



LCFF Budget Overview for Parents

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

CDS Code: 51714070109793

School Year: 2023-24

LEA contact information:

Karen Amesse

Executive Director of Academics

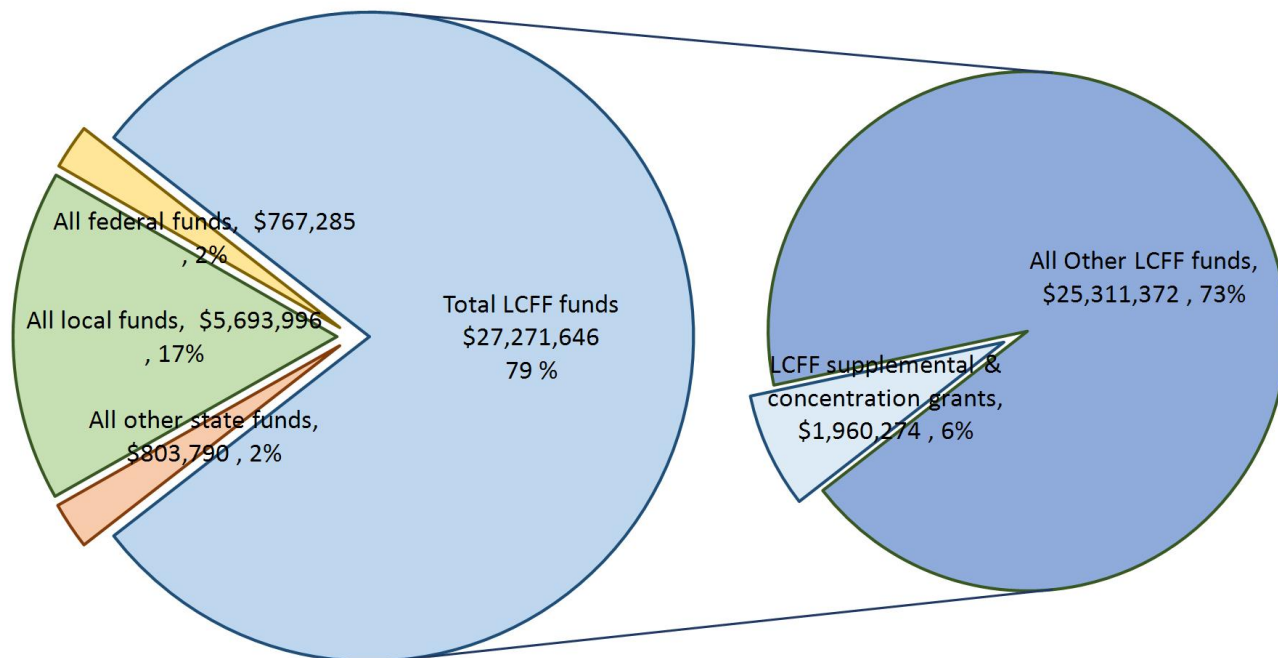
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "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 2023-24 School Year

Projected Revenue by Fund Source

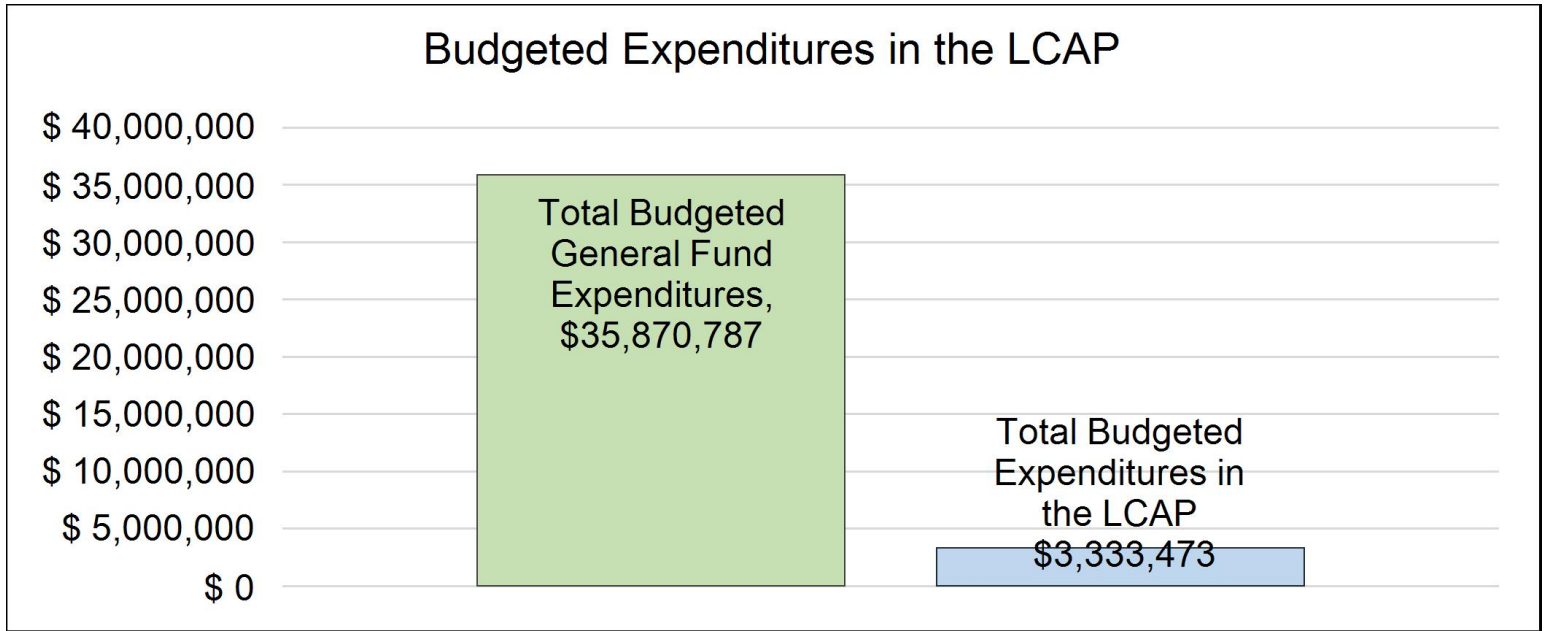


This chart shows the total general purpose revenue South Sutter Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for South Sutter Charter School is \$34,536,717, of which \$27,271,646 is Local Control Funding Formula (LCFF), \$803,790 is other state funds, \$5,693,996 is local funds, and \$767,285 is federal funds. Of the \$27,271,646 in LCFF Funds, \$1,960,274 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 2023-24. 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 \$35,870,787 for the 2023-24 school year. Of that amount, \$3,333,473 is tied to actions/services in the LCAP and \$33,765,814 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

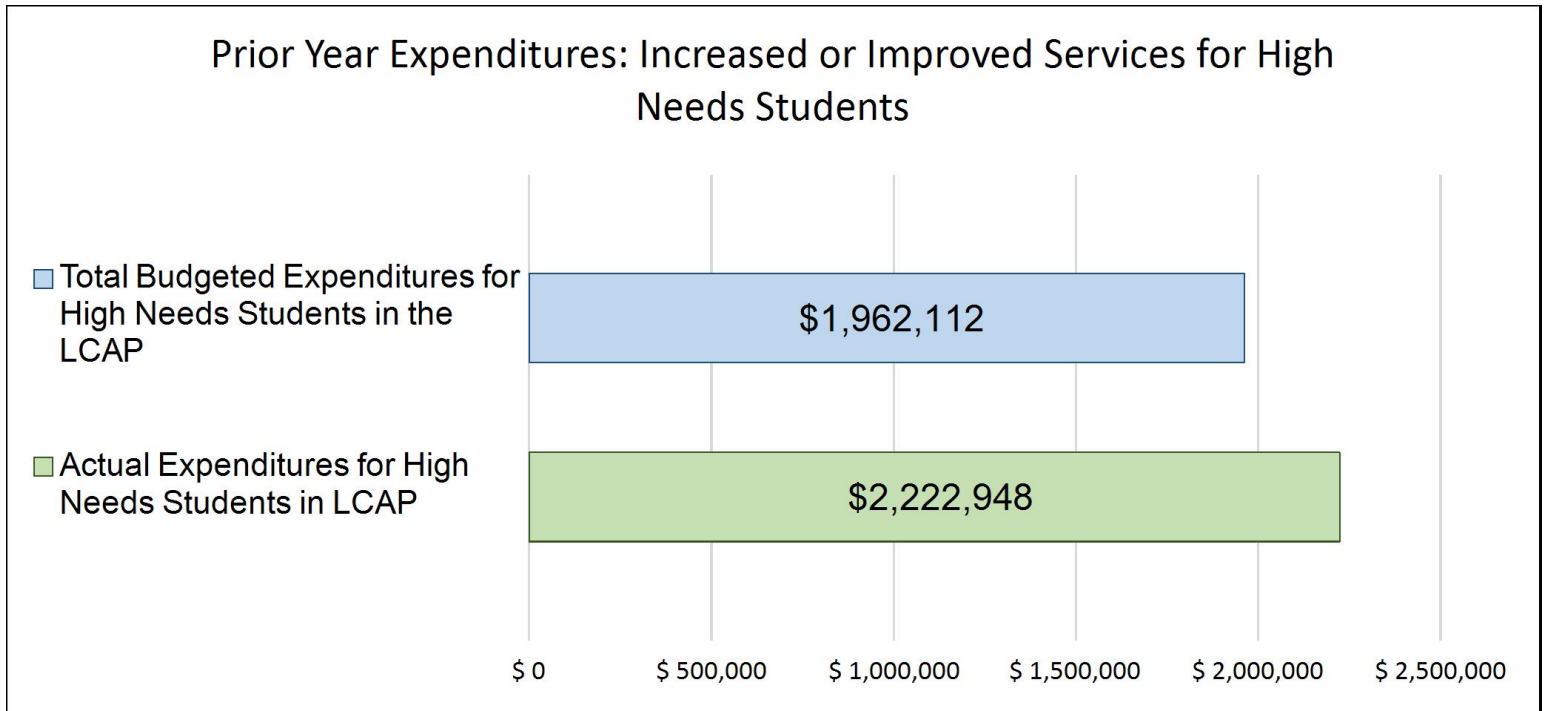
General expenditures not included in the LCAP are broad and include the base level of certificated teacher and certificated administrator staffing, business services, district oversight fees, information technology services, special education services, and a myriad of classified support staff. It is 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 2023-24 School Year

In 2023-24, South Sutter Charter School is projecting it will receive \$1,960,274 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 \$2,139,178 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 2022-23



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 2022-23, South Sutter Charter School's LCAP budgeted \$1,962,112 for planned actions to increase or improve services for high needs students. South Sutter Charter School actually spent \$2,222,948 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$260,836 had the following impact on South Sutter Charter School's ability to increase or improve services for high needs students:

The school utilized supplemental and base funds to ensure access to standards and research-based curriculum, interventions, curriculum experts, direct instruction, ELD instructors, and engagement opportunities.



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
South Sutter Charter School	Karen Amesse Executive Director of Academics	kamesse@ieminc.org (800) 979-4436

Plan Summary [2023-24]

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 2,300 students in TK-12th grades. 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 Charter School values the role of the parent in the education of their children, and we develop a personalized learning plan for every student that captures each student's interests and abilities. We strive to create a positive learning experience by fostering a student's natural strengths, promoting and fostering a capacity to learn that preserves one's innate passion for learning.

South Sutter Charter School's Educational Specialists (ESs) are California credentialed general education teachers who work closely with families to serve each 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, individual growth, and mastery of state standards. Educational Partner input throughout the last several 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 and providing targeted and individualized support, which is reflected in the LCAP.

Our 2022 school dashboard reflects a student population consisting of 5.7% English Learners (EL), 0.1% Foster Youth, 1.6% Homeless, and 37.7% who are classified as Socioeconomically Disadvantaged (SED). Our special education student population is 9.8%. The ethnic diversity of SSCS includes students who are White (58.5%), Hispanic (16.8%), Two or More Races (8.6%), African American (2.2%), Asian (1.9%), and Filipino (1.1%).

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 returned in 2022 with status-only indicators. Although we have work to do to ensure equity and access for all learners, we have much to celebrate.

Suspension Rate is Very Low in all populations.

*Grad Rate is high for all populations.

*Chronic Absenteeism is Low or Very Low for all populations except Homeless.

*ELA is a relative strength for all populations.

*Outperformed the state Chronic Absenteeism, Suspension Rate in all subgroups, and ELA performance schoolwide.

We attribute these successes to our focus on improving access to Tier 2 and 3 interventions, direct instruction, and mental health resources. We have seen continual academic growth as a result, with a 22% increase in the number of students at or above grade level after a semester of intervention and instruction per the i-Ready mid-year assessment. We attributed this growth to the implementation of our LIVE classes, increased access to research-based online intervention programs in both math and ELA, and the direct instruction in ELD provided by our ELD Instructor. Additionally, we continued to provide access to small group tutoring through an online provider to all students demonstrating an academic need. All families utilized funds to support math and ELA standards in a way that best supports the needs and learning style of their unique student. The individualized attention students receive through the partnership between their parents and Education Specialist, and continual opportunities for in-person interaction, has led to strong outcomes in school engagement and culture.

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) has identified several areas of need among our unique student populations.

Per our CA School Dashboard data:

- *Low participation in state testing negatively affected the status level for Students with Disabilities and All Students in ELA.
- *Students with Disabilities and African American students demonstrate the greatest needs in both ELA and Math.
- *English Learners are underperforming in both ELA and Math.
- *Math is a relative area of need for all student populations.
- *English Learners are not making progress equal to those across the state in English Language Proficiency.
- *Further analysis of CAASPP data indicates a deficit in writing strategies, especially in middle school.
- *Homeless students are chronically absent at a rate significantly higher than the schoolwide population.

Per our school level diagnostic data:

- *Math is the greatest area of need for all student groups and grade levels with an overall proficiency of 31.8%. Math proficiency decreases as students progress through grade levels, with high school students showing the greatest deficit (Grade 11 is 19.8% proficient).
- *Grades 3, 5, and 6 demonstrate areas of need in Reading, with the Hispanic population showing the most struggle.
- *Students with Disabilities demonstrate the greatest need in both reading and math.
- *English Learners are approaching schoolwide levels of proficiency in reading, although more students are in Tier 3 in this subgroup. Math is a relative strength for English learners, although still an area of need.

Per our internal survey data:

- *English Learners desire additional options for ELD instruction - participation in the current model is less than 70%.
- *Staff and Families both indicate that more direct instruction is necessary to master challenging math and writing standards.

No resource inequities were identified between subgroups at South Sutter. All students have equal funding amounts, and students who demonstrate additional academic needs are provided additional services through supplemental and federal funds. Additionally, homeless and foster youth, as well as other students experiencing financial hardship are provided with necessary technology, internet access through a hotspot, and school supplies as needed to ensure equitable access to educational opportunities.

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 and extensive input from educational partners, our LCAP goals for 23-24 will remain unchanged to support the needs of our unique student population. Each goal has two key actions that guide expenditures.

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

****Action 1.1:** Provide standards based core academic curriculum and support

****Action 1.2:** Provide student services in identified subgroups

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

**Action 2.1: Provide an intervention program for at-risk students.

**Action 2.2: Provide opportunities for college and career readiness for unduplicated and priority student groups.

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

**Action 3.1: Connect stakeholders with equitable access to learning opportunities.

**Action 3.2: Build greater connections between the home and school community.

Our focus will continue to be on academic success by providing individualized learning opportunities for students that incorporate parent choice. To ensure priorities remain consistent and needs identified through the collaborative LCAP development process are continually in focus, all additional required state and federal categorical fund strategic plans have been aligned to support these three goals and our school mission.

To address specific areas of need identified through this process, we will:

*Continue to provide access to a wide range of core curriculum, highlighting parent choice and high quality standards-based math and ELA materials

*Continue to provide and expand upon the Early Literacy program

*Implement a schoolwide writing program, with phase 1 beginning in 7th grade

*Lower class size and provide additional curriculum options in ELD

*Continue to provide tutoring and access to research-based online interventions

*Continue to provide and expand upon access to direct instruction programs at both the TK-8 and High School levels

*Continue to provide opportunities for parent and staff learning, student engagement opportunities, and family connection to school

*Continue to provide technology, school supplies, social emotional support, and connections to community resources to help reduce chronic absenteeism among our homeless families.

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.

As a school that thrives on parent involvement in student learning and staff individualizing education for all students, we work tirelessly to ensure that educational partners have ample opportunity to learn alongside us, voice opinions, share ideas, and provide feedback on all aspects of our school. Our governing board, which is composed of parents of active students, meets regularly throughout the school year to review data, provide input on programs, and guide our school priorities. The governing board discussed dashboard data, identified subgroups, and school level assessment results at the January 2023 meeting. Discussion identified a need to focus on math and provide additional opportunities for direct instruction for students. In the March 2023 meeting, the Academic Supports survey results were shared for discussion. In May 2023, the governing boards reviewed the LCAP draft and provided additional feedback.

Additionally, we have a larger Parent Advisory group that meets semi-annually and discusses LCAP goals, data, and program offerings. During these meetings, new ideas are proposed by both parents and staff and merits are discussed before deciding to move forward. In October 2022, the Parent Advisory group noted a need for additional opportunities for students on grade level to receive tutoring support to maintain growth as well as more opportunities for community building. The Parent Advisory meeting in January 2023 was focused on dashboard indicators, academic growth, and opportunities for students and parents to engage with the school community. In April 2023, the meeting focused on results of the Academic Supports survey and discussed needs relating to the intervention program. A draft of the LCAP was shared at this time for further discussion.

Staff members are invited to monthly town hall meetings where school data, feedback, and strategic planning are discussed. During the November 2022 meeting, administration shared with staff the results of the school climate and culture survey, as well as CAASPP and i-Ready data. Opportunities to improve the relevance of individualized learning goals and instructional pathways for students were discussed. In January 2023, the CA School Dashboard data and College and Career information was shared with staff, highlighting low performing subgroups and areas for improvement as well as celebration of successes.

As a non-site-based school, we rely on surveys to gather a wider range of input on our programs. In December of 2022, 34% of families of English Learners responded to a survey regarding the ELD program offerings and effectiveness of interventions for their students. In February 2023, we launched our LCAP Academic Support Survey to all educational partners as applicable to our school, receiving 378 responses. The survey included questions about students' academic and social emotional needs and the effectiveness of the school's support. Multiple reminders were sent to educational partners via email, board meetings, town hall meetings, DELAC meetings, social media posting, etc. Parents of English Learners and Homeless families were personally invited via email and during learning record meetings to participate in both the survey and the feedback meetings. Homeless families were contacted directly by the McKinney-Vento Liaison to gather feedback on offered support and accessibility of services.

Throughout March and April, the Education Leadership team and classified leadership met to discuss all input gathered regarding current actions and expenditures, results of those actions, and ideas and requests for 23-24 implementation. These conversations expanded to the Parent Advisory and governing boards as discussion items throughout LCAP development. In late April and early May, educational partner

meetings were held to review a draft of the LCAP, discuss data and reasons for actions, the updates made to the expenditure plan, and gather feedback from parents, staff, students, and administrators. The meetings were held in Zoom and educational partners were invited via multiple direct emails, social media, public notice website posting, and announcements in meetings (staff, governing board, parent advisory, and DELAC) leading up to the date. Educational partners could also provide input via email and social media after the meeting to gather additional thoughts. Feedback was overwhelmingly positive regarding priorities and excitement was shared for the writing program, updates to the EL Master Plan, expanded early literacy support, and continued intervention tutoring and online programs. The school leadership team met again in May to review the draft LCAP and finalize with additional input received. At this meeting, parents expressed support for a wider range of live instruction classes, smaller class sizes, and more individualized and collaborative tutoring. Additionally, our special education director meets monthly throughout the year with our SELPA and consults on our plan to support our special education students.

After reviewing dashboard data, our homeless population experienced chronic absenteeism at a higher rate than other subgroups at the school. To better understand the barriers these students may be facing, our homeless liaison designed a survey to gather information about the impact of provided supports and suggested additional supports the school may provide. The homeless liaison worked with the leadership team and teachers to collect responses and evaluate data.

A summary of the feedback provided by specific educational partners.

We received feedback from a wide range of educational partners, including staff, students, and parents of English learners, homeless students, students with disabilities, and at-risk students. Strengths and areas of need were identified as a result of analysis of this feedback. Overall educational partners were appreciative of the numerous staff positions that are funded through supplemental state and federal funds and want the school to continue with and expand upon the current goals, actions, and ways the school is working towards the goals.

While not every piece of feedback is included, some trends that emerged, both supporting current actions and desiring further growth of those actions, are listed below.

Curricular Materials:

- *Wide range of instructional materials to support rigor of grade level standards and the ability to try different options through the libraries (teachers, parents, leaders)
- *Intervention resources that support unique learning needs (parents, students, staff)
- *Continued use of online programs like Lexia and IXL (parents)
- *Comprehensive writing curriculum, training for both parents and staff, and intervention at all grades is needed (teachers, leaders, parents)
- *Access to technology that supports CTE and STEM coursework (staff)
- *High school students need access to high quality A-G courses and scaffolded support to achieve rigorous standards (counselors, leaders)

Instruction:

- *Expansion of LIVE direct instruction offerings at the K-8 level to include ability level placement and increased frequency (parents, teachers)
- *Direct instruction in writing and math (parents, teachers)

- *Additional support at the high school level that aligns with course content (leaders, parents, online instructors)
- *Continue and expand High School Academy program (parents, community, staff)
- *Availability of tutoring options for at-promise students (parents, staff)
- *Summer school credit recovery options (counselors, parents)

EL Support:

- *Direct instruction with ELD Instructor meets student needs in all domains (DELAC)
- *Additional curriculum options are needed to meet the needs of all students (DELAC, teachers, leaders, community)
- *Reduce class size for ELD classes (DELAC, teachers)
- *Further individualization of EL class to better meet needs by EL proficiency level (DELAC, teachers, leaders)

School Connectedness and Social Emotional Support:

- *Continue with additional mental health coordinators to support students' social emotional needs (parents, leaders)
- *Implementation of social emotional curriculum (parents, teachers, leaders)
- *Increased parent training (effective instructional strategies, curriculum support, math, writing, *SEL, supporting children with dyslexia) (parents, teachers)
- *Opportunities for students to interact through in-person and online learning opportunities - positive and a desire for more (parents, students, teachers)
- *Collaborative parent group to create a system of support and opportunities to learn from each other (parents)

Homeless Supports:

- *Continue providing technology and access to internet (parents, teachers, leaders)
- *Continue shipping from curriculum libraries to ensure access to materials (parents, teachers)
- *Continue supporting families in accessing community resources (teachers, leaders)

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 current LCAP. Much of the feedback and data supported continuation of current actions and expenditures. While the school considers all feedback, not all expressed needs can be immediately addressed in the LCAP. The following additions were made to the LCAP in response to educational partners' ideas and priorities within each goal.

Goal 1: Student Achievement

- *Develop and implement a middle school writing program
- *Increase ELD Instructor FTE and instructional supports offered to EL students
- *Introduction of EL student information system

*Develop and implement an early literacy program

Goal 2: Other Pupil Outcomes (college career preparedness)

*Continue to expand CTE offerings and increase associated FTE

*Expand LIVE class offerings to more subjects areas

*Improve alignment between high school interventions and course outcomes

Goal 3: Engagement

*Continue to grow social emotional learning supports

*Continue to improve opportunities for parent training and student interaction

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 in both ELA and math, especially in identified subgroups, Goal 1 continues to be relevant to our students and school. We will continue to staff a Reading Specialist position and expand early literacy supports to include an Early Literacy Coordinator position. Based on intervention program data and stakeholder feedback, we continued to prioritize intervention online programs, curriculum, and coordinator staffing within the context of the budgetary resources available and will continue to support this program under Goal 1 Action Step 1. In response to identified needs in our English Learner population, we will be increasing the FTE of ELD Instructors to lower class sizes and provide intervention options to our multilingual students. Mental Health Coordinators will continue to be provided to support this goal, as desired by staff and families. In our independent study parent-choice 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 staff and resources for the curriculum library, a curriculum coordinator, and access to our curriculum wizard to support parents in identifying and accessing curricular options. Additionally, this goal will address chronic absenteeism among students experiencing homelessness by ensuring access to instructional materials and technology. 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:	21-22 Tier 3 Student percentages: READING: Beginning of Year (BOY) 21.5%, Mid Year (MY) 18.4% (-3.1%) MATH:	22-23 Tier 3 Student Percentages: Reading Beginning of Year (BOY): 40.7% Mid-Year (MOY): 31.6% Change: -9.1% Math		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
	BOY 28%, MY 19% (-9%)	BOY 28.9%, MY 23.2% (-5.7%)	BOY: 41.7% MOY: 31.8% Change: -9.6%		
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%)	On the 2022 Dashboard, 40.4% of English Learners were making progress toward English Language Proficiency. This is an increase of 4.4% since the last time this was measured in 2019, but it is below the state average of 50.3%.		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	For the 2021-22 school year we provided an average of 11 parent trainings or informational meetings per month.	In the 22-23 school year, we provided an average of 4 parent trainings or informational meetings per month related to student achievement.		The school will conduct one or more trainings per month related to student achievement.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	multiple modalities to conduct the trainings.				

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Support	A. Provide standards based core academic curriculum and support	\$472,645.00	Yes
1.2	Student Services	B. Provide student services in identified subgroups (i.e. English Learners, students with disabilities, etc.)	\$1,679,770.00	Yes

Goal Analysis [2022-23]

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.

Actions in Goal 1 were implemented as planned in nearly all instances. All positions were hired and funds allocated to curriculum and materials were spent according to plan and directly to meet student needs. There were no substantive differences between planned and implemented 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.

For Goal 1 there was an approximately \$330,000 material difference between budgeted expenditure and estimated actual expenditures. This was covered within our general operating budget as we provide individualized learning to each of our students. This overage is due to an increase in enrolled students who are classified as unduplicated, as well as an increase in the use of instructional funds to provide core academic curriculum, services, and interventions to our students.

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

The school saw an increase in proficiency in both CAASPP scores and i-Ready growth in math and ELA. This is attributed to the continued implementation of i-Ready diagnostic and instruction tools (action 1.2), the increased services provided by supplemental and federally funded positions, and increased access to core and supplemental curriculum and standards based resources through instructional funding program

offerings. Strong reading growth in i-Ready is attributed to access to quality core curriculum options and the direct student support and professional development provided by the Reading Specialist position. Our Reading Specialist worked directly with students to assess for symptoms associated with dyslexia and provide intervention support to students, increasing the quantity of students supported by 20% over the prior year. The school provided extensive training and certification in instructing students with dyslexia to a cohort of 3 instructors who will be able to serve a greater number of students struggling with literacy next year.

The curriculum team, including the Curriculum Coordinator and curriculum library staff, work directly with students, parents, and teachers to educate them on high quality curriculum options aligned with student learning styles and educational philosophies. English Learners received direct instruction through designated ELD classes with a credentialed ELD Instructor. Students who fully participated in these classes demonstrated greater proficiency on the ELPAC than those who did not. Social emotional support increased significantly in the 22-23 school year. Moozoom and I'm Sparked were introduced as a Tier 1 or 2 mental health support, we added optional SEL classes for K-8 students, and we continued to offer small group students sessions and office hours for parents and staff with our mental health coordinators. Approximately 11% of families participated in one of these supports.

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 review of achievement data, impact of the actions on student achievement, and educational partner feedback, it was determined that the goal continues to address an ongoing need identified by our educational partners. In the coming year, we will continue the current measures and add additional metrics to measure the success of interventions implemented through federal and state one-time funds. Thus, we will establish a baseline in the 23-24 school year for intervention support related to tutoring and supplemental online instruction programs that will help to guide the development of the next three-year strategic planning phase. Two significant changes to planned actions include increasing the EL Instructor FTE and removing the middle school math intervention instructor FTE. Due to growth in the population of multilingual students and consistent feedback requesting more individualization within the EL program, we will decrease the student to teacher ratio in the EL department by increasing the FTE. Because we have implemented a LIVE instruction program, the need to provide direct instruction in math to middle school students is met on a larger scale, and the middle school math intervention instructor position is no longer needed.

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 students will be prepared for life after high school

An explanation of why the LEA has developed this goal.

Feedback from educational partners and achievement data in math and ELA indicate that this is a continued need at our school. Although the school dashboard did not report the college and career readiness indicator in 2022, we see that the number of students taking A-G or college courses needs continued improvement, and our CTE program is in early implementation, so this goal and accompanying actions remain appropriate. To address this goal, we will continue to use funds to decrease student ratios for our counselors to increase individualized access to school counseling services for both high school and middle school students. We will provide credit recovery options for students through summer school. All students are impacted by this goal's actions through the implementation of LIVE synchronous instruction classes for Tk-8 students and the high school's multiple synchronous instruction pathways that address a wide range of learner needs. 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%.	In 22-23, 39.7% of students are enrolled in A-G courses. This is a decrease of 5.3%.		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%.	In 22-23, 15.8% of students are enrolled in CTE or Community College courses. This is a decrease of 9.2%.		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	CA Dashboard 2019 baseline for South	CA Dashboard 2020 outcome: 85.9% (Note that no colors were	On the 2022 dashboard, the graduation rate for all		We will maintain a Blue or Green status for “graduation rate”

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
green status on the CA Dashboard.	Sutter: 84.6% (Green).	assigned to Grad Rate for this Dashboard)	students was 93.7%, which is High. No change is yet reported on the dashboard, but this is an increase of 7.8% over the prior year.		on the CA dashboard in 2023-24.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	High School Intervention Program	C. Provide an intervention program for at-promise students.	\$56,463.00	Yes
2.2	College & Career Readiness	D. Provide opportunities for college and career readiness for unduplicated students and priority student groups	\$226,400.00	Yes

Goal Analysis [2022-23]

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

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

This goal was implemented as planned with no substantive changes. All positions were fully staffed and support for students through the counseling team and synchronous instruction program were carried out.

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 a 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 minimum amount of required increased and improved services to students. 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 \$17,000 over the amounts listed in our LCAP.

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

This school year saw a decrease in the number of students enrolled in A-G courses and dual enrollment, but an overall increase in the year-over-year graduation rate that exceeds the state for all students and all subgroups. Because of work completed during the 22-23 school year on improving and increasing the number of A-G courses available to our students through action 2.D it is understandable that we did not see immediate growth in these metrics. The 22-23 school year saw continued growth in the high school online instruction program, as well as a new synchronous instruction program for Tk-8 supported by our Digital Learning Coordinator. Students were able to access these courses and instructional materials through the LCAP funded learning management system (action 2.D). Our focus on increasing direct instruction led to a 14.7% increase in high school students enrolling in classes taught by a school instructor, and 31.9% of TK-8 students participated in at least one of the new LIVE synchronous instruction classes during the 22-23 school year. Action 2.C included providing at-risk students access to credit recovery through summer school, as well as access during the school year to additional instruction in math and ELA through supplemental skills classes and tutoring. All multilingual students were provided with access to on-demand tutoring to improve academic language, writing, and literacy skills. As these are new programs, baseline data will be collected and evaluated through the next school year.

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.

The actions related to this goal remain relevant and impact our students. We will continue with the actions as planned because we are continuing to grow the programs supported by these actions. By increasing access to the High School Academy and expansions in CTE program offerings, we are expecting to see an increase in the A-G and CTE metrics in the coming year. With the implementation of new programs possible through the positions funded in this goal, we will increase the metrics reviewed. In 23-24, we will establish a baseline for Tk-8 enrollment in LIVE synchronous direct instruction, as well as enrollment in the high school academy. We will also establish a baseline for credit recovery through summer school and EL student access to on-demand tutoring to determine the impact of these programs.

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 in parent surveys, LCAP meetings, and parent council meetings. Staff, parents, and students repeatedly identify the benefit from and their desire for academic and enrichment instruction through community partnerships. The staffing provided through this goal’s actions will continue to find new ways of engaging with parents and families both virtually and in-person in our communities. With the increase in virtual meetings and virtual instruction this goal supports digital access through zoom for staff and students. Additionally, this goal will address chronic absenteeism among students experiencing homelessness by providing resources and connections to the school community. 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.	In the 22-23 school year, an average of 7 student engagement opportunities were held 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%.	In 22-23, 46.7% of students are enrolled in courses supported by class-based teachers. This is an increase of 14.7% over the previous year.		The percentage of students enrolled in courses supported by class-based teachers will be 17%.
3. All seats on our parent council and	In 2020-21, all seats on the parent council	By the end of the year all Governing Board	The 22-23 school year began with 11 open		All seats on the parent council and governing

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
governing boards will be filled and attendance will be greater than 50%.	were filled and all meetings had a quorum (50% +1).	and Parent Council seats were filled. Two GB meetings and one PC meeting failed to have a quorum during the year.	seats on the parent council that were filled prior to the first meeting in October, and all seats on the governing board were filled. 100% of meetings were held as scheduled with a quorum.		boards are filled and all meetings will have a quorum (50% +1).
4. Chronic absenteeism among homeless students will decrease.	Homeless chronic absenteeism: 21.6% Schoolwide: 2.5%	N/A - new metric	N/A - new metric		Homeless chronic absenteeism under 20%.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Connect Stakeholders	E. Connect stakeholders with equitable access to learning opportunities	\$824,000.00	No
3.2	Build Connections	F. Build greater connections between the home and school community	\$74,195.00	No

Goal Analysis [2022-23]

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

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

There were no substantive differences between planned actions and implementation. All positions were filled and expenditures related to each action were made according to plan.

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 a material difference between budgeted expenditure and estimated actual expenditures of approximately \$54,000. We saw decreased enrollment in outside vendors, likely due to the implementation of the LIVE instruction program offered for the first time this year.

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

The data from participation demonstrates continued interests in home-school-community partnerships. 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, but we recognize a need for additional in person options. Additionally through the LCAP we increased the amount of academic instructional support occurring through community partnerships. 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 student and parent access to their teacher through support and instruction, in turn building stronger relationships. All three of our metrics for this goal are internal metrics we track related to engagement with our educational partners. Our McKinney-Vento families were provided with additional resources that led to increased daily engagement and participation in direct instruction, including MiFi devices, transportation to learning record meetings and educational opportunities, and increased tutoring hours.

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.

The actions related to this goal remain relevant and impact our students. Reflections on conversations in meetings with educational partners suggested additional in-person opportunities may be needed to address overcrowding or lack of access due to overwhelming response. This indicates a need to add metrics around attendance at these events to measure impact and determine if the goals set around this data are appropriate. We will be collecting baseline data for this new metric in the 23-24 school year. Because the school entered ATSI status with the 2022 dashboard results in the area of homeless chronic absenteeism, this metric was added to measure progress.

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 [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,960,274	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
7.80%	0.00%	\$0.00	7.80%

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, our 2022 school dashboard reflects a student population consisting of 5.7% English Learners (EL), 0.1% Foster Youth, 1.6% Homeless, and 37.7% who are classified as Socioeconomically Disadvantaged (SED). Our special education student population is 9.8%. The ethnic diversity of SSCS includes students who are White (58.5%), Hispanic (16.8%), Two or More Races (8.6%), African American (2.2%), Asian (1.9%), and Filipino (1.1%). As an independent study model focused on parent choice, we have consistently had low numbers of foster and homeless youth.

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. Additionally in response to ATSI status, our homeless and socioeconomically disadvantaged students receive access to technology, hotspots, school supplies, and connection to community resources through relationships built with our homeless liaison.

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 individualized curriculum and instructional supports, including high dosage tutoring, are increased services. Summer school provides increased services through additional school days and the opportunity to recover credits or extend interventions. 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 supplemental LCAP 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 through the support of an EL instructor and supplemental ELD interventions. Supplemental funding provides lower class sizes and curriculum above and beyond normal funding amounts. They also receive improved services through the EL coordinator position that ensures equitable access to learning opportunities, continual progress toward mastery of ELD standards, and connections with multilingual students and their families. Other increased services are summer school and additional hours of direct instruction through targeted small group intervention tutoring and on-demand tutoring to support academic language and close achievement gaps that may be a result of learning English.

Low-Income students represent our largest unduplicated student demographic. They receive both improved and increased services through access to specialists in several areas. 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 a wide range of 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 additional instructional time through summer school, supplemental materials and high-dosage tutoring through our response to intervention program. Supplemental funding also provides the opportunity for additional community building 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	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,037,373.00			\$296,100.00	\$3,333,473.00	\$929,065.00	\$2,404,408.00

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	\$292,645.00	\$0.00	\$0.00	\$180,000.00	\$472,645.00
1	1.2	Student Services	English Learners Foster Youth Low Income	\$1,563,670.00	\$0.00	\$0.00	\$116,100.00	\$1,679,770.00
2	2.1	High School Intervention Program	English Learners Foster Youth Low Income	\$56,463.00	\$0.00	\$0.00	\$0.00	\$56,463.00
2	2.2	College & Career Readiness	English Learners Foster Youth Low Income	\$226,400.00	\$0.00	\$0.00	\$0.00	\$226,400.00
3	3.1	Connect Stakeholders	All	\$824,000.00	\$0.00	\$0.00	\$0.00	\$824,000.00
3	3.2	Build Connections	All	\$74,195.00	\$0.00	\$0.00	\$0.00	\$74,195.00

2023-24 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
\$25,118,849	\$1,960,274	7.80%	0.00%	7.80%	\$2,139,178.00	0.00%	8.52 %	Total:	\$2,139,178.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$2,139,178.00

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	\$292,645.00	0%
1	1.2	Student Services	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: South Sutter Charter School	\$1,563,670.00	0%
2	2.1	High School Intervention Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: South Sutter Charter School	\$56,463.00	0%
2	2.2	College & Career Readiness	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: South Sutter Charter School	\$226,400.00	0%

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,077,812.00	\$3,371,978.00

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	\$270,795.00	\$326,913
1	1.2	Student Services	Yes	\$1,645,200.00	\$1,919,652
2	2.1	High School Intervention Program	Yes	\$59,517.00	\$56,561
2	2.2	College & Career Readiness	Yes	\$203,300.00	\$223,690
3	3.1	Connect Stakeholders	No	\$822,500.00	\$762,407
3	3.2	Build Connections	No	\$76,500.00	\$82,755

2022-23 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)
\$1,725,784	\$1,962,112.00	\$2,222,948.69	(\$260,836.69)	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	\$159,595.00	\$171,614.69	0%	0%
1	1.2	Student Services	Yes	\$1,539,700.00	\$1,775,253.55	0%	0%
2	2.1	High School Intervention Program	Yes	\$59,517.00	\$52,840.57	0%	0%
2	2.2	College & Career Readiness	Yes	\$203,300.00	\$223,239.88	0%	0%

2022-23 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	\$1,725,784	0	6.84%	\$2,222,948.69	0.00%	8.80%	\$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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