



LCFF Budget Overview for Parents

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

CDS Code: 37-75416-0139378

School Year: 2023-24

LEA contact information:

Krista Woodgrift

Superintendent

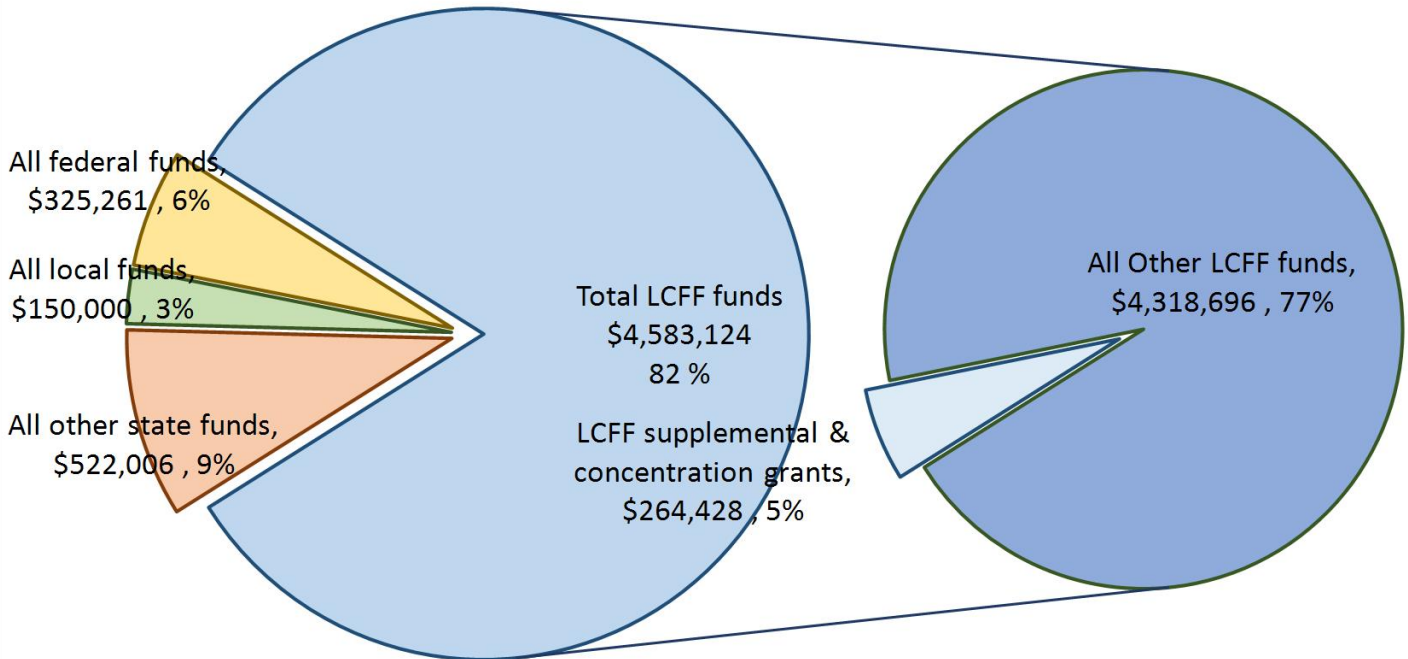
kwoodgrift@sageoak.education

888-435-4445

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

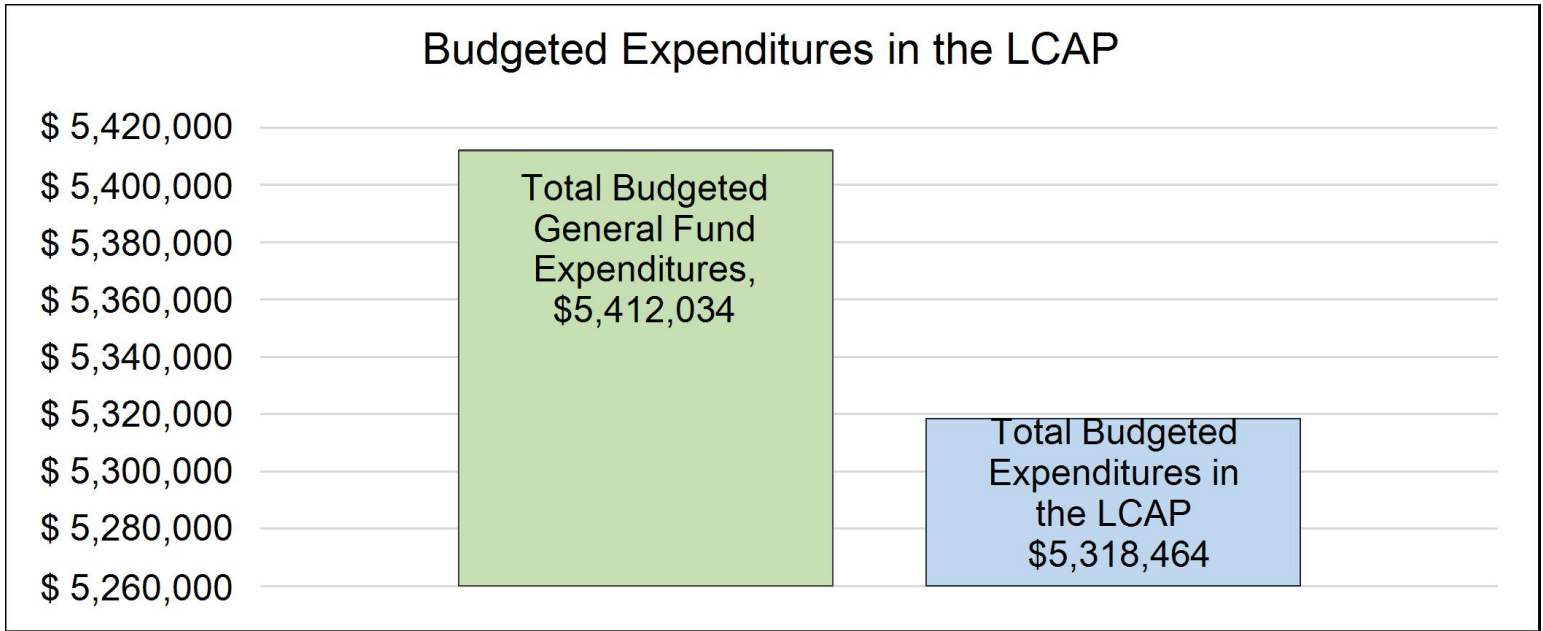


This chart shows the total general purpose revenue Sage Oak Charter School - South expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sage Oak Charter School - South is \$5,580,391, of which \$4583124 is Local Control Funding Formula (LCFF), \$522006 is other state funds, \$150000 is local funds, and \$325261 is federal funds. Of the \$4583124 in LCFF Funds, \$264428 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Sage Oak Charter School - South 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: Sage Oak Charter School - South plans to spend \$5412034 for the 2023-24 school year. Of that amount, \$5318464 is tied to actions/services in the LCAP and \$93,570 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

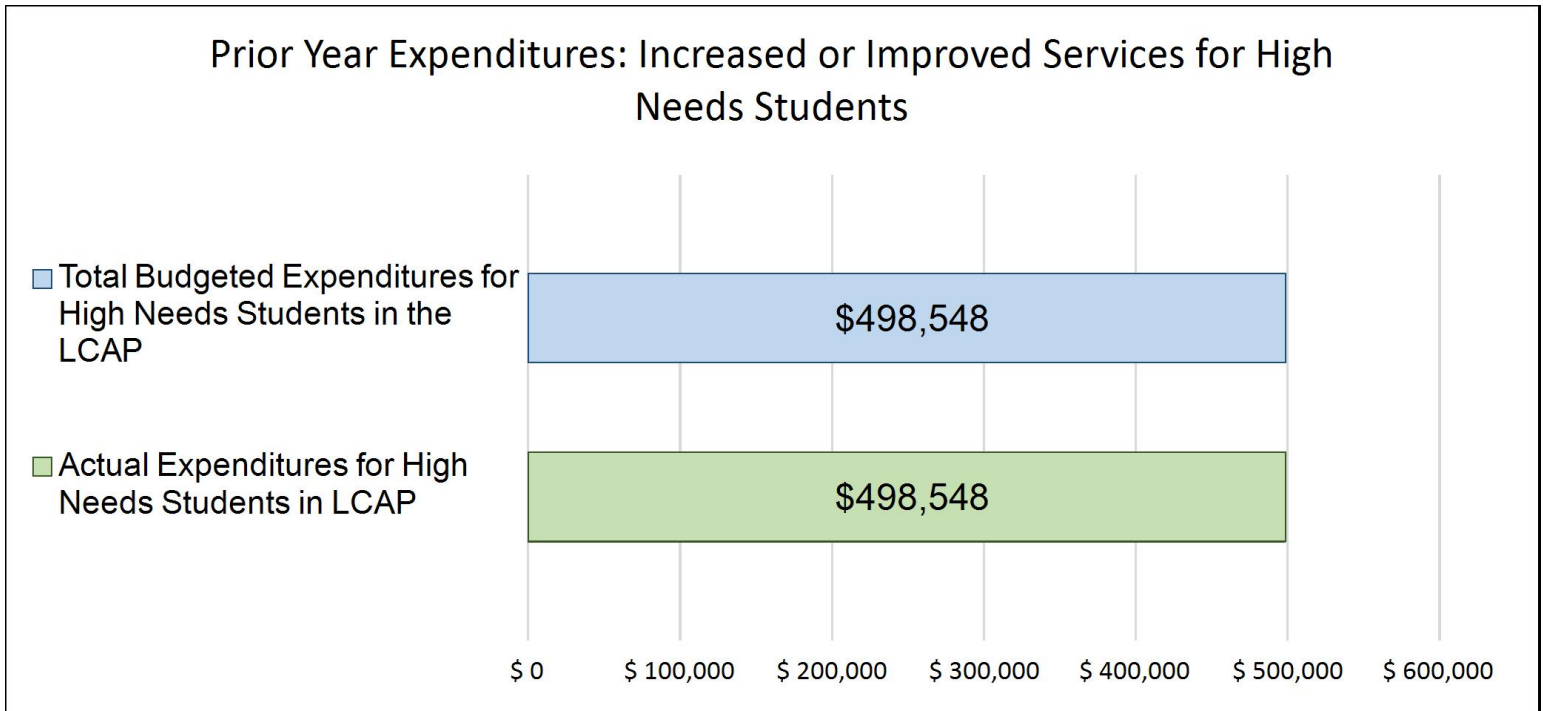
Budgeted items not in the LCAP actions & goals plan are items such as: charter authorizer fees, storage, legal, office materials, postage, and accounting software.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Sage Oak Charter School - South is projecting it will receive \$264428 based on the enrollment of foster youth, English learner, and low-income students. Sage Oak Charter School - South must describe how it intends to increase or improve services for high needs students in the LCAP. Sage Oak Charter School - South plans to spend \$572438 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 Sage Oak Charter School - South budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sage Oak Charter School - South 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, Sage Oak Charter School - South's LCAP budgeted \$498548 for planned actions to increase or improve services for high needs students. Sage Oak Charter School - South actually spent \$498548 for actions to increase or improve services for high needs students in 2022-23.



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
Sage Oak Charter School - South	Krista Woodgrift Superintendent	kwoodgrift@sageoak.education 888-435-4445

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.

Mission Statement

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

Sage Oak serves students in TK-12 in San Diego, Imperial, Riverside, and Orange counties with 53 certificated staff and 12 classified staff. Sage Oak will harness the power of a flexible learning environment and modern educational technology to serve learners with diverse backgrounds and goals who seek an education alternative that stimulates and supports independent learning. Through the power and flexibility of its diverse curriculum options, combined with superior individualized support, Sage Oak provides inspirational learning with enriched and rigorous academics and high standards to empower students to become self-motivated and competent life-long learners who

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

Based on the Fall 1 Census data reporting on October 5, 2022, to be reported on the California Dashboard, there were 370 students enrolled. Of these enrollments, 38 were certified as Title I students. Other student groups are as follows: 31.81% are classified as Socioeconomically Disadvantaged (SED). Students with Disabilities (SWD) make up 12.13% of the population, and English Learners (EL) make up 1.08%.

The ethnic diversity of Sage Oak Charter School includes students who are White (48.25%), Hispanic (37.02%), Two or More Races (7.01%), Asian (2.96%), African American (3.23%), Filipino (0.81%) American Indian/Alaskan Native (0.00%), and Native Hawaiian/Other Pacific Islander (0.27%).

Reflections: Successes

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

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

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

In addition, strong connections and partnerships with families and communities help to increase engagement and involvement which supports student learning and achievement. The school continues to maintain an overall satisfaction rate of 97% or higher. This is due in part to the consistent and transparent communication, multiple opportunities for educational partners' input, and actively building partnerships with educational partners. In 2022-23, the average Sage Oak educational partner participation rate on the LCAP survey was 14%. Although this is a slight decrease in participation from last year, the survey results overwhelmingly support our success in achieving our LCAP Goal 3 of establishing connections and maintaining partnerships with our families and community, with an overall satisfaction rate ranging from 93.1% - 100% from all educational partner feedback.

An additional success has been the maintenance of a high graduation rate. In 2022, the anticipated graduation rate was 100% and the actual graduation rate was 100%. The anticipated 2023 graduation rate is 83%. Contributing factors to this success include developing a comprehensive college and career readiness program, closely monitoring student groups to ensure they are on track and college and career ready, collaborating with colleges to offer highly-supported dual enrollment opportunities, implementing an Early Childhood Education

pathway, and providing high-quality instruction and curriculum in all subjects, including the generous selection of course offerings through online synchronous classes.

2022 CAASPP

Sage Oak was able to obtain CAASPP data for the 21-22 school year, which showed a continued level of academic achievement. The 2023 CAASPP test results are not available as of the adoption of the LCAP.

- In ELA, 58% of Sage Oak students met or exceeded standards. Comparatively, only 47% of students overall in the state met or exceeded standards.
- In math, 43% of Sage Oak students met or exceeded standards. Comparatively, only 33% of students overall in the state met or exceeded standards.

When reviewing student groups, Sage Oak students also scored well.

Socio-Economically Disadvantaged:

- In ELA, 53% of Sage Oak students met or exceeded standards. Comparatively, only 35% of students overall in the state met or exceeded standards.
- In math, 41% of Sage Oak students met or exceeded standards. Comparatively, only 21% of students overall in the state met or exceeded standards.

English Learners:

- There were no English Learners enrolled in testing grade levels for the 21-22 school year.

Students with Disabilities:

- In ELA, 26% of Sage Oak students met or exceeded standards. Comparatively, only 16% of students overall in the state met or exceeded standards.
- In math, 19% of Sage Oak students met or exceeded standards. Comparatively, only 11% of students overall in the state met or exceeded standards.

Title I:

- In ELA, 41% of Sage Oak students met or exceeded standards.
- In math, 24% of Sage Oak students met or exceeded standards.

Other:

- The school's Hispanic and 2 or more races student groups scored 8-17% higher in ELA for students meeting or exceeding standards and 9-11% higher in math for students meeting or exceeding standards than the state average for these student groups.
- There were less than ten students in the African-American, Asian, and Filipino student groups, therefore, no data is publicly reported.

2023 SPRING IREADY DATA

When reviewing the local iReady assessment scores from the spring of 2023, Sage Oak - South students in grades K-8 scored, on average, 19% higher than the state average in ELA and 18% higher than the state average in math.

ELA:

- K-8 Students: 69% On or Above Grade Level
- 9-12 Students: 55% On or Above Grade Level
- SED: 58% On or Above Grade Level
- Foster Youth: No students enrolled
- English Learners: No data due to privacy
- Students with Disabilities: 30% On or Above Grade Level
- Title I: 27% On or Above Grade Level

Math:

- K-8 Students: 59% On or Above Grade Level
- 9-12 Students: 52% On or Above Grade Level
- SED: 55% On or Above Grade Level
- Foster Youth: No students enrolled
- English Learners: No data due to privacy
- Students with Disabilities: 27% On or Above Grade Level
- Title I: 16% On or Above Grade Level

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.

Sage Oak has shown an overall higher level of academic achievement compared to the state average in both ELA and math. However, there is still room for improvement.

While students with disabilities at Sage Oak perform better than the state average, there is still a percentage of these students who did not meet the standards in both ELA and math. The school will provide targeted support, accommodations, and individualized instruction for students with disabilities will be a priority to ensure their academic success.

Although socio-economically disadvantaged students at Sage Oak perform better than the state average, there is still a gap in achievement. Sage Oak will implement targeted interventions, increase intervention offerings, provide additional resources, and foster a supportive learning environment that can help improve academic outcomes for these students.

Sage Oak's English learners perform slightly better than the state average in ELA and math, but the percentages of students meeting or exceeding standards are still relatively low. The school will provide focused English language development instruction, support language acquisition, and offer targeted interventions that can help these students improve their proficiency in both subjects.

Students that are eligible to receive Title I services also performed lower than other student groups in ELA and math. These students will be supported through an expanded multi-tiered system of support that includes intensive reading and math intervention.

It is important to note that while these student groups require specific attention, it is crucial to provide support and resources for all students to ensure equitable access to quality education. Every student should receive appropriate instruction, interventions, and support based on their individual needs to foster academic growth and achievement.

LCAP Highlights

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

Goal 1: Academic Achievement

State Priorities:

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

Metrics:

- Local assessment: iReady (K-8)
- Local assessment: iReady (9-12)
- CAASPP
- LCAP Educational Partners Survey Results

Major Actions:

- Analyze achievement data
- Monitor specific student groups
- Students have access to a broad course of study
- Professional development
- Parent trainings
- Review and refine curriculum
- Improve the MTSS program

- Increase and improve TK program
- Monitor students eligible for Title I-funded programs & interventions

Goal 2: Positive School Climate

State Priorities:

- 1- Basic
- 2- State Standards
- 4- Pupil Achievement
- 5- Pupil Engagement

Metrics:

- Chronic Absenteeism Rate
- Suspension Rate
- Expulsion Rate
- Certificated and Classified Proper Assignments
- LCAP Educational Partners Survey Results
- ELPAC

Major Actions:

- Retain and hire highly qualified staff
- Implement a social-emotional plan for students and staff
- Implement cultural awareness professional development
- Recruit and retain highly qualified teachers and classified staff for new Prop 28 art education positions

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

State Priorities:

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

Metrics:

- LCAP Educational Partners Survey Results
- Safety Plan Review and Trainings

Major Actions:

- Maintain a Parent Advisory Committee (PAC) and EL Advisory Committee (ELAC) when required

- Consistent communication with students and families
- Properly vet all community providers
- Maintain a safe learning environment
- Maintain partnerships with parents/guardians of students participating in Title I-funded programs

Goal 4: College and Career Readiness; Career Technical Education

State Priorities:

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

Metrics:

- Graduation Rates
- College and Career Indicator
- LCAP Educational Partners Survey Results

Major Actions:

- Continue to develop college and career pathways
- Monitor student groups for college and career readiness
- Maintain and increase CTE offerings
- Implement an AVID program
- Special Education High School Certificate and Adult Transition Program

Comprehensive Support and Improvement

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

Schools Identified

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

This is not applicable to Sage Oak Charter School- South

Support for Identified Schools

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

This is not applicable to Sage Oak Charter School- South

Monitoring and Evaluating Effectiveness

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

This is not applicable to Sage Oak Charter School- South

Engaging Educational Partners

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

The LCAP survey for all educational partners (parents, teachers, students, support staff) was sent out via email and advertised on social media, and completed in December 2022 with an overall 22.5% participation rate.

School Site Council Meetings, public meetings took place: September 22, October 20, November 17, January 19, February 16, and April 20.

ELAC Meetings, public meetings took place: September 22, October 20, November 17, January 19, February 16, and April 20.

Consultation with the school's SELPA on May 15, 2023.

Title I Parent/Guardian Information meetings: February and March 2023.

Public meeting information is sent via Sage News email to all families, advertised on social media, and available on our school website.

The leadership team also met to discuss items relating to educational partners' feedback and LCAP goals and action items weekly, year-round.

The following department meetings also occurred on a weekly or biweekly basis:

- Education Services
- Student Services
- Secondary Education
- Operations and Accountability
- Special Education
- Business Services
- Human Resources

A new engagement process this year involved partnering with Thrive, which is an organization that collaborates with Sage Oak to help the school identify and create strategic plans, coaching opportunities, and program evaluation.

Additionally, the Director of Education Services and Assistant Director of Educational Planning & Reporting met biweekly August-May to discuss items relating to the LCAP.

The LCAP was shared in a public hearing of the governing board on June 15, 2023. The LCAP was adopted by the governing board on June 22, 2023.

A summary of the feedback provided by specific educational partners.

Through this engagement process, some trends were identified. The educational partners would like to see the school's various goals included in the LCAP as much as possible to ensure a single school plan for student achievement. They also shared the importance of increasing the school's multi-tiered system of support, especially intervention small group programs to better support students in the area of mathematics. There was also a focus on supporting our students' social-emotional needs and wanting the school to continue to improve and expand its social-emotional learning program. Through the engagement process, it was also evident that continuing to focus on college and career readiness through multiple graduation pathways and CTE pathways is a high priority for our parents and students. Sage Oak also believes that these are important aspects to focus on as a school and, as a result, will be including these items within the LCAP as actions and services pursuant to established goals. A letter from the superintendent was sent out in response to this feedback on May 8, 2023, via Sage News email and sent directly to members of the school site council and ELAC via email on May 8, 2023. The letter is also available upon request.

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

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

- Increase clarity on the various school goals and action items through the inclusion of Title I action items within the LCAP and not within a separate SPSA.
- Expand the school's multi-tiered system of supports, which is reflected in Goal 1, Action Item 2, and addressed through the increase of staffing of intervention teachers and supports.
- Increase our social-emotional learning programs, which is reflected in Goal 2, Action Item 2.
- Increase CTE pathways offerings, which is reflected in Goal 4, Action Item 3.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
iReady; increased percentage of K-8 students at or above grade level when comparing spring to spring data	Spring 22 <ul style="list-style-type: none"> • ELA: 68% • Math: 60% Distance from State: <ul style="list-style-type: none"> • ELA: 14% • Math: 12% Baseline was established with the	Spring 22 <ul style="list-style-type: none"> • ELA: 68% • Math: 60% Distance from State: <ul style="list-style-type: none"> • ELA: 14% • Math: 12% 	Spring 23 <ul style="list-style-type: none"> • ELA: 65% • Math: 59% Distance from State: <ul style="list-style-type: none"> • ELA: 15% • Math: 18% 		Achieve a distance from state of 15% in ELA and 13% in math.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	21-22 scores, due to 20-21 COVID impact on assessment.				
iReady; increased percentage of 9-12 students at or above grade level when comparing fall to spring data	<p>Fall 21</p> <ul style="list-style-type: none"> • ELA: 52% • Math: 38% <p>Spring 22</p> <ul style="list-style-type: none"> • ELA: 47% • Math: 38% <p>Increase Percentage</p> <ul style="list-style-type: none"> • ELA: -5. % • Math: .3 % <p>Baseline was established with the 21-22 scores, due to 20-21 COVID impact on assessment.</p>	<p>Fall 21</p> <ul style="list-style-type: none"> • ELA: 52% • Math: 38% <p>Spring 22</p> <ul style="list-style-type: none"> • ELA: 47% • Math: 38% <p>Increase Percentage</p> <ul style="list-style-type: none"> • ELA: -5. % • Math: .3 % 	<p>Fall 22</p> <ul style="list-style-type: none"> • ELA: 49% • Math: 38% <p>Spring 23</p> <ul style="list-style-type: none"> • ELA: 55% • Math: 52% <p>Increase Percentage</p> <ul style="list-style-type: none"> • ELA: 6% • Math: 14% 		Achieve an increase percentage from fall to spring of 2% in ELA and 7% in math.
CAASPP met or exceed grade level standards; grades 3-8, 11	<p>Spring 22</p> <ul style="list-style-type: none"> • ELA: 58% • Math: 43% <p>Baseline was developed from the 2021-2022 CAASPP data.</p>	<p>Spring 22</p> <ul style="list-style-type: none"> • ELA: 58% • Math: 43% 	<p>Spring 23</p> <ul style="list-style-type: none"> • TBD 		4% increase of students, grades 3-8 and 11, who met or exceeded grade-level standards in ELA and math
LCAP Survey Results	Percent of educational partners that felt the student has access to	Percent of educational partners that felt the student has access to	Percent of educational partners that felt the student has access to		Percent of educational partners that feel the students have access

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>rigorous curriculum and resources that allow them to access and master grade-level standards in the core content areas: English language arts, math, history, science, and physical education based on 20-21 LCAP survey results:</p> <p>Parents 96.9% Students 100% Teachers/Staff 100%</p>	<p>rigorous curriculum and resources that allow them to access and master grade-level standards in the core content areas: English language arts, math, history, science, and physical education based on 21-22 LCAP survey results:</p> <p>Parents 98.4% Students 91.7% Teachers/Staff 100%</p>	<p>rigorous curriculum and resources that allow them to access and master grade-level standards in the core content areas: English language arts, math, history, science, and physical education based on 22-23 LCAP survey results:</p> <p>Parents 100% Students 100% Teachers/Staff 100%</p>		<p>to rigorous curriculum and resources that allow them to access and master grade-level standards in the core content areas: English language arts, math, history, science, and physical education based on LCAP survey results:</p> <p>Parents 95% Students 95% Teachers/Staff 98%</p>
<p>ELPAC Assessment</p> <p>Percentage of students that increased one or more levels on the ELPAC</p> <p>Percentage of Students Redesignated Fluent English Proficient (RFEP)</p>	<p>0%</p> <p>RFEP 0%</p>	<p>0%</p> <p>RFEP 0%</p>	<p>% (TBD)</p> <p>RFEP (TBD)</p>		<p>37% of students will increase one level on the ELPAC</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Student Achievement	1.1 The school leadership team and the instructional staff will collect, analyze and synthesize student achievement data with the goal of developing consistent, rigorous, and engaging instructional practices and strategies across all courses, for all grade levels, and for all student groups.	\$5,506.00	No
1.2	Student Monitoring	1.2 The school will monitor all students, including SED pupils, foster youth, English learners, students with disabilities, and students at risk for not meeting standards, for proficiency on state and local assessments, and implement intensive, targeted plans to increase achievement in identified areas.	\$19,420.00	Yes
1.3	Broad Course of Study	1.3. All students will have access to a broad course of study and materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards-aligned content.	\$1,021,105.00	No
1.4	Professional Development	1.4 Identify and implement professional development opportunities for teachers to equip them with information and resources to better serve their SED pupils, foster youth, English learners, and students with disabilities, and parents using the California Standards for the Teaching Profession. Create and execute a reflective process to determine the effectiveness of the provided professional development opportunities.	\$80,121.00	Yes
1.5	Parent Trainings	1.5 Provide parent trainings and learning opportunities on a variety of topics to increase educational partner engagement, increase academic achievement in our students, and to better equip our parents, specifically parents of SED pupils, foster youth, English learners, and students with disabilities, to support the teacher in the education of their child.		Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Curriculum Review	1.6 The leadership team and instructional staff will develop strategies to further review and refine the curriculum to ensure the approved curriculum is engaging and rigorous and supports college and career readiness.		No
1.7	Intervention Process	1.7 Increase collaboration across departments to streamline intervention processes for SED, English learners, foster youth, and students at risk of not meeting standards and strengthen measures to evaluate the effectiveness of student interventions.		Yes
1.8	Transitional Kindergarten	1.8 The school will continue to expand and improve its services to current transitional kindergarten students.		No
1.9	Title I	1.9 We will monitor our students identified as eligible for Title I-funded intervention programs and resources for proficiency on state and local assessments, in all content areas, and implement intensive, targeted plans to increase achievement in identified areas.		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 in the planned actions and the actual implementation of these actions.

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

Action 8 was budgeted for the implementation of the universal pre-kindergarten multi year planning grant. The school changed that plan and did not spend the grant allocation that had been budgeted.

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

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

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

This analysis was also the driving factor in the creation of a new intervention program. The intervention program was updated to more effectively target our unduplicated student population, through research-based intervention curricula and programs such as Read 180 and Orton-Gillingham-based reading groups.

The school improved its EL program this year by expanding its virtual designated English Language Development classes using National Geographic Learning ELT Curriculum. The program also continued its use of an EL-designated curriculum, small group tutoring sessions, and one-on-one support of a personalized educational plan. We are still awaiting ELPAC scores for the 2022-2023 school year as of the adoption of the LCAP. Due to the enrollment of a large group of students in the early spring of this year, the ELPAC was still being administered through the end of the 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.

With the inclusion of Title I goals in the LCAP beginning this year, action item 1.9 has been added. "We will monitor our students identified as eligible for Title I-funded intervention programs and resources for proficiency on state and local assessments in all content areas and implement intensive, targeted plans to increase achievement in identified areas."

The K-8 iReady metric and desired outcome were updated due to a significant change in the school's unduplicated student count this year. Comparing year-over-year data did not accurately reflect the impact of the school's efforts due to the change in student population. Instead, the school is now looking at spring (post) assessment scores and comparing them to the state assessment scores to track progress toward the goal of maintaining a specific distance from the state average. By shifting the focus to spring (post) assessment scores and comparing them to the state average, the school can evaluate the current performance of its students and provide a more up-to-date understanding of their achievement levels. Additionally, this approach accounts for the changes in the student population while focusing on current student performance.

The 9-12 iReady metric was also updated to no longer compare year-over-year data, but to focus on fall (pre) to spring (post) assessment data and the increased percentage of students at or above grade level. Due to the significant change in the unduplicated student population, it made comparing year-over-year data difficult to isolate the impact of the school's initiatives. By shifting to pre-to-post data, the focus is now on tracking progress within the same cohort of students, which provides a more accurate assessment of the school's efforts. These changes will provide consistency to student groups and enable the school to better track student progress and growth.

Action item 1.8 was changed to "The school will continue to expand and improve its services to current transitional kindergarten students" and removed the language focusing on teacher credentialing. The school has already identified the credentialing requirements of serving transitional kindergarten students within the school's educational model and complied.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Research shows that consistent attendance is a critical factor in student achievement, especially for students who are at risk of failing to meet academic standards. Sage Oak has chosen the maintenance goal of promoting a high average daily attendance (ADA) percentage through hiring and training high-quality teachers and support staff, creating a positive school culture, and implementing best practices for students and staff social-emotional needs, as measured by our chronic absenteeism rates, ADA rates, suspension and expulsion rates, classified and certificated proper assignments, and the LCAP survey results.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate	1.6%	3.39%	2.5%		7% or less chronic absenteeism rate
ADA Rate	99.55%	99.04%	99%		97% or higher ADA rate
Expulsion Rate	0%	0%	0%		An expulsion rate of 1% or lower
Suspension Rate	0%	0%	0%		A suspension rate of 1% or lower

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Certificated Proper Assignments	100% of our certificated positions are appropriately assigned	100% of our certificated positions are appropriately assigned	100% of our certificated positions are appropriately assigned		100% of our certificated positions are appropriately assigned
Classified Proper Assignments	100% of our classified positions are appropriately assigned	100% of our classified positions are appropriately assigned	100% of our classified positions are appropriately assigned		100% of our classified positions are appropriately assigned
LCAP Educational Partner Survey	Percent of educational partners that felt the school and teacher/EA value our student's background, culture, and diversity based on 20-21 LCAP survey results: Parents 90.6% Teachers/Staff 100%	Percent of educational partners that felt the school and teacher/EA value our student's background, culture, and diversity based on 21-22 LCAP survey results: Parents 96.82% Teachers/Staff 100%	Percent of educational partners that felt the school and teacher/EA value our student's background, culture, and diversity based on 22-23 LCAP survey results: Parents 96.7% Teachers/Staff 100%		Percent of educational partners that felt the school and teacher/EA value our student's background, culture, and diversity based on LCAP survey results: Parents 95% Teachers/Staff 98%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Recruit and Retain	2.1 Recruit and retain highly qualified certificated teachers and leadership and maintain their appropriate assignment in the subject areas of the pupils they are teaching or overseeing; hire and maintain highly qualified classified staff according to their job description.	\$3,383,971.00	No
2.2	Social-Emotional Needs	2.2 Continue to implement a plan to address the social, emotional, and mental health needs of students, specifically SED, English learners, and foster youth, and staff that includes preventive, responsive, and aftercare action plans to include collection and review of data for the	\$21,543.00	Yes

Action #	Title	Description	Total Funds	Contributing
		effectiveness of plan/actions and allocation of resources and professional development.		
2.3	Multi-Culturalism	2.3 The school will continue to encourage multiculturalism through professional development in cultural awareness and multicultural learning opportunities.		Yes
2.4	Recruit and Retain	2.4 Recruit and retain highly qualified certificated and classified art teachers and support staff under the guidelines of Prop 28, thus allowing the school to provide a more robust art program.	\$6,375.00	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 in the planned actions and the actual implementation of these actions.

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

Action 1 was budgeted at \$1,932,975 with estimated actuals coming in at \$2,038,655. The increase can be explained by a one-time, board approved, off schedule payment to staff.

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

The school has successfully implemented action items focused on recruiting and retaining highly qualified certificated teachers and leadership, as well as maintaining their appropriate assignment in the subject areas of the pupils they are teaching or overseeing. This has been achieved by offering competitive compensation packages, providing professional development opportunities, and creating a positive and supportive work environment. As a result, the school has been able to attract and retain a talented and dedicated teaching staff, which has positively impacted the academic performance and success of students. This was a challenge this year due to professionals in education resigning from positions and the career field at a very high rate. Maintaining and recruiting high-quality educators was more challenging than in previous years. However, Sage Oak was able to hire the necessary teachers and provided the needed support to students.

In addition, the school has also prioritized hiring and maintaining highly qualified classified staff according to their job descriptions. This has been accomplished by utilizing a rigorous recruitment and selection process, providing ongoing training and development opportunities, and ensuring that staff members are appropriately compensated for their skills and expertise. As a result, the school has been able to create a cohesive and effective support team that has contributed to the overall success of students.

The school has also continued to implement a plan to address the social, emotional, and mental health needs of students, specifically those who are SED, English learners, and foster youth, as well as staff members. This plan includes preventive, responsive, and aftercare action plans, which are regularly reviewed for effectiveness and allocation of resources and professional development. By prioritizing the mental health and well-being of both students and staff, the school has created a safe and inclusive environment that supports academic and personal growth.

Finally, the school has prioritized encouraging multiculturalism through professional development in cultural awareness and multicultural learning opportunities. This has been accomplished by providing regular training and development opportunities, such as Third Option, for staff members, and celebrating cultural events and traditions. By prioritizing multiculturalism, the school has created a community that values diversity, promotes inclusivity, and prepares students for success in an increasingly globalized world.

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 school has added action item 2.4 “Recruit and retain highly qualified certificated and classified art teachers and support staff under the guidelines of Prop 28, thus allowing the school to provide a more robust art program.” This action item was added as a result of the recently passed legislation, Prop 28, which includes funding specifically for arts education, with a requirement for a specific portion to be spent on staffing.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Sage Oak has chosen the maintenance goal of establishing connections and partnerships with our educational partners through meaningful communication and opportunities for input in the decision-making process in order to increase engagement and involvement, and to ensure safety and satisfaction in supporting student learning and achievement as measured by our LCAP participation rates and survey results. As described in the California Department of Education Quality Schooling Framework, parental involvement in a student's education is consistently found to be positively associated with a student's academic performance. Students are much more likely to graduate when they are supported by schools, families, and communities working together toward their success.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LCAP Parent Survey Participation Rate	Baseline was established with data from the 20-21 school year. 11.2%	21-22 25.3%	22-23 13%		15% or more of our parents will complete the LCAP survey.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LCAP Student Survey Participation Rate	Baseline was established with data from the 20-21 school year. .9%	21-22 2.8%	22-23 2%		2% or more of our students will complete the LCAP survey.
LCAP Staff Survey Participation Rate	Baseline was established with data from the 20-21 school year. 40.5%	21-22 Data 32%	21-22 Data 32%		60% or more of our teachers will complete the LCAP survey.
LCAP Survey Results	Percent of educational partners that felt safe, valued, and respected based on 20-21 LCAP survey results: Parents 90.6% Students 100% Teachers/Staff 100%	Percent of educational partners that felt safe, valued, and respected based on 21-22 LCAP survey results: Parents 100% Students 100% Teachers/Staff 100%	Percent of educational partners that felt safe, valued, and respected based on 22-23 LCAP survey results: Parents 90% Students 100% Teachers/Staff 100%		Percent of educational partners that felt safe, valued, and respected based on LCAP survey results: Parents 95% Students 95% Teacher/Staff 98%
LCAP Survey Results	Percent of educational partners that felt overall satisfied with the school based on 20-21 LCAP survey results: Parents 93.8% Students 100% Teachers/Staff 100%	Percent of educational partners that felt overall satisfied with the school based on 21-22 LCAP survey results: Parents 96.82% Students 91.66% Teachers/Staff 100%	Percent of educational partners that felt overall satisfied with the school based on 22-23 LCAP survey results: Parents 96.7% Students 100% Teachers/Staff 100%		Percent of educational partners that felt overall satisfied with the school based on LCAP survey results: Parents 95% Students 95% Teachers/Staff 98%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LCAP Survey Results	Percent of educational partners that felt the school demonstrates good effort in providing opportunities for involvement and input based on 20-21 LCAP survey results: Parents 100%	Percent of educational partners that felt the school demonstrates good effort in providing opportunities for involvement and input based on 21-22 LCAP survey results: Parents 96.82%	Percent of educational partners that felt the school demonstrates good effort in providing opportunities for involvement and input based on 22-23 LCAP survey results: Parents 93.1%		Percent of educational partners that felt the school demonstrates good effort in providing opportunities for involvement and input based on LCAP survey results: Parents 98%
LCAP Survey Results	Percent of educational partners that felt the student's teacher/EA or school regularly communicate my student's progress based on 20-21 LCAP survey results: Parents 96.9% Students 100% Teachers/Staff 100%	Percent of educational partners that felt the student's teacher/EA or school regularly communicate my student's progress based on 21-22 LCAP survey results: Parents 98.7% Students 92.85% Teachers/Staff 100%	Percent of educational partners that felt the student's teacher/EA or school regularly communicate my student's progress based on 22-23 LCAP survey results: Parents 90% Students 100% Teachers/Staff 100%		Percent of educational partners that felt the student's teacher/EA or school regularly communicate my student's progress based on LCAP survey results: Parents 95% Students 95% Teachers/Staff 98%
Safety Plan Review and Training	The school's safety plan was updated and reviewed in March 2021.	The school's safety plan was updated and reviewed in March 2022.	The school's safety plan was updated and reviewed in March 2023.		The school's safety plan will have been updated and reviewed in March annually.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	School Site Council and ELAC	3.1 We will maintain a parent advisory committee and an English learner advisory council (when required) to increase educational partner engagement with parents, teachers, and students.		Yes
3.2	Build Partnerships	3.2 We will build partnerships for student outcomes by sending notifications of surveys, educational partner meetings, and Board of Directors public meetings, in a timely manner, to all families, through emails, the school website, and other social media outlets while encouraging the participation and engagement of our underrepresented families.	\$40,533.00	No
3.3	Safe Environment	3.3 We will build relationships by ensuring that all parents, students, and employees feel that our schools are providing a safe, positive, inclusive, welcoming, and pleasing learning environment.	\$31,841.00	No
3.4	Vetting Community Providers	3.4 The school will properly vet all newly acquired community providers to ensure standards alignment and safety of students.	\$21,785.00	No
3.5	Safe Learning Environment	3.5 The school will continue to maintain a safe learning environment for all students by training the teachers and staff on school-wide safety plans.	\$157,794.00	No
3.6	Title I	3.6 To increase student academic achievement, we will strengthen parent, school, and community partnerships by providing parents and guardians of students participating in Title I-funded programs the opportunity to participate in a meaningful way in Title I information and input meetings and the development of the Parent and Family Engagement Policy and the School-Parent Compact.		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.

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

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

There are no material differences between budget and estimated actuals for this goal.

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

The implementation of several action items has made the school successful in increasing educational partner engagement with parents, teachers, and students. One of the most notable actions is the maintenance of a School Site Council and an English learner advisory council. These groups provide a platform for parents to share their concerns, suggestions, and feedback on various school-related matters. This approach helps create a sense of ownership and shared responsibility between the school and parents, thereby improving the school's overall performance. In order to continue to increase engagement opportunities, the school established a Parent Advisory Committee in lieu of a School Site Council for the 23-24 school year.

Another key action item that has contributed to the school's success is the building of partnerships for student outcomes. The school has made a conscious effort to keep all families informed of surveys, educational partner meetings, and the Board of Directors' public meetings through emails, the school website, and other social media outlets. This move has encouraged the participation and engagement of underrepresented families, thus providing an inclusive environment for all.

The school's commitment to building relationships has also played a significant role in its success. By ensuring that all parents, students, and employees feel that the schools are providing a safe, positive, inclusive, welcoming, and pleasing learning environment, the school has created a conducive atmosphere for learning. This approach has also helped build trust between the school and the community.

The school has also prioritized the safety of students by vetting all newly acquired community providers to ensure standards alignment and student safety. Additionally, the school has continued to maintain a safe learning environment by training teachers and staff on school-wide safety plans. This approach has helped create a secure learning environment for all students.

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

The school added action item 3.6 “To increase student academic achievement, we will strengthen parent, school, and community partnerships by providing parents and guardians of students participating in Title I-funded programs the opportunity to participate in a meaningful way in Title I information and input meetings and the development of the Parent and Family Engagement Policy and the School-Parent Compact” was added to specifically increase engagement and partnerships with those families with students who are Title I eligible, which will increase student achievement.

The school has established a Parent Advisory Council, in lieu of a School Site Council, beginning in the 2023-2024 school year. Action item 3.1 has been updated to reflect this change.

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

Goals and Actions

Goal

Goal #	Description
4	We will ensure that students are on track to graduate from high school and are college and career ready.

An explanation of why the LEA has developed this goal.

Sage Oak has chosen the broad goal to ensure that students are on track to graduate from high school and are college and career ready as measured by our graduation rates, college and career readiness rates, and LCAP survey results. Positive outcomes are anticipated through the expansion of college and career readiness pathways. In the CTE Fact Sheet for School Leaders, the California Department of Education reports that students taking both academic and technical courses have lower dropout rates and better achievement gains than other students. CTE increases school engagement and results in a higher high school graduation rate and percentage of students going to college. Additionally, implementing AVID will help to establish a college-going culture, especially for students who may be the first in their family to attend a college or university or be from a group historically underrepresented in four-year colleges.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate	100% graduation rate	100% graduation rate	83% anticipated graduation rate		We will maintain a graduation rate of 90% or higher
College/Career Prepared	57% College and Career Prepared	33% College and Career Prepared	67% Anticipated College and Career Prepared		A 3% increased of students that are college and career prepared or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					approaching prepared.
LCAP Survey Results	Percent of educational partners that felt the school provided support for high school students to be on the correct path to graduate from high school and to become college and career ready based on the 20-21 LCAP survey results: Parents 100% Teachers/Staff 100%	Percent of educational partners that felt the school provided support for high school students to be on the correct path to graduate from high school and to become college and career ready based on the 21-22 LCAP survey results: Parents 100% Teachers/Staff 96.66%	Percent of educational partners that felt the school provided support for high school students to be on the correct path to graduate from high school and to become college and career ready based on the 22-23 LCAP survey results: Parents 71.4% Teachers/Staff 100%		Percent of educational partners that felt the school provided support for high school students to be on the correct path to graduate from high school and to become college and career ready based on the LCAP survey results: Parents 95% Teachers/Staff 98%
LCAP Survey Results	Percent of educational partners that felt the school has provided opportunities for high school students to participate in Career Technical Education courses or graduation pathways based on the 20-21 LCAP survey results: Parents 75%	Percent of educational partners that felt the school has provided opportunities for high school students to participate in Career Technical Education courses or graduation pathways based on the 21-22 LCAP survey results: Parents 92.3%	Percent of educational partners that felt the school has provided opportunities for high school students to participate in Career Technical Education courses or graduation pathways based on the 22-23 LCAP survey results: Parents 83.3%		Percent of educational partners hat felt the school has provided opportunities for high school students to participate in Career Technical Education courses or graduation pathways based on the LCAP survey results: Parents 95%

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	College and Career Readiness	4.1 Continue to develop comprehensive college and career readiness pathways and supports to ensure all students, including SWD, are deemed college and career ready as measured by the CA Dashboard.	\$23,834.00	No
4.2	Monitoring Students	4.2 Monitor and support all students transitioning into high school, identify students that are at risk of not meeting standards, SED, English learners, foster youth, and SWD, and implement processes to keep them on track to graduate from high school while being college and career ready.	\$500,072.00	Yes
4.3	CTE Offerings	4.3 Maintain and increase the school's current CTE program offerings.	\$2,282.00	No
4.4	AVID Program	4.4 Implement an AVID program to help students develop academic habits including organization, study skills, time management, self-advocacy, critical thinking, and college-level writing skills in order to strengthen college and career readiness and cultivate a college-going culture	\$2,282.00	No
4.5	Special Education Program Development and Implementation	4.5 The school will continue to develop and implement a comprehensive Special Education High School Certificate Program and Adult Transition Program to support the educational and transitional needs of students with special needs.		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 in the planned actions and the actual implementation of these actions.

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

There are no material differences between budget and estimated actuals for this goal.

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

The school's efforts to develop comprehensive college and career readiness pathways and supports have been successful in supporting all students, including those with disabilities, to be deemed college and career-ready. The school has maintained or seen an increase in the number of students meeting college and career readiness standards, which is a testament to the effectiveness of the action items. By providing tailored support and resources to students who need it, the school has been able to close the achievement gap and ensure that all students are prepared for life beyond high school.

Additionally, the school has been successful in monitoring and supporting students transitioning into high school, particularly those who are at risk of not meeting standards. Through targeted interventions and support, such as the school's multi-tiered system of support and counseling, the school has been able to keep these students on track to graduate from high school while also being college and career-ready. This has been particularly important for students who are socio-economically disadvantaged, English learners, foster youth, and students with disabilities, who often face additional barriers to success.

Finally, the school has maintained and increased its current career and technical education program offerings. This has been critical in preparing students for the workforce, as well as providing them with the necessary skills and knowledge to succeed in college. By providing a variety of career-focused programs and opportunities, the school has been able to engage students who may not have otherwise been interested in pursuing higher education or a career. Overall, the school's commitment to college and career readiness has been a success, and students are better prepared for their futures as a result.

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 school added action item 4.4 "Implement an AVID program to help students develop academic habits including organization, study skills, time management, self-advocacy, critical thinking, and college-level writing skills in order to strengthen college and career readiness and cultivate a college-going culture," as the school is now implementing AVID with its Virtual Learning Academy and high school program.

The school added action item 4.5 “The school will continue to develop and implement a comprehensive Special Education High School Certificate Program and Adult Transition Program to support the educational and transitional needs of students with special needs,” in response to consulting the SELPA and identifying a need to expand and further develop our special education adult transition and certificate programs.

The school made the decision to remove the “approaching college and career preparedness rate” from the metric due to the state suspension of the college and career readiness rate from the California State Dashboard until the 2023-2024 academic year. Furthermore, the state has plans to update the criteria for determining if a student is approaching college and career preparedness. This means that the existing criteria used to measure this rate would likely be revised or replaced in the future. In light of this anticipated change, it was deemed appropriate to remove the approaching metric.

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)
\$264,428	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.48%	0.00%	\$0.00	6.48%

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

Required Descriptions

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

With the use of supplemental funding that is dedicated to increasing and improving services for students who are socioeconomically disadvantaged, English Learners, and/or foster youth, this section of the LCAP describes the resources provided to support the academic achievement of all students.

Student needs and gaps in learning are identified through data analysis of local assessments and educational partners' input. Evidence-based research accessed through the CDE MTSS, EdReports.org, and What Works Clearinghouse provided guidance to determine how to best address these complex needs, the most effective use of funds, and prioritize actions and services to improve achievement outcomes for unduplicated students. Metrics have been determined for each goal to monitor the effectiveness of these actions and services and track student progress in order to ensure accountability.

Goal 1 is focused on the improvement of academic achievement by ensuring effective instruction and a challenging and engaging curriculum, and in language arts and mathematics for all students, especially socio-economically disadvantaged (SED), foster youth, English learners (EL), and students with disabilities (SWD). Action 1.2 ensures the monitoring of students who are socioeconomically disadvantaged, English

Learners, foster youth, and students with disabilities (SWD) for proficiency on state and local assessments and the implementation of targeted plans to increase achievement in identified areas. The addition of an Assistant Director of Multi-Tiered Systems of Support and a Lead Coordinator of Targeted Support, whose roles are dedicated to the support of SED, English learner, and foster youth populations, will allow these students' complex needs to be identified and addressed in agile ways.

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

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

Goal 3 is designed to specifically address the needs of English learners, socio-economically disadvantaged students, and foster youth by establishing connections and partnerships with educational partners through meaningful communication and opportunities for input in the decision-making process. By prioritizing engagement and involvement, the school can ensure that the needs and perspectives of these student groups are taken into account in decision-making processes. This can help to create a more inclusive and supportive learning environment that addresses the unique challenges faced by these students.

Goal 4, action item 4.3, focuses on ensuring that students are on track to graduate from high school and are college and career ready. Critical functions of the Education Advisors and high school support staff include providing support to students transitioning into high school, identifying students that are struggling, monitoring students who are socioeconomically disadvantaged, English learners, and foster youth, and implementing processes to keep them on track to graduate from high school while being college and career ready. Research shows that the unduplicated student group is less likely to have a post-secondary education. Education Advisors create a customized course plan that ensures college and career readiness, as well as frequent check-ins, course counseling, and college application assistance, increasing the

likelihood that these students are more likely to attend college. Additionally, Education Advisors and school counselors help locate scholarships, understand and complete FAFSA forms, and assist students with enrolling in free community college courses while in high school. Education Advisors play a key role in dropout prevention as well. Research shows that personalizing the learning environment, supporting student engagement, and providing academic support and enrichment are effective strategies for reducing dropout rates and, in turn, resulting in increased graduation and college and career readiness rates.

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

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

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

Teachers were trained on how to differentiate instruction for students with varying language proficiency levels, as well as incorporating students' cultural backgrounds into the curriculum. Effective instructional strategies, trauma-informed care, and the use of technology to enhance learning opportunities were also further developed. By equipping educators with these skills, they are better able to support the academic and social-emotional growth of foster youth, English learners, and low-income students.

In addition, the school is providing technology to ensure students have access to and engage with the curriculum and learning opportunities and to bridge the digital divide that often affects these student groups. These student groups often lack access to reliable internet and devices at home, which can impede their ability to complete assignments and participate in online learning activities. By providing technology such as laptops and Wi-Fi hotspots, schools are ensuring that these students can access the curriculum and learning opportunities they need to succeed.

Overall, these efforts are helping to ensure that all students have access to the resources and support they need to succeed academically and beyond. By investing in evidence-based interventions, teacher professional development, and technology, the school is working to close opportunity gaps and ensure that every student has an equal chance to succeed.

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

Not applicable to Sage Oak Charter School

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	1:84	
Staff-to-student ratio of certificated staff providing direct services to students	1:6	

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$4,493,474.00	\$776,883.00		\$48,107.00	\$5,318,464.00	\$4,076,235.00	\$1,242,229.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Student Achievement	All Students with Disabilities	\$4,868.00	\$638.00			\$5,506.00
1	1.2	Student Monitoring	English Learners Foster Youth Low Income	\$16,453.00	\$2,967.00			\$19,420.00
1	1.3	Broad Course of Study	All Students with Disabilities	\$986,637.00	\$34,468.00			\$1,021,105.00
1	1.4	Professional Development	English Learners Foster Youth Low Income	\$34,858.00	\$45,263.00			\$80,121.00
1	1.5	Parent Trainings	English Learners Foster Youth Low Income					
1	1.6	Curriculum Review	All Students with Disabilities					
1	1.7	Intervention Process	English Learners Foster Youth Low Income					
1	1.8	Transitional Kindergarten	All Students with Disabilities					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.9	Title I	All Students with Disabilities					
2	2.1	Recruit and Retain	All Students with Disabilities	\$2,654,839.00	\$681,471.00		\$47,661.00	\$3,383,971.00
2	2.2	Social-Emotional Needs	English Learners Foster Youth Low Income	\$21,543.00				\$21,543.00
2	2.3	Multi-Culturalism	English Learners Foster Youth Low Income					
2	2.4	Recruit and Retain	All Students with Disabilities		\$6,375.00			\$6,375.00
3	3.1	School Site Council and ELAC	English Learners Foster Youth Low Income					
3	3.2	Build Partnerships	All Students with Disabilities	\$40,533.00				\$40,533.00
3	3.3	Safe Environment	All Students with Disabilities	\$31,841.00				\$31,841.00
3	3.4	Vetting Community Providers	All Students with Disabilities	\$21,785.00				\$21,785.00
3	3.5	Safe Learning Environment	All Students with Disabilities	\$157,348.00			\$446.00	\$157,794.00
3	3.6	Title I	English Learners Foster Youth Low Income					
4	4.1	College and Career Readiness	All Students with Disabilities	\$23,185.00	\$649.00			\$23,834.00
4	4.2	Monitoring Students	English Learners Foster Youth Low Income	\$499,584.00	\$488.00			\$500,072.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.3	CTE Offerings	All Students with Disabilities		\$2,282.00			\$2,282.00
4	4.4	AVID Program	All Students with Disabilities		\$2,282.00			\$2,282.00
4	4.5	Special Education Program Development and Implementation	Students with Disabilities					

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
\$4,080,609	\$264,428	6.48%	0.00%	6.48%	\$572,438.00	12.00%	26.03 %	Total:	\$572,438.00
								LEA-wide Total:	\$572,438.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Student Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$16,453.00	
1	1.4	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$34,858.00	
1	1.5	Parent Trainings	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		2%
1	1.7	Intervention Process	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		5%
2	2.2	Social-Emotional Needs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$21,543.00	
2	2.3	Multi-Culturalism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.1	School Site Council and ELAC	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.6	Title I	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		5%
4	4.2	Monitoring Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$499,584.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,764,377.00	\$3,590,583.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Student Achievement	No	\$5,119.00	\$5,119
1	1.2	Student Monitoring	Yes	\$171,769.00	\$171,679
1	1.3	Broad Course of Study	No	\$1,066,253.00	\$795,669
1	1.4	Professional Development	Yes	\$32,693.00	\$32,693
1	1.5	Parent Trainings	Yes		
1	1.6	Curriculum Review	No		
1	1.7	Intervention Process	Yes		
1	1.8	Transitional Kindergarten	No	\$8,800.00	0
2	2.1	Recruit and Retain	No	\$1,932,975.00	\$2,038,655
2	2.2	Social-Emotional Needs	Yes	\$30,911.00	\$30,911

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Multi-Culturalism	No	\$550.00	\$550
3	3.1	School Site Council and ELAC	Yes		
3	3.2	Build Partnerships	No	\$64,672.00	\$64,672
3	3.3	Safe Environment	No		
3	3.4	Vetting Community Providers	No		
3	3.5	Safe Learning Environment	No		
4	4.1	College and Career Readiness	No		
4	4.2	Monitoring Students	Yes	\$450,635.00	\$450,635
4	4.3	CTE Offerings	No		

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)
	\$498,548.00	\$498,548.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Student Monitoring	Yes	\$17,002.00	17002		
1	1.4	Professional Development	Yes				
1	1.5	Parent Trainings	Yes				
1	1.7	Intervention Process	Yes				
2	2.2	Social-Emotional Needs	Yes	\$30,911.00	30911		
3	3.1	School Site Council and ELAC	Yes				
4	4.2	Monitoring Students	Yes	\$450,635.00	450635		

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)
\$3,675,836		0%	0.00%	\$498,548.00	0.00%	13.56%	\$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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