Schoolwide, students with disabilities:

- Have 23% more students in Tier 3 students in Reading by mid-year
- Have 25% more students in Tier 3 in Math by mid-year

SED students:

- Perform better in Reading than Math
- Did not have a significant increase in Reading or Math Tier 1 by mid-year
- Did not have a significant decrease in Reading or Math Tier 3 by mid-year

Compared to Schoolwide, SED students:

- Are 10% below the Schoolwide Tier 1 for Reading
- Are 10% below the Schoolwide Tier 1 for Math by mid-year
- Have similar Tier 3 performance

Hispanic Subgroup students:

- Perform better in Reading than Math
- Had a 12% increase in Reading Tier 1 by mid-year
- Have a 13% increase in Math Tier 1 mid-year
- Decrease Tier 3 percentage in Math by 10% by mid-year

Compared to Schoolwide, Hispanic students:

- Have the same Reading performance for Tier 1 by mid-year
- Have 10% fewer Tier 1 students in Math by mid-year

LCAP Highlights

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

After reviewing the data we have available through our internal sources (i.e. iReady) and gathering input extensive input from educational partners, our LCAP goals for 2022-23 have been reaffirmed to remain the same because they continue to help us meet the needs of our students. Each goal contains two action items that guide our actions in working towards our overarching goals.

- GOAL 1: All students will achieve academically through individualized learning (including English Language Learners, Foster Youth, and Low-Income students).
- GOAL 2: Our high school students will be prepared for life after high school.
- GOAL 3: Our stakeholders will be connected and engaged with their community.

In addition, our focus will continue to be on academic success by providing individualized learning opportunities for students that also incorporates parent choice. To ensure the activities funded by the state and federal funds aligned, many of our programs (including WASC) are developed to support our three LCAP goals and our school mission.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

Because of the parent-choice model of our independent study school program, our educational partners from staff to parents to community partners are very engaged in the learning that occurs in our school. The development of our LCAP happens throughout the year, and educational partners give feedback in various ways. As a non-site based school, regular announcements are sent via school email and posted on the school website & social media regarding events & activities tied to programs outlined in our LCAP. Monthly, our administrators and certificated staff discuss and review different aspects of our LCAP via the programs and activities outlined in our Goals and Action Steps.

As a non-site-based school, our online Academic Support Survey drives much of our educational partners' information gathering. In February 2022 we launched our LCAP Academic Support Survey to all statutorily required educational partners as applicable to our school. The survey included questions about students' academic needs and the effectiveness of the school's support. Multiple reminders were sent to educational partners via email, board meetings, townhall meetings etc. Parents of EL students were personally invited via email to participate in both the LCAP survey and the LCAP feedback meetings to discuss the survey results and LCAP draft. In March 2022 a group of school administrators gathered to identify student needs based on internal assessment results. In years past we used statewide data as well but given the limited dashboard data, we used what we had available to us this year. The LCAP was reviewed with the business (i.e. classified) departments in March. Also in March, two LCAP Advisory meetings were publicly held via Zoom, and all educational partners were invited via email. The LCAP Advisory meeting invitations were also posted on the school website's public section and via social media, to increase reach and so that teachers, administrators, other school personnel, parents, students, and community partners could register to attend. During these two meetings, the survey results were reviewed, as well as the 2022-23 LCAP Goals and Action Steps to hear suggestions of how to accomplish the goals. Educational partners could give additional feedback verbally and via a shared Google doc. Overall the feedback was very positive with all different educational partner groups and a clear theme emerged to continue with the goals and actions we currently have in place. Additionally, our special education director meetings monthly, throughout the year with our SELPA and consults on our plan to support our special education students. After reviewing all the educational partner feedback and making revisions to the proposal, the school developed the final version of the 2022-23 LCAP. The 2022-23 LCAP was then presented to the Governing Board for their approval in June 2022.

A summary of the feedback provided by specific educational partners.

On our 2021-22 Academic Support Survey, 64% of our certificated staff identified math as the biggest struggle for our students, followed by 25% for ELA. These results are consistent with our student outcomes on CAASPP (when we had scores) and on our iReady results. The top two reasons identified as contributions to the academic challenges are “parent lack of academic knowledge in the content area” and “student is not interested in the subject.” The top two opportunities recommended by teachers to support students in their area of need are “in-person tutoring” and “online classes offered by our staff.”

On our 2021-22 Academic Support Survey, 50% of our parents identified math as the biggest struggle for our students, followed by 39% for ELA. When asked how we might increase student success in their area of struggle, the top two responses were “access to engaging,

interesting curriculum choices” and “if my student was more interested in the subject.” 90% of parents who had students participating in our intervention program found it somewhat or very effective. Their top two most used intervention supports were “online tutoring” and “iReady online lessons.” For students who did not qualify for intervention, the top two reasons identified by parents as contributing to their student's success were “developing academic goals as part of the Personalized Student Success Plan” and “increased access to curriculum.”

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

- 1) Educational partners agree that mental health needs are a growing concern of our students and students could benefit from education of the whole child.
- 2) Educational partners appreciate the variety of curriculum and learning options they can access based on individual student needs.
- 3) Educational partners see a need for additional support for high school students. Ideas for how to meet this need varied.
- 4) Overall educational partners were appreciative of the numerous staff positions that are funded through the LCAP process and want the school to continue with the current goals, actions, and ways the school is working towards the goals.

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

The educational partner engagement process directly influenced the development of the 2022-23 LCAP. After seeing a continued need for academic support, especially in identified subgroups, Goal 1 continues to be relevant to our student needs as it states “All students will achieve academically through individualized learning.” Our two action steps will not change and the level of proposed expenditures will not substantially change. In response to direct feedback from parents, staff and students, we will be continuing the following positions which are staffed through our LCAP goal 1: mental health counselor, reading specialist, EL instructor, and middle school math instructor. Our mental health counselor will be the point person for a new socio-emotional learning school-wide program, which was a piece of feedback many educational partner groups requested. Based on survey results the vast majority of our families who participated in our intervention program found it “somewhat or very effective”. Additionally, parents repeatedly said that they like the flexibility in curriculum and instructional choices. Because of this we will continue to fund our intervention program with multiple choices for families to select from. Because of this feedback, our LCAP supports curriculum libraries and curriculum-related staff positions to support parents in identifying and accessing curricular options. Additionally, our Special Education Director consults regularly with our SELPA to receive feedback and adjust our actions to support special education students accordingly which has resulted in funding to staff a mental health coordinator.

In our 2022-23 LCAP, Goal 2 will be “our high school students will be prepared for life after high school.” Our two action steps will not change and the level of proposed expenditures will not substantially change. This is based on receiving feedback from staff, feedback from high school parents, and upon reviewing graduation data. This year to respond to educational partner feedback we are increasing the percentage of FTE of Our Career & Technical Education instructor to continue to support the program. To help students and parents navigate high school, which they expressed as a concern, we will be focusing on increasing enrollment in A-G courses, especially in identified subgroups (EL, foster youth, low income etc.). Further, this goal includes our Guidance Coordinator staffing, which addresses the educational partner request for more support for our high school students. Guidance Coordinators will offer academic planning services to our middle school

students, a need identified during the 2022 LCAP Advisory meetings. Our unduplicated students who are credit deficient need additional support to successfully complete summer school, so we will provide academic support to them during that time. In order to address the need from the LCAP survey about subjects students struggle in, funding will be put towards maintaining our learning management system in this goal.

Finally, Goal 3 in our 2022-23 LCAP will be “our stakeholders will be connected and engaged with their community.” This continues to be a request from our families and students on the LCAP survey and in LCAP Advisory meetings. Our two action steps will not change and the level of proposed expenditures will not substantially change. To respond to specific input, we are changing our student engagement activities from all online to a combination of online and in-person activities. The staffing provided through this goal will continue to find new ways of engaging with parents and families and will also conduct SSTs with our students. SSTs not only connect the “stakeholders to their community” but also support the other two goals within our LCAP. That data from participation in our engagement activities and SSTs demonstrates continued interest in home-school-community partnerships. Staff, parents, and students repeatedly identify the benefit from and their desire for academic and enrichment instruction through community partnerships. Another piece of feedback from parents specifically is the positive relationship with their teacher. To foster this we allocate funding for each teacher to have a Zoom account to increase the times services can be provided to students. This also allows more options for our EL students to practice their English language conventions through virtual meetings.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Based on iReady results, the percentage of students identified as Tier 3 will decrease from the beginning of the year to the mid year assessment.	20-21 Tier 3 Student percentages: READING: Beginning of Year (BOY) 20% Mid Year (MY) 15% (-5%) MATH: BOY 28%, MY 19%	21-22 Tier 3 Student percentages: READING: Beginning of Year (BOY) 21.5%, Mid Year (MY) 18.4% (-3.1%) MATH: BOY 28.9%, MY 23.2%			Our Mid Year Tier 3 student percentage will be less than our Beginning of the Year Tier 3 student percentage.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(-9%)	(-5.7%)			
2. We will increase the percentage of students making progress on the ELPAC as indicated with the ELPI dashboard indicator.	On the 2019 Dashboard, 36% were making progress towards English language proficiency.	ELPI was not reported on the 2021 Dashboard. ELPI status will be available in 2022 and ELPI performance indicator color in 2023. However, we did receive ELPAC performance data for 2021, which will be used as part of next year's status indicator. South Sutter exceeded the state in Level 4 performance by almost 6.5%. (SS 20.45% vs CA 13.98%)			The percentage of students making progress on the ELPAC will be at 38% or higher.
3. We will conduct parent and employee trainings related to student achievement.	In 2020-21, the school assessed stakeholder needs and administrative staffing levels to establish baseline data to determine the number and types of training that can be held in the future. We will use multiple modalities to conduct the trainings.	For the 2021-22 school year we provided an average of 11 parent trainings or informational meetings per month.			The school will conduct one or more trainings per month related to student achievement.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Support	A. Provide standards based core academic curriculum and support	\$270,795.00	Yes
1.2	Student Services	B. Provide student services in identified subgroups (i.e. English Learners, students with disabilities, etc.)	\$1,645,200.00	Yes

Goal Analysis [2021-22]

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

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

Our actions to achieve the articulated goal were met. All actions were worked towards under this goal. There were no substantive differences between planned actions and actual implementation of these actions.

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.

There was no material difference between budgeted expenditure and estimated actual expenditures. As has been our pattern for the past few years, our spending was a bit over the amounts listed in our LCAP. This is done intentionally to ensure we are at least providing the amount of increased and improved services to students that we are required to. All minor overages are covered within our general operating budget. For Goal 1 we were less than \$5,000 over the amounts listed in our LCAP, which is minimal given the amount of funding dedicated towards this goal.

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

100% of our students were given access to iReady as an intervention program and internal assessment mechanism. We used all of the funding allotted for group intervention tutoring in math and ELA. We supplemented this popular offering with one-time ESSER funding. All of our staff positions funded by LCAP were filled for the entire year. This provided significantly increased and improved services to our target student demographics. Positions include: a mental health counselor, reading specialist, EL instructor, curriculum specialist, curriculum librarian, and middle school math intervention instructor. Each of these provided direct support and work to our unduplicated students. In addition, student services included greater access to core academic curriculum through our instructional funding offerings and supplemental curriculum. Educational Partner feedback on these actions has been overall positive. Students who participated in these actions made progress towards their personalized learning goals as well as schoolwide goals. Two of our metrics use state and local assessment data

which are important to our quantifiable measuring of student achievement. The other metric focuses on our school mission of partnering with parents to best educate their students.

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 analyzing this goal we are not making any significant changes to this goal or the associated actions for this coming year. This goal continues to be strong and address an ongoing need identified by our educational partners. Our metrics continue to be accurate representations of working towards our goals. We believe we need more than one year on current metrics to truly see a pattern on how we are performing.

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	Our High School students will be prepared for life after high school

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. The percentage of students taking A-G courses will maintain or increase	The percentage of students taking A-G courses in 2020-21 was 46%.	The percentage of students taking A-G courses in 2021-22 is currently 45%.			The percentage of students taking A-G courses will be at least 49%.
2. The percentage of students taking a CTE class or community college class will maintain or increase.	The percentage of students taking a CTE class or community college class in 2020-21 was 20%.	The percentage of students taking a CTE class or community college class in 2021-22 is 25%.			The percentage of students taking a CTE class or community college class will be at least 23%
3. Our graduation rate will maintain a blue or green status on the CA Dashboard.	CA Dashboard 2019 baseline for South Sutter: 84.6% (Green).	CA Dashboard 2020 outcome: 85.9% (Note that no colors were assigned to Grad Rate for this Dashboard)			We will maintain a Blue or Green status for “graduation rate” on the CA dashboard in 2023-24.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	High School Intervention Program	C. Provide an intervention program for at-promise students.	\$59,517.00	Yes
2.2	College & Career Readiness	D. Provide opportunities for college and career readiness for unduplicated students and priority student groups	\$203,300.00	Yes

Goal Analysis [2021-22]

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

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

Our actions to achieve the articulated goal were met. All actions were worked towards under this goal. There were no substantive differences between planned actions and actual implementation of these actions.

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.

There was no material difference between budgeted expenditure and estimated actual expenditures. As has been our pattern for the past few years, our spending was a bit over the amounts listed in our LCAP. This is done intentionally to ensure we are at least providing the amount of increased and improved services to students that we are required to. All minor overages are covered within our general operating budget as we provide individualized learning to each of our students. For Goal 2 we were about \$6,000 over the amounts listed in our LCAP.

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

For the 2021-22 school year our high school online instruction program grew significantly. Using LCAP we added a new Digital Learning Coordinator to focus on developing strong procedures across our Learning Management System. Our LMS is also supported through our LCAP as a way to engage at-promise high school students to better complete their course work and credits. Additional guidance coordinator staffing, who meet with each of our unduplicated high school students has been effective at achieving the action of “providing opportunities for college and career readiness”. As part of our at-promise student intervention program, we provide stipends to credentialed staff to

address student needs and develop curricular support to better streamline the high school experience for these students. Educational Partners continue to request additional staffing to provide even more services to our high school students, showing that what we are doing is effective and more is requested. Two of the metrics for this goal analyze high school student participation in key programs such as our A-G and CTE programs. Our third metric uses the CA school dashboard. This is done intentionally to link publicly available data with our LCAP.

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

After analyzing this goal we are not making any significant changes to this goal or the associated actions for this coming year. This goal continues to be strong and address an ongoing need identified by our educational partners. Our metrics continue to be accurate representations of working towards our goals. We believe we need more than one year on current metrics to truly see a pattern on how we are performing.

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	Our stakeholders will be connected and engaged with their community.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. The school will offer at least one stakeholder engagement opportunity per week.	In 2020-21, the school averaged 0.82 engagement opportunities per week.	For the 2021-22 school year, we averaged 3 student engagement opportunities per week.			The school will average greater than 1 engagement opportunity per week.
2. The percentage of students enrolled in courses supported by class-based teachers will increase.	The percentage of students enrolled in courses supported by class-based teachers in 2020-21 was 14%.	The percentage of students enrolled in courses supported by class-based teachers in 2021-22 is 32%.			The percentage of students enrolled in courses supported by class-based teachers will be 17%.
3. All seats on our parent council and governing boards will be filled and attendance will be greater than 50%.	In 2020-21, all seats on the parent council were filled and all meetings had a quorum (50% +1).	By the end of the year all Governing Board and Parent Council seats were filled. Two GB meetings and one PC meeting failed to			All seats on the parent council and governing boards are filled and all meetings will have a quorum (50% +1).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		have a quorum during the year.			

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Connect Stakeholders	E. Connect stakeholders with equitable access to learning opportunities	\$822,500.00	No
3.2	Build Connections	F. Build greater connections between the home and school community	\$76,500.00	No

Goal Analysis [2021-22]

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

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

Our actions to achieve the articulated goal were met. All actions were worked towards under this goal. There were no substantive differences between planned actions and actual implementation of these actions.

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.

There was no material difference between budgeted expenditure and estimated actual expenditures. As has been our pattern for the past few years, our spending was a bit over the amounts listed in our LCAP. This is done intentionally to ensure we are at least providing the amount of increased and improved services to students that we are required to. All minor overages are covered within our general operating budget. For Goal 3 we were approximately \$3,000 over the amounts listed in our LCAP, which is minimal given the amount of funding dedicated towards this goal. The discrepancy is explained by students taking advantage of in-person community service vendors at a higher rate than we anticipated. This is likely due to built up demand from the pandemic and not being able to have vendor classes in person.

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

As the pandemic has eased up, the 2021-22 school year served as a transition back to in-person engagement opportunities. However, we learned from the pandemic and continued to offer effective and highly sought after virtual engagement opportunities. All of our field trips filled

up very quickly. Because we are a non-classroom based independent study school our educational partners regularly request opportunities to connect with one another. We achieved our objectives in terms of the number of engagement opportunities provided to both parents and students. Additionally through the LCAP we increased the amount of academic instructional support occurring through community partnerships. Though this year did not have in-person CAASPP testing, through engagement with parents and students, we achieved our goals for school-wide testing participation. By using LCAP funding to purchase individual zoom licenses for our staff, this enabled them to “build greater connections between the home and school community” by increasing access to family and teacher relationships. All three of our metrics for this goal are internal metrics we track related to engagement with our educational partners.

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 analyzing this goal we are not making any significant changes to this goal or the associated actions for this coming year. This goal continues to be strong and address an ongoing need identified by our educational partners. Our metrics continue to be accurate representations of working towards our goals. We believe we need more than one year on current metrics to truly see a pattern on how we are performing.

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)
1,725,784	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
6.94%	0	\$0.00	6.94%

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.

At South Sutter Charter School, using our 2021 California Dashboard, our student population is 6% English Learners (EL), less than 1% Foster Youth, 1.3% Homeless, and 36.5% who are classified as Socioeconomically Disadvantaged (SED). Our special education student population is 9.1%. The ethnic diversity of SSCS includes students who are White (61.8%), Hispanic (15.7%), Two or More Races (7.8%), Asian (2.1%), and African American (2.2%). Our low numbers of foster and homeless youth reflect our standing as an independent study school of choice.

Therefore, to address our identified subgroups' needs in 2022-23, Goal 1 Action Step A was developed to provide a standards-based core academic curriculum and support to students in identified subgroups. It is principally directed towards meeting the needs of unduplicated students by providing additional funding and resources to help unduplicated students receive academic support such as supplemental curriculum intervention tutoring and access to staff specialists such as an EL coordinator, mental health counselor, or reading specialist. These actions are being provided on a school-wide basis as we anticipate that all students can benefit from mental health support and additional academic intervention. In addition, in our independent study model of education, the parents play a key role as the in-home educator. We find that our unduplicated students often have less support in the home. Therefore this action is designed to provide extra support to offset that.

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

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

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

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

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

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

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

English Learners face unique challenges in our independent study setting in that they are often doing school in their home with their family, speaking their native language, without the opportunities to hear and practice English that are provided in a school site setting. They receive increased services in the form of state-adopted ELD curriculum. Students would be able to access this curriculum through their instructional funding but LCAP provides the curriculum above and beyond their normal funding amounts. They also receive improved services through the EL coordinator position and EL instructor position that is responsible for the support of these students and their families. We did not previously have these positions. Another increased service is the additional hours of direct instruction through targeted intervention tutoring.

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

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

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

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	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	0	0
Staff-to-student ratio of certificated staff providing direct services to students	21.2	0

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,861,112.00			\$216,700.00	\$3,077,812.00	\$836,200.00	\$2,241,612.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Academic Support	English Learners Foster Youth Low Income	\$159,595.00			\$111,200.00	\$270,795.00
1	1.2	Student Services	English Learners Foster Youth Low Income	\$1,539,700.00			\$105,500.00	\$1,645,200.00
2	2.1	High School Intervention Program	English Learners Foster Youth Low Income	\$59,517.00				\$59,517.00
2	2.2	College & Career Readiness	English Learners Foster Youth Low Income	\$203,300.00				\$203,300.00
3	3.1	Connect Stakeholders	All	\$822,500.00				\$822,500.00
3	3.2	Build Connections	All	\$76,500.00				\$76,500.00

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
24,878,239	1,725,784	6.94%	0	6.94%	\$1,962,112.00	0.00%	7.89 %	Total:	\$1,962,112.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$1,962,112.00

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	1.1	Academic Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: South Sutter Charter School	\$159,595.00	0%
1	1.2	Student Services	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: South Sutter Charter School	\$1,539,700.00	0%
2	2.1	High School Intervention Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: South Sutter Charter School	\$59,517.00	0%
2	2.2	College & Career Readiness	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: South Sutter Charter School	\$203,300.00	0%

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,912,101.00	\$2,925,598.00

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	Academic Support	Yes	\$414,731.00	\$416,101
1	1.2	Student services	Yes	\$1,397,600.00	\$1,400,081
2	2.1	High School Intervention Program	Yes	\$69,470.00	\$72,500
2	2.2	College & Career Readiness	Yes	\$202,300.00	\$205,082
3	3.1	Connect stakeholders	No	\$762,500.00	\$765,707
3	3.2	Build connections	No	\$65,500.00	\$66,127

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)
1,682,968	\$1,824,261.00	\$1,833,924.00	(\$9,663.00)	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	1.1	Academic Support	Yes	\$249,491.00	\$250,861	0%	0%
1	1.2	Student services	Yes	\$1,303,000.00	\$1,305,481	0%	0%
2	2.1	High School Intervention Program	Yes	\$69,470.00	\$72,500	0%	0%
2	2.2	College & Career Readiness	Yes	\$202,300.00	\$205,082	0%	0%

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)
25,247,171	1,682,968	0	6.67%	\$1,833,924.00	0.00%	7.26%	\$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.

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 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 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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