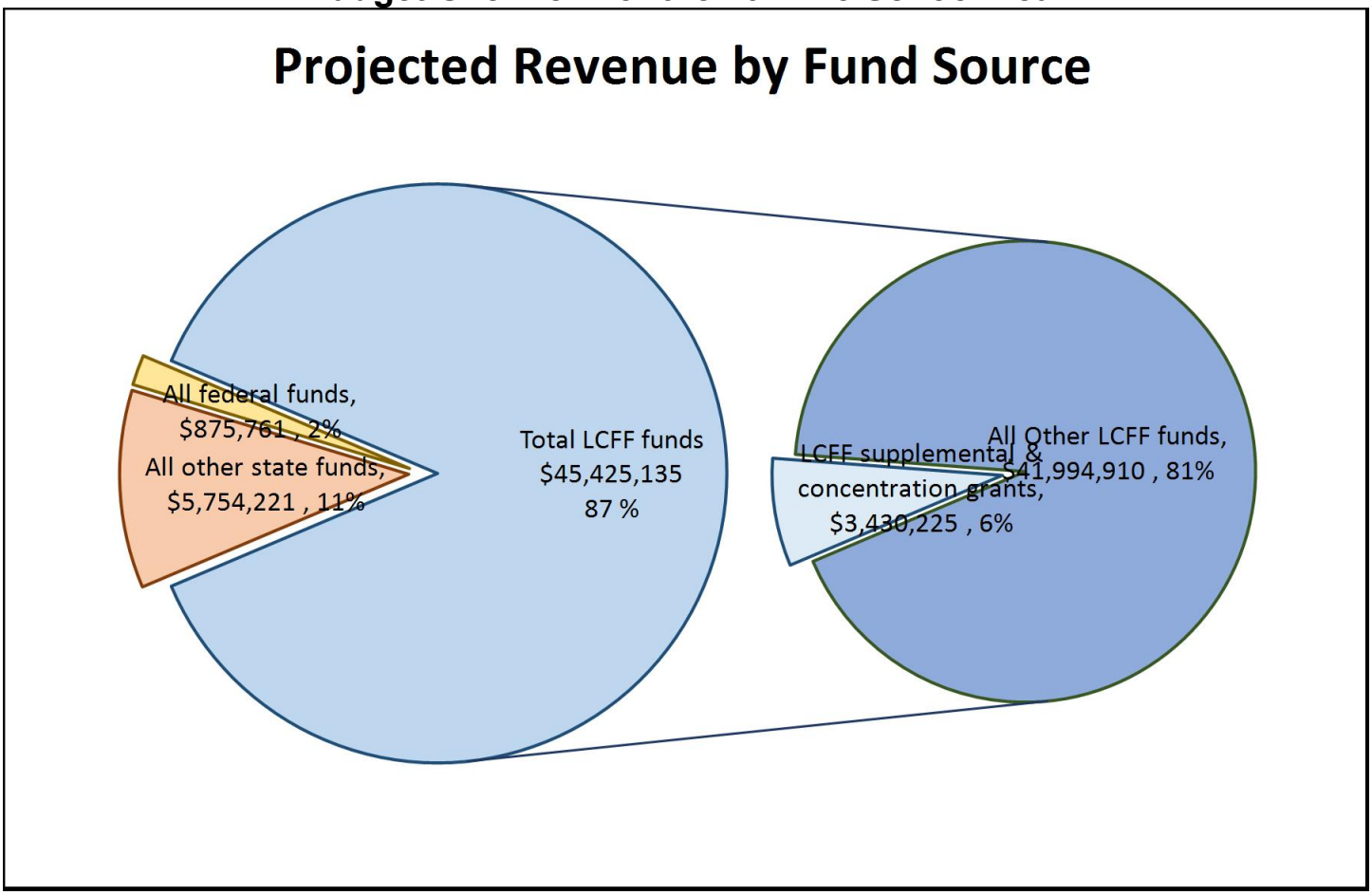
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sage Oak Charter School
CDS Code: 36-67736-0136069
School Year: 2024-25
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 2024-25 School Year

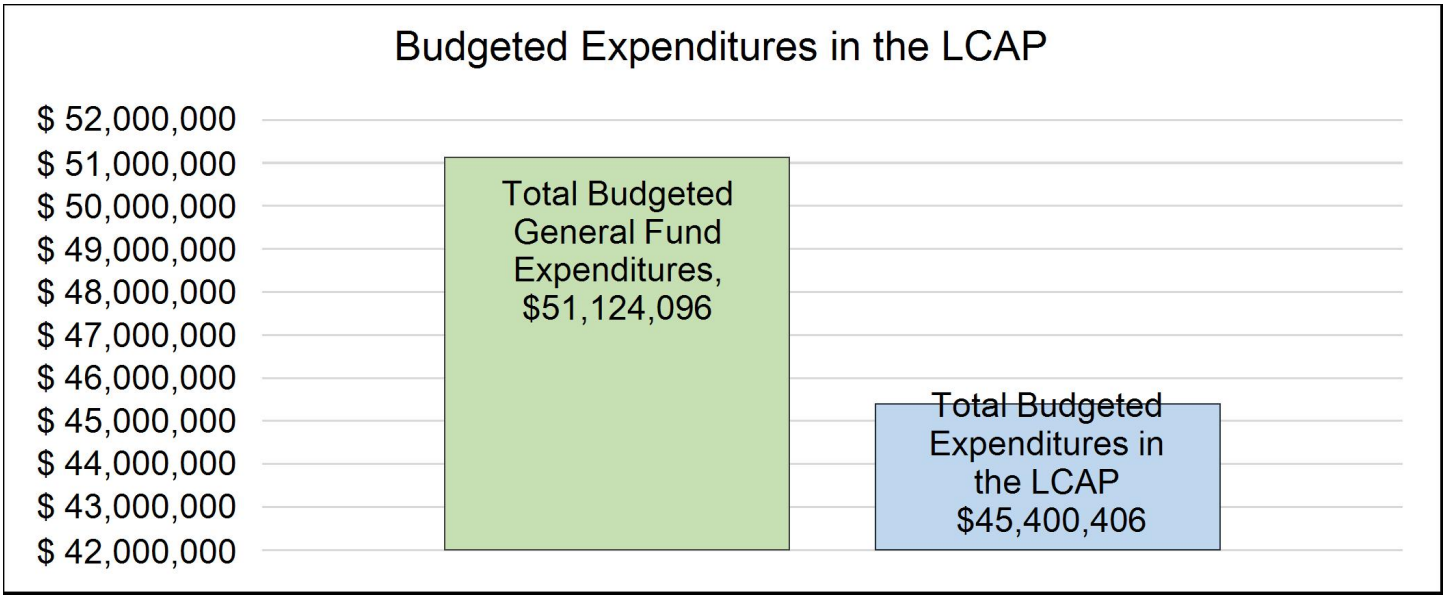


This chart shows the total general purpose revenue Sage Oak Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sage Oak Charter School is $52,055,117, of which $45,425,135 is Local Control Funding Formula (LCFF), $5,754,221 is other state funds, $0 is local funds, and $875,761 is federal funds. Of the $45,425,135 in LCFF Funds, $3,430,225 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Sage Oak Charter School plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Sage Oak Charter School plans to spend $51,124,096 for the 2024-25 school year. Of that amount, $45,400,406.00 is tied to actions/services in the LCAP and $5,723,690 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

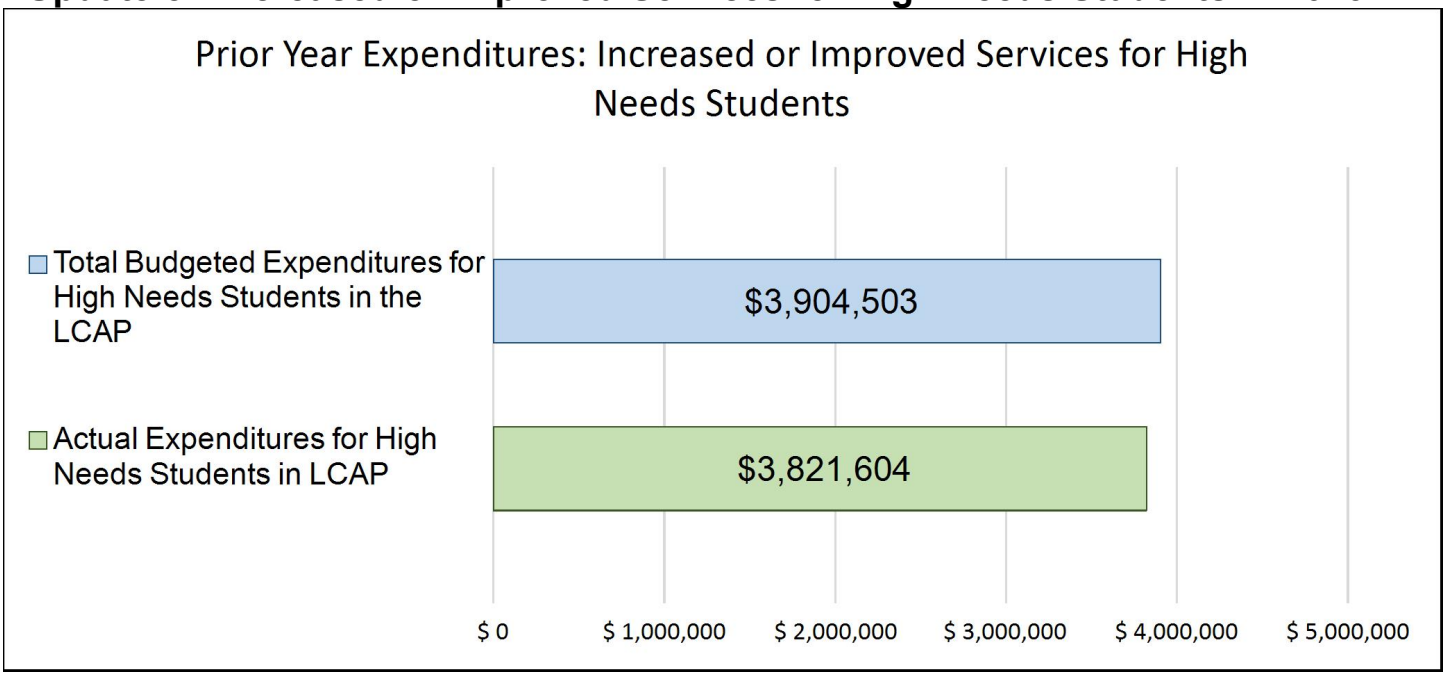
Significant expenditures not included in the LCAP are authorizer oversight fees, projected legal fees, liability and property insurance, administrative facilities and utilities, and other minor costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Sage Oak Charter School is projecting it will receive $3,430,225 based on the enrollment of foster youth, English learner, and low-income students. Sage Oak Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Sage Oak Charter School plans to spend $33,377,386.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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

The text description of the above chart is as follows: In 2023-24, Sage Oak Charter School's LCAP budgeted $3,904,503.00 for planned actions to increase or improve services for high needs students. Sage Oak Charter School actually spent $3,821,604.00 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-82,899 had the following impact on Sage Oak Charter School’s ability to increase or improve services for high needs students:

The difference between planned LCAP expenditures and actual costs is largely due to vacant positions.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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

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.

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: • ELA: 70% • Math: 60% Distance from State: • ELA: 18% • Math: 13% Baseline was established with the 21-22 scores, due to 20-21 COVID impact on assessment.	Spring 22: • ELA: 70% • Math: 60% Distance from State: • ELA: 18% • Math: 13%	Spring 23: • ELA: 64% • Math: 55% Distance from State: • ELA: 14% • Math: 13%	Spring 24: • ELA: 65% • Math: 55% Distance from State: • ELA: TBD • Math: TBD	Achieve a distance from state of 15% in ELA and 13% in math.
iReady; increased percentage of 9-12 students at or above grade level when comparing fall to spring data	Fall 21: • ELA: 53% • Math: 35% Spring 22: • ELA: 59% • Math: 43% Increase Percentage:	Fall 21: • ELA: 53% • Math: 35% Spring 22: • ELA: 59% • Math: 43% Increase Percentage:	Fall 22: • ELA: 54% • Math: 32% Spring 23: • ELA: 53% • Math 41% Increase Percentage:	Fall 23: • ELA: 51% • Math: 43% Spring 24: • ELA: 59% • Math: 51% Increase Percentage:	Achieve an increase percentage from fall to spring of 2% in ELA and 7% in math

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• ELA: 6% • Math: 8% Baseline was established with the 21-22 scores, due to 20-21 COVID impact on assessment.	• ELA: 6% • Math: 8%	• ELA: -1% • Math: 9%	• ELA: 8% • Math: 7%	
CAASPP met or exceed grade level standards; grades 3-8, 11	Spring 22 • ELA: 56% • Math: 41% Baseline was established from the 2021-2022 CAASPP data.	Spring 22: • ELA: 56% • Math: 41%	Spring 23: • ELA: 54% • Math: 38%	no data 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 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: Parents 96.8%	Percent of educational partners that felt the student has access to rigorous curriculum and resources that allow them to access and master grade-level standards in the core content areas: English language arts, math, history, science, and physical education based on 21-22 LCAP survey results: Parents 96.9%	Percent of educational partners that felt the student has access to rigorous curriculum and resources that allow them to access and master grade-level standards in the core content areas: English language arts, math, history, science, and physical education based on 22-23 LCAP survey results: Parents 96.5%	Percent of educational partners that feel the students have access to rigorous curriculum and resources that allow them to access and master grade-level standards in the core content areas: English language arts, math, history, science, and physical education based on 23-24 LCAP survey results: Parents 98.4%	Percent of educational partners that feel the students have access to rigorous curriculum and resources that allow them to access and master grade-level standards in the core content areas: English language arts, math, history, science, and physical education based on LCAP survey results: Parents 95% Students 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students 97.1% Teachers/Staff 98.6%	Students 93.2% Teachers/Staff 100%	Students 93.4% Teachers/Staff 98.7%	Students 98% Teachers/Staff 99.6%	Teachers/Staff 98%
ELPAC Assessment - Percentage of students that increased one or more levels on the ELPAC Percentage of Students Redesignated Fluent English Proficient (RFEP)	32% RFEP 48%	38% RFEP 26%	43% RFEP 26%	no data TBD	37% of students will increased one level on the ELPAC

Goal Analysis

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

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

There were no substantive differences between 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 actual expenditures for goal one.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

In pursuit of elevating academic achievement across all student groups, with an emphasis on socio-economically disadvantaged (SED) students, foster youth, English learners (EL), and students with disabilities (SWD), our school continued a comprehensive approach grounded in effective instruction, robust curriculum, and aligned assessments in English language arts and mathematics. Central to this strategy was the meticulous collection and analysis of student performance data. This data-driven approach enabled us to pinpoint instructional strategies and practices with the potential to significantly boost student achievement.
Leveraging a sophisticated data analysis platform alongside collaborative discussions within Professional Learning Communities (PLCs) and departmental meetings, both leadership and instructional staff gained a deeper understanding of our strengths and areas needing improvement. This year, our efforts extended into a broader exploration of various data analysis methods, including placing significant emphasis on the collection and examination of street data. Street data refers to the qualitative information gathered directly from the lived experiences and perspectives of our families and teachers, providing insights that are often overlooked by traditional metrics. This type of data is crucial because it allows us to understand the nuances of our students' and educators' daily experiences, enabling the development of more personalized and effective support strategies. Gathering street data is essential for developing a comprehensive perspective of our learning community and for implementing interventions that truly resonate with the needs of those we serve. These additional efforts informed the selection of specific instructional strategies, directly shaping professional development initiatives for our staff and informing relevant training sessions for parents.
Professional development opportunities for staff were delivered through various channels, including all-staff meetings, PLC gatherings, and external resources such as conferences and webinars. Parental engagement has continued through live and recorded webinars, covering a range of topics from advanced learners and curriculum insights to support strategies for EL students and virtual learning best practices, all disseminated through our weekly school newsletter.
This strategic analysis also aligned with our growing intervention program, leading to the adoption of evidence-based curricula and interventions tailored to our unduplicated student population. Notable enhancements included the implementation of programs like Read 180 Universal, a comprehensive ELA remediation program, and Orton-Gillingham-based reading groups, that utilize Wilson Foundation Reading systems aimed at directly addressing the specific needs of our students. The intervention program also adopted an evidence-based math curriculum to target individual needs.

Our efforts to enhance the EL program continued this year, with the expansion of virtual designated English Language Development classes using Language Tree Live and Brainpop EL. Our EL population continues to grow, and with that the focus of EL support. Students were provided the opportunity to participate in comprehensive integrated ELA/ELD classes and designated ELD support. This was complemented by small group tutoring sessions, one-on-one support through personalized educational plans, focused attention on ELPAC preparation, and a sustained commitment to an EL-designated curriculum. While we await the latest ELPAC scores to fully measure the impact of these initiatives, it’s important to note the introduction of a significant number of students in the spring, which extended ELPAC administration through the end of the school year.

Through these targeted actions, grounded in thorough data analysis and community engagement, we aimed to create a more inclusive, effective educational environment that not only addresses but anticipates the diverse needs of our student population. The ultimate impact of the detailed plan and its execution on meeting all metrics remains to be seen. Given the fluctuation of our assessment scores at both the local and state levels, including a decrease in outcomes in the second year, we recognize the need for adjustments. Our latest local assessment data indicates significant improvement in both Math and English Language Arts, demonstrating the effectiveness of the

instructional practices implemented in year 3. Additionally, this data maintains a performance level that exceeds the state average by over 13%. Factors such as increases in enrollment may have also influenced these outcomes. Last year at Sage Oak, we experienced notable changes: Our enrollment increased by 9%, with the socioeconomically disadvantaged group growing by 525 students to 42%. The students with disabilities cohort expanded to 13% of our population. Additionally, our English Learner group doubled, increasing from 48 to 95 students, a 2% rise. These students, particularly those from socioeconomically disadvantaged backgrounds, students with disabilities, and English Learners, often need additional time and resources to bridge educational gaps from their varied backgrounds.
Therefore, continuing to apply data-driven decision-making to guide instructional practices and interventions will help in more precisely addressing the needs of our focus student populations. Sage Oak is confident that ongoing monitoring, gathering feedback, and flexibility to adapt strategies based on results are critical for achieving the desired advancements in student academic performance.

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.

Sage Oak is set to introduce strategic enhancements for the coming year. Central to these enhancements is a newly written goal for 24-25: To improve academic performance and College and Career Readiness for all students, we will implement comprehensive, grade-appropriate College and Career Readiness programs. This initiative will cultivate the confidence, skills, and spirit of innovation necessary for each student to confidently navigate their unique paths, enabling them to make a meaningful impact in their communities and the world. This initiative will cultivate the confidence, skills, and spirit of innovation necessary for each student to confidently navigate their unique paths, enabling them to make a meaningful impact in their communities and the world.

Our updated strategy for the next year will focus on closely monitoring student growth and participation in targeted interventions to improve proficiency, particularly addressing the needs of underperforming groups and subjects that fell short of prior goals. We are committed to increasing support for English learners with the aim of elevating ELPAC scores and RFEP rates, leveraging data to inform instructional strategies and the allocation of resources more effectively.
With a comprehensive curriculum review and refinement achieved in this LCAP cycle, we are confident that we're offering the best possible educational opportunities to our students. Moving forward, we'll concentrate on equipping teachers with a streamlined, data-driven process for grade-level articulation, ensuring seamless support for all students as they advance. Additionally, the upcoming year will see a stronger focus on live synchronous teaching, aligned with Career Technical Education (CTE) pathways, and an enriched high school program focused on maintaining a high graduation rate and increased participation in the advanced placement exams enhancing college and career readiness.

In addition, we've recognized the necessity of applying technology, especially Artificial Intelligence (AI), to elevate our data-driven decision-making processes, aiming to foster academic advancement. Our upcoming goal for 2024-2025, “Leverage technologies, specifically Artificial Intelligence, to enhance data-driven decision-making, automate routine operational processes, and provide personalized learning pathways for students, thereby establishing scalable systems that ensure long-term sustainability, promote academic growth, and increase operational efficiency," is slated for implementation next year.

These planned changes, aimed at closing the gaps, adopt a thorough and adaptable methodology to enhance academic results for students across all demographics.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate	0.7%	4.49%	3.3%	2.4%	7% or less chronic absenteeism rate
Expulsion Rate	0%	0%	0%	0%	An expulsion rate of 1% or lower
Suspension Rate	0%	0%	0%	0%	A suspension rate of 1% or lower
ADA Rate	99.41%	98.79%	98.10%	99.21%	97% or higher ADA rate
Certificated Proper Assignments	100% of our certificated positions are appropriately assigned	100% of our certificated positions are appropriately assigned	100% of our certificated positions are appropriately assigned	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	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	Percent of educational partners that felt the school and teacher/EA value our student's background, culture, and diversity	Percent of educational partners that felt the school and teacher/EA value our student's background, culture, and diversity	Percent of educational partners that felt the school and teacher/EA value our student's background, culture, and diversity	Percent of educational partners that felt the school and teacher/EA value our student's background, culture, and diversity

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	based on 20-21 LCAP survey results: Parents 95.4% Teachers/Staff 98.6%	based on 21-22 LCAP survey results: Parents 96.94% Teachers/Staff 100%	based on 22-23 LCAP survey results: Parents 95.2% Teachers/Staff 100%	based on 23-24 LCAP survey results: Parents 98.8% Teachers/Staff 97.8%	based on LCAP survey results: Parents 95% Teachers/Staff 98%

Goal Analysis

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

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

There were no substantive differences between 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.

The difference between planned LCAP expenditures and actual costs is largely due to vacant positions.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Following another year of successful implementation and meeting all metrics to our goal, the school has continued to excel in recruiting and retaining highly qualified certificated teachers and leadership, while ensuring their appropriate assignment in subject areas aligned with the students they are teaching. Through competitive compensation packages, robust professional development opportunities, and fostering a positive and supportive work environment, we've solidified our ability to attract and retain talented and dedicated teaching staff. This steadfast commitment has significantly impacted our Sage Oak community.
Additionally, the school has continued to prioritize the recruitment and retention of highly qualified classified staff, ensuring alignment with their job descriptions. Through a rigorous recruitment and selection process, ongoing training and development, and appropriate compensation, we've built a cohesive and effective support team that significantly contributes to our students' overall success.
Our commitment to addressing the social, emotional, and mental health needs of our students, particularly those who are socioeconomically disadvantaged (SED), English learners, and foster youth, remains unwavering. The adoption of Character Strong, an evidenced-based curriculum that follows CASEL's five core competencies, has allowed us to meet the individual and developmental needs of our students. Our

mental health team has been trained in trauma-informed practices, and strategies to support our students and has established strong connections with community resources and support. Additionally, we've implemented a comprehensive tiered plan comprising preventive, responsive, and aftercare strategies, which are regularly assessed for effectiveness and resource allocation. By prioritizing the mental well-being of both students and staff, we've fostered a safe and inclusive environment conducive to academic and personal growth.
Lastly, our dedication to fostering multiculturalism through professional development in cultural awareness and multicultural learning opportunities has continued to thrive. Regular training sessions, including past programs like Third Option, combined with the celebration of cultural events and traditions and field trips, have created a community that values diversity, promotes inclusivity, and equips students for success in an increasingly interconnected 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.

Reflecting on prior practice, Sage Oak will be introducing strategic adjustments for the upcoming academic year. These adjustments are designed to build on the successes we've achieved, addressing areas that need improvement with a focus on enhancing engagement. At the core of these adjustments is the formulation of a new goal. In the year ahead, this goal: "To enhance engagement among students, parents, and staff by establishing an environment conducive to connectedness and professional growth," will guide a series of refined actions. These actions, mirroring our commitment to deliberate and meaningful action, aim to strengthen our already strong sense of community and develop a more robust framework for professional development.
Our school plans to continue personalized outreach efforts to maintain our low chronic absenteeism rates by focusing on students and families facing challenges. We are also committed to maintaining low expulsion and suspension rates, a reflection of our positive school climate and connectedness. A high Average Daily Attendance (ADA) rate will be sustained through engagement activities and personalized learning pathways for students. Ensuring that all teaching and support staff positions are fully staffed is also a priority, guaranteeing that students benefit from instruction by properly assigned professionals.
We aim to enhance our professional development programs to encourage staff retention and give educators a sense of preparedness and empowerment. Effective measures to improve student safety and deepen their connection to our mission and vision will also be implemented, taking advantage of our socio-emotional learning resources. This strategy is a testament to our commitment to creating an educational environment that exceeds the expectations of our school community, fostering a thriving space for all stakeholders.

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.

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. 11.4%	21-22 16.97%	22-23 16.26%	23-24 56.7%	15% or more of our parents will complete the LCAP survey.
LCAP Student Survey Participation Rate	Baseline was established with data from the 20-21 school year. 1.3%	21-22 2.8%	22-23 5%	23-24 40.1%	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. 57.3%	21-22 41%	22-23 47%	23-24 75%	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	Percent of educational partners that felt safe,valued, and respected based on	Percent of educational partners that felt safe, valued, and respected	Percent of educational partners that felt safe, valued and respected	Percent of educational partners that felt safe, valued, and respected

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	20-21 LCAP survey results: Parents 94% Students 100% Teachers/Staff 100%	21-22 LCAP survey results: Parents 99.38% Students 96.59% Teachers/Staff 99.5%	based on 22-23 LCAP survey results Parents 95.2% Students 95.5% Teachers/Staff 100%	based on 23-24 LCAP survey results. Parents 99.5% Students 98.3% Teachers/Staff 100%	based on LCAP survey results: Parents 95% Students 95% Teachers/Staff 98%
LCAP Survey Results	Percent of educational partners that felt overall satisfied with the school based on 20-21 LCAP survey results: Parents 97.7% Students 94.3% Teachers/Staff 98.6%	Percent of educational partners that felt overall satisfied with the school based on 21-22 LCAP survey results: Parents 96.94% Students 92.04% Teachers/Staff 100%	Percent of educational partners that felt overall satisfied with the school based on 22-23 LCAP survey results: Parents 98.4% Students 89.1% Teachers/Staff 100%	Percent of educational partners that felt overall satisfied with the school based on 23-24 LCAP survey results: Parents 98.9% Students 98.3% Teachers/Staff 99.6%	Percent of educational partners that felt overall satisfied with the school based on LCAP survey results: Parents 95% Students 95% Teachers/Staff 98%
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 96.3%	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 93.27%	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 96.8%	Percent of educational partners that felt the school demonstrates good effort in providing opportunities for involvement and input based on 23-24 LCAP survey results: Parents 99.1 %	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	Percent of educational partners that felt the	Percent of educational partners that felt the	Percent of educational partners that felt the	Percent of educational partners that felt the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	student's teacher/EA or school regularly communicates my student's progress based on 20-21 LCAP survey results: Parents 97.7% Students 97.1% Teachers/Staff 100%	student's teacher/EA or school regularly communicates my student's progress based on 21-22 LCAP survey results: Parents 99.38% Students 90.90% Teachers/Staff 99.5%	student's teacher/EA or school regularly communicates my student's progress based on 22-23 LCAP survey results: Parents 96.5% Students 97.7% Teachers/Staff 100%	student's teacher/EA or school regularly communicates my student's progress based on 23-24 LCAP survey results: Parents 98.3% Students 97.4% Teachers/Staff 100%	student's teacher/EA or school regularly communicates my student's progress based on LCAP survey results: Parents 95% Students 95% Teachers/Staff 98%
Safety Plan	The school's safety plan was updated and reviewed in March 2021.	The school's safety plan was updated and reviewed in March 2022.	The school's safety plan was updated and reviewed in March 2023.	The school's safety plan was updated and reviewed in March 2024.	The school's safety plan will have been updated and reviewed in March annually.

Goal Analysis

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.

Sage Oak successfully executed all actions under Goal 3. Although the actions themselves closely followed the original plan, increasing feedback participation had previously been a challenge. This year, a noticeable change in how we engaged with educational partners resulted in a significant increase in feedback participation, as evident in the year 3 data. By transparently communicating the objectives of our surveys to all educational stakeholders and offering them unique opportunities to contribute, we saw a notable rise in participation rates. Encouragingly, with the increased participation, our data revealed an even stronger consensus on the success of our strategies in enhancing student learning and well-being.

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 actual expenditures for goal three.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Throughout the past year, the school has continued to thrive in enhancing engagement among educational partners, including parents, teachers, and students. A pivotal aspect of this was seeing new leadership in both our Parent Advisory Committee and English Learner Advisory Committee. Building on this momentum, these forums have empowered parents to actively participate in the school community by voicing their concerns, suggestions, and feedback on a variety of school issues. This collaborative effort fosters a culture of ownership and shared responsibility, significantly contributing to the school's enhanced performance.
The establishment of strong partnerships focused on student outcomes remains a cornerstone of the school's achievements. Proactive communication strategies, including emails, the school website, and social media channels, have been employed to keep families well-informed about surveys, educational partner meetings, and the Board of Directors' public meetings. This approach has notably improved participation from underrepresented families, creating a more inclusive school environment.
The school's dedication to fostering positive relationships has been a key driver of its success. By creating an environment where parents, students, and staff feel valued and welcomed, the school has nurtured a setting conducive to learning. This atmosphere of trust and inclusion has been instrumental in building a strong community bond.
Ensuring student safety remains a top priority, with the school rigorously vetting community providers to align with safety and standard guidelines. Additionally, continuous training on school-wide safety plans for teachers and staff has reinforced a secure and protective learning environment for students. These concerted efforts across different areas have solidified the school's foundation for ongoing growth and success in fostering an engaging, safe, and inclusive educational environment.

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.

Having accomplished all objectives within Goal 3 and significantly achieving our year 3 benchmarks across all specified categories, Sage Oak has reevaluated this goal and determined that its core objective is more closely aligned with a newly established goal for the next year. Consequently, we intend to consolidate goals one and three from 23-24 into a single cohesive goal for 24-25. As previously discussed in our analysis of goal 2, this new goal is "to enhance engagement among students, parents, and staff by establishing an environment conducive to connectedness and professional growth." This will create an environment that encourages both connection and professional advancement. Under this objective, Sage Oak will persist in strengthening educational partnerships, ensuring safety, and promoting a sense of community. Additionally, this goal will be linked directly to tangible metrics like attendance rates, staff retention, and opportunities for professional development, recognizing that high-quality teaching is a key driver of student, staff, and family engagement.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate	97% graduation rate	96.4% graduation rate	92% anticipated graduation rate	Anticipated: 96%	We will maintain a graduation rate of 90% or higher
College/Career Prepared	45% College and Career Prepared	39% College and Career Prepared	57% Anticipated College and Career Prepared	Anticipated: 61%	A 3% increase of students that are college and career prepared:48% College and Career Prepared
LCAP Survey Results	Percent of educational partners that felt the school provided support for high school students to be on the correct path to graduate from high school and to become college and career ready based on the 20-21 LCAP survey results: Parents 94.4% Teacher/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 94.02% Teachers/Staff 98.95%	Percent of educational partners that felt the school provided support for high school students to be on the correct path to graduate from high school and to become college and career ready based on the 22-23 LCAP survey results: Parent: 96.3% 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 23-24 LCAP survey results: Parent: 98.1% 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%

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 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 94.3%	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 21-22 LCAP survey results: Parents 90.62%	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 87.7%	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 23-24 LCAP survey results: Parents 95.8%	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 LCAP survey results: Parents: 95%

Goal Analysis

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

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

There were no substantive differences between 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 actual expenditures for goal four.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The school's efforts to develop comprehensive college and career readiness pathways and supports have been significantly enhanced, supporting all students, including those with disabilities, to be deemed college and career-ready. A pivotal advancement is our upcoming

integration into the AVID (Advancement Via Individual Determination) certified school program starting next year, which underscores our commitment to high-quality education standards and fostering a culture of college readiness and success for all. Additionally, we've expanded our Career and Technical Education (CTE) offerings to include specialized tracks in Child Development, Sports Medicine, and Arts, Media, and Entertainment (AME), thereby broadening our students' career horizons and engagement in diverse fields.
Over the past year, the school has effectively tracked and assisted students transitioning into high school, especially those at risk of falling short of academic standards. Through focused efforts including the school's multi-tiered system of support and counseling services, it has successfully maintained these students' trajectory towards graduation, ensuring they are prepared for college and careers. This support has been crucial for socio-economically disadvantaged students, English learners, foster youth, and students with disabilities, who typically encounter extra challenges in achieving academic success.
We have also continued 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.
These enhancements have played a critical role in maintaining or even increasing the number of students meeting college and career readiness standards, serving as a testament to the effectiveness of our initiatives. By providing tailored support and resources we ensure all students are well-prepared for life beyond high school.
The expansion of our CTE programs has been crucial in readying students for the workforce, equipping them with the necessary skills and knowledge for college success. Offering a variety of career-focused programs and opportunities has engaged students who might not have been interested in higher education or specific careers previously. This strategy has diversified educational pathways and personalized learning experiences to align with each student's interests and goals.
Overall, the school's commitment to college and career readiness has led to significant successes, better preparing students for their futures. Our ongoing efforts to enhance and expand educational offerings ensure we continue to meet the evolving needs of our students and the community at large.

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.

To align our objectives more efficiently in the upcoming year, Sage Oak is planning to consolidate this 23-24 goal, which focuses on ensuring students are prepared to graduate high school and are college and career-ready, with our academic achievement goal for 24-25. This consolidation will involve moving actions and metrics under a single, cohesive framework that aims to establish student achievement by also evaluating college and career readiness. We believe this approach will more effectively serve our goals for the next year by enabling us to measure the success of comprehensive K-12 pathways, the effectiveness of data-driven multi-tiered systems of support, and the achievement of all students making progress toward academic proficiency. The new goal for 24-25, previously mentioned in the analysis of goal one, is "to improve academic performance and College and Career Readiness for all students, we will implement comprehensive, grade-appropriate College and Career Readiness programs. This initiative will cultivate the confidence, skills, and spirit of innovation necessary for each student to confidently navigate their unique paths, enabling them to make a meaningful impact in their communities and the world.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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.

- 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
    - 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.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

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	Krista Woodgrift Superintendent	888-435-4445 888-435-4445

Plan Summary [2024-25]

General Information

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

Sage Oak Charter School educates students through a personalized and collaborative learning approach, offering students from transitional kindergarten through 12th grade an empowering education designed to prepare them for purposeful and productive lives. At Sage Oak, we cherish the individuality of each student, inspiring them to leverage their unique potential and contribute positively to their communities. Our commitment to our students is encapsulated in our core values: Service, Accountability, Growth Mindset, and Excellence, which guide our educational approach and community interactions.

Operating across a diverse geographical region that includes San Bernardino, Inyo, Kern, Los Angeles, Orange, and Riverside counties, Sage Oak offers a unique balance of flexibility, accountability, and academic excellence. Our educational model emphasizes the importance of partnership between educators and families, ensuring that each student's personal academic goals are achieved through a tailored educational experience.

Sage Oak is dedicated to harnessing the power of flexible learning environments and advanced educational technologies to cater to a wide range of learners. Our approach is characterized by personalized learning pathways that accommodate students' diverse backgrounds and aspirations, providing them with a stimulating and supportive alternative to traditional education models. Through the integration of a varied

curriculum, individualized support, and high academic standards, Sage Oak fosters an environment where students are encouraged to become self-motivated, competent, lifelong learners poised to make a meaningful impact in their communities.

Our educational philosophy prioritizes the development of open, curious, and alert minds, preparing students to thrive in any learning situation. By offering the flexibility to learn anytime and anywhere, combined with adaptable teaching and curricular models, Sage Oak empowers students to take ownership of their education. This approach equips them with not only the necessary knowledge and skills but also the confidence, creativity, and resourcefulness to navigate the challenges and opportunities of the 21st century.
As of the most recent data reporting period, Sage Oak serves a vibrant and diverse student body, with enrollment reflecting a broad spectrum of cultural and socio-economic backgrounds. Our commitment to inclusivity and excellence is evident in our dedicated staff, innovative programs, and the supportive community that makes Sage Oak a leader in personalized education.

Based on the Fall 1 Census data reporting on October 4, 2023, to be reported on the California Dashboard, there were 3363 students enrolled. Of these enrollments, 419 were identified as Title I students. Other student groups are as follows: 42.21% are classified as Socioeconomically Disadvantaged (SED). Students with Disabilities (SWD) make up 13.03% of the population, and English Learners (EL) make up 2.29%. The ethnic diversity of Sage Oak includes students who are White (34%), Hispanic (49.9%), Two or More Races (6.2%), Asian (4.3%), African American (2.8%), Filipino (1.5%), American Indian/Alaskan Native (.3%), and Native Hawaiian/Other Pacific Islander (.2%).

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflecting on Sage Oak's annual performance via the California School Dashboard and local data reveals both triumphs and areas for growth. We perform above the state in all indicators, highlighting our strong academic program. Our achievements are underscored by high graduation rates and college and career readiness, along with very low rates in chronic absenteeism, suspension, and expulsion, indicating a supportive and engaged school environment. However, challenges persist in academic performance, especially for our English Learners (EL), Students with Disabilities (SWD), and Socio-economically Disadvantaged (SED) student groups, with math for SWD highlighted as a critical focus area.

California School Dashboard Analysis

ELA Distance from Standard (DFS):
Overall : +4, (Medium)
EL: -40.6 (Low)
SWD: -67.1 (Low)
SED: -18.6 (Low)

Math DFS:
Overall: -31.3 (Low)
EL: -77.7 (Low)
SWD: -102.7 (Very Low) Focus Area
SED: -57.4 (Low)

Chronic Absenteeism: 2.4% (Very Low)
Graduation Rate: 92% (High)
Suspension: 0% (Very Low)
Expulsion: 0% (Very Low)
College and Career Readiness: 56.9% (High)
EL Progress (ELPI): 60% (High)

iReady Local Assessment Analysis

ELA (on or above grade level):
Overall : 50%
EL: 18%
SWD: 23%
SED: 69%
Foster (5 students): 20%
Homeless (15 students): 53%

Math (on or above grade level):
Overall: 32%
EL: 13%
SWD: 15%
SED: 57%
Foster (5 students): 40%
Homeless (15 students): 33%

Our strategic response, aligned with our LCAP goals, not only focuses on targeted interventions, the expansion of professional development opportunities, and the integration of advanced technologies and personalized learning pathways but also emphasizes enhancing college and career readiness pathways. This holistic approach is designed to elevate educational outcomes, ensuring all students, particularly those needing extra support, achieve their fullest potential and are well-prepared for their future careers and academic endeavors.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

n/a

Comprehensive Support and Improvement

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

Schools Identified

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

n/a

Support for Identified Schools

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

n/a

Monitoring and Evaluating Effectiveness

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

n/a

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parent Advisory Committee	The Parent Advisory Committee played a pivotal role in shaping the Local Control and Accountability Plan (LCAP), engaging in key meetings on 10/5/23, 12/7/23, 2/1/24, and 5/23/24. They provided valuable insights, focusing on enhancing curriculum options and advocating for educational approaches tailored to diverse student needs. Key areas of emphasis included promoting experiential learning, fostering strong teacher-student relationships, and integrating physical and social activities for comprehensive student development. The committee also highlighted the importance of engaging non-English speaking families and utilizing AI and technology to complement traditional teaching methods. Their contributions were instrumental in formulating strategies that support college and career readiness, reinforce the Multi-Tiered System of Supports (MTSS), and advocate for continuous teacher and staff development.
English Learner Advisory Committee	The English Learner Advisory Committee significantly contributed to the development of the Local Control and Accountability Plan (LCAP) through key meetings on 10/5/23, 12/7/23, 2/1/24, and 5/23/24. Their insights focused on enhancing educational outcomes for English learners, centering on academic achievement, language proficiency, and equitable access to education. They recommended organizing study groups, leveraging online resources, expanding math courses, and promoting the benefits of English Language Development (ELD) programs. Additionally, the committee emphasized the importance of parental involvement, training for teachers, and the expanded use of

Educational Partner(s)	Process for Engagement
	technology. These recommendations are integral to enhancing the LCAP's effectiveness for English learners.
Parents, Students, Teachers, Staff	In the development of the Local Control and Accountability Plan (LCAP), a comprehensive approach was employed to engage parents, staff, and students, ensuring their voices were integral to the plan. This inclusive process utilized various survey platforms, such as Parsec Reals survey platform, to gather in-depth feedback. "Question of the Month" surveys were instrumental in capturing ongoing input, while educational partner surveys provided broader insights into the needs and perspectives of the school community. Additionally, climate surveys were conducted to understand the overall environment and satisfaction levels within the educational setting. This multifaceted engagement strategy ensured a diverse range of feedback, which was crucial in shaping a well-rounded and effective LCAP.
Principals, Leadership, Administrators	In shaping the Local Control and Accountability Plan (LCAP), principals, the leadership team, and administrators were essential participants, engaging in strategic initiatives to ensure comprehensive development. Through regular "Question of the Month" surveys, invaluable staff feedback was gathered, providing crucial insights for informed planning. During pivotal meetings on 10/4/23, 11/29/23, 1/17/24, and 1/31/24 the leadership team conducted full-day sessions focused on a detailed examination of the school's specific needs, thorough analysis of student achievement data, evaluation of feedback from educational partners, and an in-depth assessment of LCFF priorities. These sessions were critical in aligning the LCAP with the school's broader objectives, ensuring the plan is both responsive and robust in addressing the diverse needs of the student body. This methodical and collaborative approach guaranteed a well-structured and effective LCAP, poised to enhance every student's educational experience.
Title 1 Parents/Guardians	In the development of the Local Control and Accountability Plan (LCAP), special attention was given to engaging parents and guardians through Title I Parent/Guardian Information Meetings. These meetings, held in February and March, were pivotal in enhancing parental involvement and providing critical insights into the needs and priorities of the student body. These sessions served as a platform for open dialogue and exchange of ideas, ensuring that

Educational Partner(s)	Process for Engagement
	parents and guardians were not only informed about the school's Title I programs but also actively involved in the decision-making process. This initiative reflects the school's commitment to fostering a collaborative environment where parental input is valued and considered essential in shaping effective educational strategies and policies. The inclusion of these meetings in the LCAP underscores the school's dedication to parental engagement as a key factor in driving student success and overall school improvement.
Community Partners	In the development of the Local Control and Accountability Plan (LCAP), the school's partnership with Parsec Education marked a significant enhancement in strategic planning and program evaluation. Parsec Education's expertise was particularly instrumental in developing 'Street Data Metrics,' a set of advanced, nuanced measures designed to provide a deeper understanding of educational impact and student outcomes. This collaboration represents a commitment to incorporating expert external insights and data-driven methodologies into the LCAP. The involvement of Parsec Education not only introduced innovative perspectives to the planning process but also ensured that the evaluation of programs was thorough and reflective of real-world educational scenarios. This partnership, especially in the development of these tailored 'Street Data Metrics,' underscores the school's dedication to employing comprehensive, expert-driven strategies to achieve its educational goals and enhance the overall learning experience.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The adopted LCAP for Sage Oak was significantly shaped by the feedback from educational partners, ensuring a responsive and inclusive plan. Key insights from the Parent Advisory and English Learner Advisory Committees emphasized experiential learning, strong teacher-student connections, and enhanced support for non-English speakers. Feedback led to strategies for college readiness, the Multi-Tiered System of Supports enhancement, and continuous staff development. Parents, students, and teachers contributed through surveys, emphasizing the importance of a supportive climate and robust curriculum. Leadership feedback aligned the LCAP with broader objectives, focusing on student achievement and LCFF priorities. This collaborative approach ensured the LCAP's strategies and goals were deeply influenced by the community it serves, demonstrating a commitment to inclusivity and excellence. In conclusion, through an intentional and collective effort, Sage Oak's leadership has sculpted a strategic plan that sets the stage for a brighter future, as Sage Oak strives to be a beacon of excellence and a source of positive impact in education.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Student Outcomes: Academic Achievement and College and Career Readiness To improve academic performance and College and Career Readiness for all students, we will implement comprehensive, grade-appropriate College and Career Readiness programs. This initiative will cultivate the confidence, skills, and spirit of innovation necessary for each student to confidently navigate their unique paths, enabling them to make a meaningful impact in their communities and the world.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

At the heart of this goal lies a commitment to holistic education. Through its standout programs, Sage Oak not only offers an excellent academic foundation but also fosters a love for learning and a commitment to serving the community. These programs are designed to be immersive, innovative, and integrated, ensuring that every student gets a chance to shine and find their passion. Whether it's through advanced academic curricula, extracurricular activities, or real-world application projects, the objective is clear: to produce graduates who are not only academically adept but also critical thinkers, problem solvers, and community leaders.

At Sage Oak, our commitment to data informed practices drives our focus on tangible academic achievements and readiness. Currently, 39% of our high school students have completed A-G requirements. With that and only a small number of students completing CTE pathways, our strategies include enhancing college and career readiness support through high school counselors and the development of additional CTE pathways. Sage Oak also specifically tailors its educational approach to support socio-economically disadvantaged students, English learners, foster youth, and students with disabilities. For our socio-economically disadvantaged students and students with disabilities, CAASPP scores and iReady growth show a need for improvement. In addition, since 35% of students with disabilities improved in iReady

Math, and 60% of English learners progressed in proficiency as measured by ELPAC and a 26% reclassification rate, our efforts are geared towards ensuring all students reach their fullest potential. With the further developing our AVID program and increasing participation in synchronous instruction, we aim to lift these scores.

By embedding education within immersive, innovative, and integrated programs, this goal directly supports all students, enhancing their academic proficiency, critical thinking, college and career readiness, and leadership skills. This inclusive strategy demonstrates Sage Oak's commitment to equitable, high-quality educational opportunities, ensuring all students have the resources and support needed to succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Completion of A-G Requirements: % of students successfully completing the A-G requirements	39.1%			44%	
1.2	Career Technical Education (CTE) Pathway Completion # of students completing CTE pathways	2 students			30 students	
1.3	Percentage of Students Achieving a Score of 3 or Higher on AP Exams	72%			70% or higher	
1.4	College and Career Indicator (CCI) Performance	56.9%			62%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of students considered college and career prepared according to the CA Dashboard					
1.5	Graduation Rate Maintenance % of graduated students on the CA Dashboard	92%			80% or higher	
1.6	Maintenance of Low Middle School Dropout Rates # of middle school dropouts	0			0	
1.7	Maintenance of Low High School Dropout Rates % of high school dropouts according to DataQuest cohorts	2%			2% or less	
1.8	Expansion of K-8 Live Synchronous Instruction Courses Aligned with CTE Pathways	79 course offerings			200 course offerings	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	# of K-8 synchronous course offerings that align with the CTE pathways					
1.9	Performance in iReady Assessments for ELA and Math % of students achieving at or above grade level in iReady assessments for English Language Arts (ELA) and Mathematics	Math- 55% ELA -65%			Math- 58% ELA -68%	
1.10	California Assessment of Student Performance and Progress (CAASPP) Achievement % of students who have met or exceeded standards in CAASPP assessments for English Language Arts (ELA) and Mathematics	Math- 28.99% ELA -54.32%			Math- 31% ELA -57%	
1.11	CAASPP Performance for Socio-Economically Disadvantaged (SED) Students	Math- 28.99% ELA- 43%			Math- 31% ELA- 46%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of socio-economically disadvantaged students meeting or exceeding CAASPP standards in English Language Arts (ELA) and Mathematics					
1.12	Accessibility to Instructional Materials % of students with full access to necessary instructional materials	100%			100%	
1.13	Alignment with State Standards % of students whose education is fully aligned with state standards	100%			100%	
1.14	Community Belief in Robust Curriculum % of parents, students, and staff who believe that students have access to a challenging and comprehensive curriculum supported by resources that enable them to meet and exceed grade-level	Parents- 98% Students- 98% Staff- 99%			Parents- 90% or higher Students- 90% or higher Staff- 90% or higher	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standards in core content areas.					
1.15	Growth in ELA and Math Among Intervention Students % of students receiving interventions who demonstrate growth equivalent to one year or more in English Language Arts (ELA) and Mathematics	Math- 48% ELA- 46%			Math- 53% ELA- 51%	
1.16	Increased Participation Rate in Math Interventions for Students with Disabilities (SWD) # of SWD participating in math intervention programs	244 students			268 students	
1.17	Increased iReady Math Achievement for Students with Disabilities (SWD) % of SWD moving out of Tier 3 in iReady math assessments	34%			40%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.18	Improved CAASPP Performance for SWD in Math Achievement Increase in DFS in Math for SWD 3 points annually	-102.7 DFS			-93 DFS	
1.19	Increased Teacher Preparedness for Student Articulation % of teachers who feel equipped to effectively prepare and transition their students to the next grade level band	78%			90% or higher	
1.20	Increased Progress Toward English Proficiency % of English learners making progress toward English proficiency, as measured by the English Language Proficiency Assessments for California (ELPAC).	60%			65%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.21	Increased English Learner Reclassification Rate % reclassification rate of English learners	26%			30%	
1.22	Maintain Participation in ELD Synchronous Instruction % of participation rates in ELD synchronous instruction	67%			75%	
1.23	Increased Participation of English Learner Students in Core Synchronous Instruction Courses % of EL students participating in core synchronous instruction courses across subjects such as mathematics, English language arts, science, history, and electives	23%			30%	
1.24	Maintian Belief That EL Students Have Access to Resources	Parents- 100% Students- 87%			Parents- 90% or higher	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of parents, students, and staff affirming access to a variety of resources effectively supporting English Learner students' achievement	Staff- 78%			Students- 90% or higher Staff- 90% or higher	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Integration of Career, Community, and Life Skills	Integrate career, community, and life skills into comprehensive K-12 pathways.	$35,626,169.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action is dedicated to integrating career, community, and life skills within comprehensive K-12 pathways. It focuses on equipping students with the essential capabilities needed to navigate their future careers and community life successfully. By weaving these skills into the curriculum, we aim to ensure students are academically prepared and possess the practical skills required for the modern workforce and societal participation. This initiative prioritizes equitable opportunities for all students, emphasizing support for unduplicated students, to lay the groundwork for successful transitions to higher education and careers. Metrics for Effectiveness: 1.1 Completion of A-G Requirements: The total number of students successfully completing the A-G requirements, indicating readiness for university admission. 1.2 Career Technical Education (CTE) Pathway Completion: The quantity of students completing CTE pathways, reflecting vocational engagement and preparedness. 1.3 Percentage of Students Achieving a Score of 3 or Higher on AP Exams: The proportion of students who attempt and succeed in Advanced Placement exams, demonstrating college-level academic proficiency. 1.4 College and Career Indicator (CCI) Performance: Evaluation of students' readiness for post-secondary opportunities through the College and Career Indicator, assessing comprehensive preparedness for college and careers. 1.5 Graduation Rate Improvement: An increase in graduation rates, signifying the effectiveness of educational pathways in guiding students to complete their education. 1.6 Maintain Low Middle School Dropout Rates: A maintenance of low dropout rates at the middle school level, identifying early intervention points to maintain student engagement. 1.7 Maintain Low High School Dropout Rates: A maintenance of low dropout rates at the high school level, crucial for assessing the pathways' role in sustaining student engagement through graduation. 1.8 Expansion of Live Synchronous Instruction Courses Aligned with CTE Pathways: The expansion of live synchronous instruction courses that directly support CTE pathways, measuring the integration of career-oriented education within the academic curriculum.		

Action #	Title	Description	Total Funds	Contributing
		This action is crafted to not only achieve academic benchmarks but also to cultivate a comprehensive educational experience that thoroughly prepares students for both college and career trajectories.		
1.2	Refinement of Multi-Tiered System of Support	Refine a personalized, data-informed multi-tiered system of support. The focus of the services is on students from unduplicated and identified populations. This action aims to refine a personalized, data-informed multi-tiered system of support (MTSS) that caters to the unique needs of each student. By leveraging comprehensive data analysis and targeted interventions, we will enhance academic achievement and support emotional and social development. This approach is designed to ensure all students, especially those facing socio-economic challenges, receive the necessary support to excel academically. Metrics for Effectiveness: 1.9 Performance in iReady Assessments for ELA and Math: Proportion of students achieving at or above grade level in iReady assessments for English Language Arts (ELA) and Mathematics, indicating proficiency and readiness. 1.10 California Assessment of Student Performance and Progress (CAASPP) Achievement: Percentage of students who have met or exceeded standards in CAASPP assessments for Math and ELA, reflecting comprehensive academic achievement. 1.11 CAASPP Performance for Socio-Economically Disadvantaged (SED) Students: Percentage of socio-economically disadvantaged students meeting or exceeding CAASPP standards in Math and ELA, highlighting the effectiveness of targeted support. 1.12 Accessibility to Instructional Materials: Percentage of students with full access to necessary instructional materials, ensuring equity in learning resources. 1.13 Alignment with State Standards: Percentage of students whose education is fully aligned with state standards, promoting consistent educational quality.	$2,951,900.00	Yes

Action #	Title	Description	Total Funds	Contributing
		1.14 Community Belief in Robust Curriculum: Proportion of parents, students, and teachers who believe that students have access to a challenging and comprehensive curriculum supported by resources that enable them to meet and exceed grade-level standards in core content areas. 1.15 Growth in ELA and Math Among Intervention Students: Percentage of students receiving interventions who demonstrate growth equivalent to one year or more in ELA and Mathematics, measuring the impact of targeted support strategies. This action is designed to not only enhance academic performance through personalized support but also to ensure that all students, irrespective of their socio-economic status, have access to a robust and challenging curriculum complemented by the necessary resources to thrive academically.		
1.3	Enhancement of Math Proficiency for Students with Disabilities	Improve math proficiency for students with disabilities by increasing the percentage of students with disabilities participating in math interventions. This action is dedicated to improving mathematics proficiency among students with disabilities by expanding their participation in specialized math intervention programs. Recognizing the unique challenges faced by these students, our targeted approach aims to elevate their math skills through personalized and adaptive learning strategies. By doing so, we endeavor to facilitate meaningful academic progress and reduce disparities in math achievement. Metrics for Effectiveness: 1.16 Participation Rate in Math Interventions: Increase in the percentage of students with disabilities participating in math intervention programs, aiming to ensure comprehensive access to support services tailored to their needs. 1.17 Increased iReady Math Achievement for Students with Disabilities (SWD): Measurement of the number of students with disabilities moving out of Tier 3 in iReady math assessments. Tier 3 represents students	$563,805.00	No

Action #	Title	Description	Total Funds	Contributing
		performing two or more years below grade level. While measuring achievement at or above grade level for this group may not be appropriate, monitoring their progress out of Tier 3 provides a meaningful indicator of improvement in math proficiency. 1.18 California Assessment of Student Performance and Progress (CAASPP) for SWD Math Achievement: Analysis of CAASPP math scores for students with disabilities to track advancements in state-standardized math achievement, with a focus on increasing the percentage of students meeting or exceeding math standards. This action underscores our commitment to inclusivity and equity in education by specifically addressing the needs of students with disabilities. Through targeted math interventions, we aim not only to improve math proficiency but also to foster a supportive learning environment that acknowledges and addresses the diverse needs of our student population.		
1.4	Unified Articulation Process Development	Create a unified, data-informed articulation process that smoothly transitions students through each grade band while integrating critical feedback from graduates. This action focuses on developing a unified, data-informed articulation process to ensure smooth transitions for students as they move through each grade band (e.g., from elementary to middle school, and middle school to high school). By integrating feedback from graduates and utilizing comprehensive data analysis, we aim to refine our educational pathways to better prepare students for the expectations and standards of their next academic phase. This process is designed to enhance communication between teachers across grade bands, ensure curriculum continuity, and address any potential gaps in student preparedness. Metrics for Effectiveness: 1.19 Teacher Preparedness for Student Articulation: The percentage of teachers who feel equipped to effectively prepare and transition their students to the next grade level band. This metric will be measured through targeted surveys asking teachers if they feel confident in their	$700.00	No

Action #	Title	Description	Total Funds	Contributing
		ability to communicate the expectations and standards of the next grade level, ensuring they have the resources and knowledge necessary to support their students' progression. By establishing a comprehensive articulation process that leverages both quantitative data and qualitative feedback from our educational community, this action aims to foster a more cohesive and supportive learning environment. It ensures that students are not only academically prepared for each transition but also that educators feel supported and equipped to guide them effectively through their educational journey.		
1.5	Enhancing English Learner Proficiency and Reclassification	Increase the percentage of students making progress toward proficiency as measured by the state language proficiency assessment and increase English learner reclassification rate by increasing synchronous instruction access. This action concentrates on elevating the proficiency levels of English learners and increasing their reclassification rates by providing greater access to synchronous instruction. Recognizing the critical role of language proficiency in academic success and integration, we aim to expand and enrich our English Language Development (ELD) and core subject synchronous instruction. This strategic enhancement is designed to offer English learners more opportunities for real-time interaction, feedback, and engagement, thereby accelerating their progress toward English proficiency and readiness for reclassification. Metrics for Effectiveness: 1.20 Progress Toward English Proficiency: Increase in the percentage of English learners making progress toward English proficiency, as measured by the English Language Proficiency Assessments for California (ELPAC). 1.21 English Learner Reclassification Rate: Improvement in the reclassification rate of English learners, indicating successful attainment of proficiency and readiness to transition out of ELD support programs. 1.22 Participation in ELD Synchronous Instruction: Maintenance or increase in participation rates in ELD synchronous instruction, ensuring English learners have access to the dedicated support necessary for language acquisition.	$8,090.00	Yes

Action #	Title	Description	Total Funds	Contributing
		1.23 Participation in Core Synchronous Instruction Courses: Increase in the percentage of students participating in core synchronous instruction courses across subjects such as mathematics, English language arts, science, history, and electives, fostering comprehensive academic engagement. 1.24 Access to Supportive Resources for English Learners: Proportion of parents, students, and teachers affirming access to a variety of resources effectively supporting English Learner students' achievement, as revealed through targeted surveys. This metric gauges the adequacy and effectiveness of resources provided to support the language acquisition and academic success of English learners. Through targeted actions to enhance synchronous instruction and resource availability, this initiative aims to significantly improve the language proficiency and academic outcomes for English learners, ensuring they are well-equipped to achieve reclassification and succeed in their broader educational journey.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Engagement: Fostering a Supportive and Engaging Learning Environment In order to enhance student, parent, and staff engagement, we will establish an environment that fosters connectedness and professional growth.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Building on Sage Oak's strategic commitment, Goal 2 aims to cultivate a supportive and engaging learning environment by emphasizing the well-being and professional growth of our staff, alongside fostering stronger connections within our school community. This goal is rooted in the belief that the success of our educational mission is intertwined with the development and satisfaction of our educators and staff. By investing in comprehensive professional development, mentorship programs, and creating a nurturing work environment, we aspire to empower our educators. This empowerment is expected to cascade, enhancing the educational experience for students and fostering a sense of belonging and community alignment with Sage Oak's mission and vision.

Sage Oak's efforts are influenced by feedback from the WASC visiting committee and include specific action steps aimed at increasing opportunities for parent and student engagement, developing purposeful professional growth pathways for staff, enhancing live instruction through targeted professional development, and establishing a robust system for social and emotional support. These targeted actions demonstrate Sage Oak's balanced approach to educational excellence, ensuring every member of our community is supported to thrive.

Furthermore, these initiatives directly contribute to increased or improved services for our unduplicated student populations, including socio-economically disadvantaged students, English learners, foster youth, and students with disabilities. By creating a more engaging, supportive, and well-resourced learning environment, we aim to elevate the educational outcomes and well-being of these students, ensuring that our programs and resources are tailored to meet their specific needs and challenges. This aligns with our objectives to deliver equitable, high-quality educational opportunities, making significant strides in supporting all students, particularly those who require additional assistance, to achieve success and reach their full potential.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Maintenance of Positive Community Engagement Perception % of parents, students, and staff that believe Sage Oak makes a significant effort to foster community engagement	Parents- 99% Students- 97% Staff- 100%			Parents- 90% or higher Students- 90% or higher Staff- 90% or higher	
2.2	Maintain 100% Credentialed Teachers % of credentialed teachers	100%			100%	
2.3	Maintenance of High Attendance Rate % of school attendance rates (ADA)	99.2%			98% or higher	
2.4	Maintenance of Low Chronic Absenteeism % of chronic absenteeism	2.4%			Below 3%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Maintenance of Low Suspension and Expulsion Rates % suspension and expulsion rates	Suspension- 0% Expulsion- 0%			Suspension- 0% Expulsion- 0%	
2.6	Maintain Positive Connection to School's Mission % of the parents, students and staff that feel connected to the school's mission	Parents- 90% Students- 83% Staff- 96%			Parents- 90% or higher Students- 90% or higher Staff- 90% or higher	
2.7	Increased Student Retention Rate student retention rate	70%			75%	
2.8	Confidence and Integration of New Strategies % of staff involved in the Leadership Pathway reporting increased confidence in their ability to embrace and apply new strategies within their roles	100%			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	Increased Retention Rates of Participating Staff retention rates of staff members who have participated in the professional development pathways	72%			80%	
2.10	Expansion of Professional Development Opportunities # of professional development opportunities offered to staff, focusing on live instruction	4			10	
2.11	Improved Staff Confidence in Job Performance % of staff who believe they are well-equipped by Sage Oak to perform their roles effectively	97%			90% or higher	
2.12	Increased Awareness of Socio-Emotional Resources	Parents- 89% Students- 89%			Parents- 90% or higher	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of parents, students, and staff that report feeling informed about the social and emotional resources provided by Sage Oak	Staff- 93%			Students- 90% or higher Staff- 90% or higher	
2.13	Expansion of Synchronous Support Opportunities # of synchronous support groups or classes with counselors	23			29	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Enhancing Community Connection Opportunities	Increase opportunities for parents and students to connect with each other and with school leadership, fostering a sense of community and alignment with the school's mission and vision. This action is dedicated to increasing opportunities for meaningful engagement among parents, students, and school leadership. By fostering a deeper sense of community and ensuring alignment with the school's mission and vision, we aim to create an inclusive environment that supports professional growth and student success. Initiatives will include structured forums for feedback, engagement events, and clear communication channels that encourage active participation from all members of our school community. Metrics for Effectiveness: 2.1 Community Engagement Perception: Measurement of the community's perception regarding the school's efforts to provide opportunities for involvement and input. This will be assessed through surveys asking if participants believe Sage Oak makes a significant effort to foster community engagement. 2.2 Retention of Credentialed Teachers: Maintaining a 100% rate of credentialed teachers, ensuring that students have access to qualified and dedicated professionals. 2.3 Attendance Rate Stability: Maintenance of school attendance rates at optimal levels, reflecting student engagement and a supportive learning environment. 2.4 Low Chronic Absenteeism: Sustaining low rates of chronic absenteeism, indicating an engaging and welcoming school climate that motivates regular attendance. 2.5 Low Suspension and Expulsion Rates: Keeping suspension and expulsion rates minimal, demonstrating effective behavior management and a positive school culture. 2.6 Connection to School’s Mission: Proportion of the school community that feels connected to the school’s mission of empowering students, as measured by targeted surveys. This metric gauges the alignment of community values with the school’s objectives.	$3,109,885.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2.7 Student Retention Rate Improvement: An increase in the student retention rate, indicating success in creating a supportive and engaging environment that encourages students to continue their education at Sage Oak. Through these targeted actions and metrics, we aim to not only enhance the sense of community and engagement within our school but also to ensure that our educational environment is conducive to professional growth, student success, and sustained participation from our entire school community.		
2.2	Development of Professional Growth Pathways	Develop purposeful pathways for growth and opportunities for professional development. This action focuses on creating purposeful pathways for professional growth, offering expansive opportunities for all staff members to develop. By initiating comprehensive leadership and professional development programs, we aim to equip our staff with the skills and confidence necessary to innovate and enhance their respective practices across the board. This initiative is designed to cultivate a culture that values continuous learning, adaptability, and professional excellence, contributing significantly to the overall effectiveness and sustainability of our educational environment. Metrics for Effectiveness: 2.8 Confidence and Integration of New Strategies: The proportion of staff involved in the Leadership Pathway reporting increased confidence in their ability to embrace and apply new strategies within their roles. This will be assessed through surveys that inquire about their readiness to incorporate these strategies into future practices, reflecting the professional development programs' impact on enhancing staff capabilities. 2.9 Retention Rates of Participating Staff: The retention rates of staff members who have participated in the professional development pathways will be closely monitored. A positive trend in these rates would indicate the	$690,363.00	Yes

Action #	Title	Description	Total Funds	Contributing
		success of the development opportunities in promoting job satisfaction, personal growth, and a strong commitment to the institution. This action underscores our dedication to fostering professional growth and development across all staff levels, enhancing our school's capacity to provide a high-quality, supportive, and engaging learning environment for all community members.		
2.3	Enhancement of Professional Development for Live Instruction	Increase professional development for live instruction. This action targets the expansion of professional development opportunities tailored to live instruction, aiming to empower our staff with the skills and techniques necessary for dynamic and effective real-time teaching. By providing a diverse array of training sessions, workshops, and seminars focused on live instructional strategies, we are committed to ensuring that all staff members feel confident and well-prepared to engage students in a live setting. This initiative is designed to elevate the quality of live instruction, ensuring that our educational delivery is both impactful and engaging. Metrics for Effectiveness: 2.10 Expansion of Professional Development Opportunities: Tracking the increase in professional development opportunities offered to staff, focusing on live instruction. This metric will encompass school-created programs and external training opportunities included in our professional development portfolio. 2.11 Staff Confidence in Job Performance: The percentage of staff who believe they are well-equipped by Sage Oak to perform their roles effectively, particularly in the context of live instruction, based on the professional development received. This will be measured through surveys assessing staff perceptions of their preparedness and the adequacy of professional development support provided by the school.	$208,622.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Through this targeted approach to professional development, we aim to not only enhance the effectiveness of live instruction but also to foster a culture of continuous learning and adaptability among our staff. This action reaffirms our commitment to supporting professional excellence and student success in every live instructional encounter.		
2.4	Development of Social and Emotional Support Systems	Develop a system to increase access and consistency for social and emotional resources and interventions. This action is dedicated to developing a comprehensive system designed to increase access to and consistency of social and emotional resources and interventions for our school community. Recognizing the critical importance of social and emotional well-being in educational success, we aim to ensure that students, parents, and teachers are well-informed and have easy access to the support services they need. Through this initiative, we will enhance our existing resources, introduce new interventions, and expand synchronous support opportunities, such as groups or classes led by counselors, to address the diverse needs of our community effectively. Metrics for Effectiveness: 2.12 Awareness of Socio-Emotional Resources: The percentage of parents, students, and teachers that report feeling informed about the social and emotional resources provided by Sage Oak. This measure will assess the effectiveness of our communication strategies and the accessibility of our resources. 2.13 Expansion of Synchronous Support Opportunities: The increase in the number of synchronous support groups or classes with counselors, reflecting our commitment to providing real-time, interactive support sessions that cater to the emotional and social needs of our students. By implementing this action, we aim to create a nurturing and supportive environment that prioritizes the social and emotional well-being of our students. This comprehensive support system will not only address immediate needs but also contribute to the long-term resilience and success of our school community.	$359,701.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Conditions of Learning: Efficient Operations with a Focus on Sustainability Leverage technologies, specifically Artificial Intelligence, to enhance data-driven decision-making, automate routine operational processes, and provide personalized learning pathways for students, thereby establishing scalable systems that ensure long-term sustainability, promote academic growth, and increase operational efficiency.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Staff to Student Ratio Improvement staff to student ratio	13:1			19:1	
3.2	Improved Work Efficiency and Satisfaction	93%			90% or higher	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of staff reporting noticeable improvements in work efficiency and satisfaction					
3.3	Increased Staff Confidence in Using AI Tools % of staff reporting confidence in their ability to use AI tools to improve learning outcomes	79%			90%	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Technology Optimization for Enhanced Operations	Evaluate, integrate, and optimize technology to streamline and automate operational processes and procedures. This action is centered on the critical evaluation, integration, and optimization of technology, with a particular emphasis on Artificial Intelligence (AI), to streamline and automate operational processes and procedures across our institution. By harnessing advanced technologies, we aim to significantly improve operational efficiency, reduce manual workload, and foster an environment that supports sustainable growth and academic excellence. This initiative will involve a comprehensive review of current technologies, identification of automation opportunities, and the strategic implementation of technological solutions to meet our operational goals. Metrics for Effectiveness: 3.1 Staff-to-Student Ratio Improvement: Monitoring changes in the staff-to-student ratio as a direct outcome of technological optimizations, aiming for a more effective and efficient distribution of resources. 3.2 Work Efficiency and Satisfaction: The percentage of staff reporting noticeable improvements in work efficiency and satisfaction following the implementation of new technology solutions. This metric will be assessed through surveys designed to capture staff perceptions of the impact of technological advancements on their daily operations and overall job satisfaction. Through this initiative, we aim to leverage cutting-edge technology to create a more streamlined, efficient, and sustainable operational framework that supports our educational mission and enhances the conditions of learning for our students and staff.	$1,710,330.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	AI-Driven Personalized Learning Implementation	Implement AI-driven personalized learning strategies to maximize student learning. This action aims to implement Artificial Intelligence (AI)-driven personalized learning strategies to maximize student learning outcomes. By harnessing the power of AI, we plan to tailor educational content and instruction to meet the individual needs of each student, thereby enhancing learning efficiency, engagement, and academic achievement. This initiative will involve training staff to effectively use AI tools and integrate them into our curriculum to provide a more adaptive and responsive learning experience for students. Metrics for Effectiveness: 3.3 Staff Confidence in Using AI Tools: The percentage of staff reporting confidence in their ability to use AI tools to improve learning outcomes, based on the training received. This metric will assess the effectiveness of professional development programs in equipping staff with the necessary skills to implement AI-driven instructional strategies. Through the adoption of AI-driven personalized learning strategies, we aim to create a more engaging, inclusive, and effective educational environment that caters to the diverse learning styles and needs of our students, thereby supporting our mission of fostering academic growth and operational efficiency.	$171,541.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$3,453,386	$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
$ 39,557,732	0.000%	$0.00	

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Integration of Career, Community, and Life Skills **Need:** All students, including unduplicated students require enhanced access to career, community, and life skills education to support their holistic development and prepare them for post-secondary success.	This action provides all students, with a focus on unduplicated students, access to a curriculum enriched with career, community, and life skills. It's designed to level the playing field by ensuring that students from all backgrounds have the knowledge and skills necessary to succeed beyond the classroom, recognizing that unduplicated students often have less access to these resources outside of school. The LEA-wide implementation ensures consistent, equitable access to these critical learning opportunities.	Completion of A-G Requirements, Career Technical Education (CTE) Pathway Completion, Percentage of Students Achieving a Score of 3 or Higher on AP Exams.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.2	**Action:** Refinement of Multi-Tiered System of Support **Need:** Unduplicated students often face unique challenges that affect their academic performance and socio-emotional well-being. Tailored interventions are necessary to address these challenges effectively. **Scope:** LEA-wide	Refining the MTSS ensures that all students, particularly unduplicated students, receive targeted support that addresses their specific needs. This LEA-wide approach allows for the implementation of interventions at various tiers, ensuring that resources are allocated efficiently and effectively to support those in need.	Performance in iReady Assessments for ELA and Math, and CAASPP Achievement for English learners, foster youth, and low-income students.
2.1	**Action:** Enhancing Community Connection Opportunities **Need:** Foster youth, English learners, and low-income students often face barriers to full participation in school activities, which can affect their sense of belonging and engagement with the school community. **Scope:** LEA-wide	Increasing community connection opportunities addresses this need by creating inclusive, accessible engagement activities that encourage participation from all students and their families, regardless of background. This action aims to build a stronger, more cohesive school community where unduplicated students feel valued and supported.	Maintenance of Positive Community Engagement Perception, Maintenance of High Attendance Rate, Maintenance of Low Chronic Absenteeism.
2.2	**Action:** Development of Professional Growth Pathways	Providing professional growth pathways for all educators ensures a high-quality educational experience for every student, including	Increased Confidence and Integration of New Strategies by staff, and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Educators require ongoing professional development to effectively meet the diverse needs of all students, fostering an engaging and supportive learning environment. **Scope:** LEA-wide	unduplicated students. This school wide action supports the continuous improvement of teaching strategies that directly benefit these groups by enhancing educators' skills and knowledge.	retention rates of participating staff, which indirectly reflect the improved educational environment for unduplicated students.
2.3	**Action:** Enhancement of Professional Development for Live Instruction **Need:** Effective live instruction requires specific pedagogical skills, particularly to engage unduplicated students who may have varied learning needs and preferences. **Scope:** LEA-wide	Enhancing professional development for live instruction across the LEA ensures that all educators are equipped to deliver engaging, high-quality live instruction that caters to the diverse needs of all students, including unduplicated groups. This approach is crucial for maintaining student engagement and improving learning outcomes.	Expansion of Professional Development Opportunities focusing on live instruction, and improvement in staff confidence in job performance, particularly in engaging and instructing unduplicated students effectively.
2.4	**Action:** Development of Social and Emotional Support Systems **Need:** Foster youth, English learners, low-income, and homeless students experience unique social and emotional challenges that can significantly impact their educational journey and well-being. These challenges are often magnified by instability in their living situations, cultural and language barriers, and financial	To specifically address the heightened social and emotional needs of unduplicated students, including homeless students, this action focuses on developing a comprehensive system that increases access to consistent social and emotional resources and interventions. The inclusion of dedicated counselor support for homeless students within this system ensures that interventions are tailored to the unique circumstances and challenges these students face. While the action is implemented on an LEA-wide or school wide basis, it's designed with a	Awareness of Socio-Emotional Resources, Expansion of Synchronous Support Opportunities

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	hardships. These students require targeted support to address their specific socio-emotional needs and barriers to success in school. **Scope:** LEA-wide	particular emphasis on providing the specialized support necessary for the success of unduplicated students. This broad-based approach enables a unified, community-wide effort to support the most vulnerable students, ensuring all students receive the focused attention and resources needed to thrive emotionally and academically.	
3.2	**Action:** AI-Driven Personalized Learning Implementation **Need:** English learners and low-income students, in particular, benefit from personalized learning strategies that tailor instruction to their unique needs and learning styles, addressing gaps in knowledge and accelerating progress. **Scope:** LEA-wide	Implementing AI-driven personalized learning strategies on a schoolwide basis ensures that all students, especially unduplicated students, receive customized educational experiences designed to maximize their learning potential. This approach is critical for closing achievement gaps and supporting the academic growth of each student.	Increased Staff Confidence in Using AI Tools, Staff to Student Ratio Improvement, Improved Work Efficiency and Satisfaction.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	**Action:** Enhancing English Learner Proficiency and Reclassification **Need:** English learners face specific challenges in achieving language proficiency, which is crucial for academic success and full participation in school activities. There is a need for targeted interventions to accelerate English language development and facilitate timely reclassification. **Scope:** Limited to Unduplicated Student Group(s)	This action is specifically tailored to address the needs of English learners by increasing access to synchronous instruction focused on language development. It aims to provide personalized and engaging learning experiences that support language acquisition, academic achievement, and reclassification. By offering additional synchronous instruction opportunities, English learners receive the focused support necessary to improve their English proficiency, thereby enhancing their overall educational experience and outcomes.	Improvement in ELPAC scores, an increase in the reclassification rate of English learners, and increased participation rates in targeted synchronous instruction.

For any limited 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, as applicable.

Additional Concentration Grant Funding

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

n/a

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	n/a	n/a
Staff-to-student ratio of certificated staff providing direct services to students	n/a	n/a

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$ 39,557,732	$3,453,386	$ 39,557,732	0.000%	

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$35,098,933.00	$9,890,245.00		$411,928.00	$45,401,106.00	$34,701,320.00	$10,699,786.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Integration of Career, Community, and Life Skills	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Fiscal 2024-25	$28,288,489.00	$7,337,680.00	$27,912,176.00	$7,713,993.00	$0.00	$0.00	$35,626,169.00
1	1.2	Refinement of Multi-Tiered System of Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Fiscal 2024-25	$2,697,979.00	$253,921.00	$1,464,919.00	$1,075,053.00	$0.00	$411,928.00	$2,951,900.00
1	1.3	Enhancement of Math Proficiency for Students with Disabilities	Students with Disabilities	No				Fiscal 2024-25	$0.00	$563,805.00	$10,517.00	$553,288.00	$0.00	$0.00	$563,805.00
1	1.4	Unified Articulation Process Development	All	No				Fiscal 2024-25	$0.00	$700.00	$700.00	$0.00	$0.00	$0.00	$700.00
1	1.5	Enhancing English Learner Proficiency and Reclassification	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Fiscal 2024-25	$0.00	$8,090.00	$8,090.00	$0.00	$0.00	$0.00	$8,090.00
2	2.1	Enhancing Community Connection Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Fiscal 2024-25	$2,835,373.00	$274,512.00	$3,109,885.00	$0.00	$0.00	$0.00	$3,109,885.00
2	2.2	Development of Professional Growth Pathways	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Fiscal 2024-25	$0.00	$690,363.00	$493,909.00	$196,454.00	$0.00	$0.00	$690,363.00
2	2.3	Enhancement of Professional Development for Live Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Fiscal 2024-25	$0.00	$208,622.00	$208,622.00	$0.00	$0.00	$0.00	$208,622.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.4	Development of Social and Emotional Support Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Fiscal 2024-25	$351,457.00	$8,244.00	$8,244.00	$351,457.00	$0.00	$0.00	$359,701.00
3	3.1	Technology Optimization for Enhanced Operations	All	No				Fiscal 2024-25	$528,022.00	$1,182,308.00	$1,710,330.00	$0.00	$0.00	$0.00	$1,710,330.00
3	3.2	AI-Driven Personalized Learning Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Fiscal 2024-25	$0.00	$171,541.00	$171,541.00	$0.00	$0.00	$0.00	$171,541.00

2024-25 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
$ 39,557,732	$3,453,386	$ 39,557,732	0.000%		$33,377,386.00	0.000%	0.000 %	**Total:**	$33,377,386.00
								LEA-wide Total:	$33,369,296.00
								Limited Total:	$8,090.00
								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	1.1	Integration of Career, Community, and Life Skills	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$27,912,176.00	
1	1.2	Refinement of Multi-Tiered System of Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,464,919.00	
1	1.5	Enhancing English Learner Proficiency and Reclassification	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$8,090.00	
2	2.1	Enhancing Community Connection Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,109,885.00	
2	2.2	Development of Professional Growth Pathways	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$493,909.00	
2	2.3	Enhancement of Professional Development for Live Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$208,622.00	

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 (%)
2	2.4	Development of Social and Emotional Support Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,244.00	
3	3.2	AI-Driven Personalized Learning Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income		$171,541.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$41,228,520.00	$41,359,293.00

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	$142,700.00	$147,549
1	**1.2**	Student Monitoring	Yes	$183,911.00	$100,748
1	**1.3**	Broad Course of Study	No	$8,478,023.00	$8,776,454
1	**1.4**	Professional Development	Yes	$758,786.00	$753,047
1	**1.5**	Parent Trainings	Yes		
1	**1.6**	Curriculum Review	No		
1	**1.7**	Intervention Process	Yes		
1	**1.8**	Transitional Kindergarten	No		
1	**1.9**	Title I	No		
2	**2.1**	Recruit and Retain	No	$25,545,645.00	$25,506,803

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	2.2	Social- Emotional Needs	Yes	$202,756.00	$213,346
2	2.3	Multi-Culturalism	Yes		
2	2.4	Recruit and Retain	No	$60,375.00	$6,440
3	3.1	Parent Advisory Council and ELAC	Yes		
3	3.2	Building Partnerships	No	$381,600.00	$423,161
3	3.3	Safe Environment	No	$301,556.00	$399,308
3	3.4	Vetting Community Providers	No	$205,034.00	$195,888
3	3.5	Safe Learning Environnment	No	$1,485,917.00	$1,202,863
3	3.6	Title I	Yes		
4	4.1	College and Career Readiness	No	$240,178.00	$263,113
4	4.2	Monitoring Students	Yes	$3,220,427.00	$3,348,961
4	4.3	CTE Offerings	No		
4	4.4	College and Career Readiness	No	$21,612.00	$21,612

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)
4	**4.5**	Special Education Program Development and Implementation	No		

2023-24 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)
$2,847,021	$3,904,503.00	$3,821,604.00	$82,899.00	19.000%	187.000%	168.000%

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	$155,816.00	$77,366		
1	1.4	Professional Development	Yes	$330,123.00	$386,025		
1	1.5	Parent Trainings	Yes			2%	20%
1	1.7	Intervention Process	Yes			5%	80%
2	2.2	Social- Emotional Needs	Yes	$202,756.00	$213,346		
2	2.3	Multi-Culturalism	Yes			6%	6%
3	3.1	Parent Advisory Council and ELAC	Yes			1%	1%
3	3.6	Title I	Yes			5%	80%
4	4.2	Monitoring Students	Yes	$3,215,808.00	$3,144,867		

2023-24 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)
$35,299,850	$2,847,021	0%	8.065%	$3,821,604.00	187.000%	197.826%	$0.00	0.000%

Local Control and Accountability Plan 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).

        - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is 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 target 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 students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - 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.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    - Professional development for teachers.

    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements
An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions
In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only
Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- 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.

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **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 plus 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).

California Department of Education
November 2023

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

School Year
2024-25

Date of Board Approval
6/20/24

LEA Name
Sage Oak Charter School

CDS Code:
36-67736-0136069

Link to the LCAP:
(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A
Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A
Supporting Effective Instruction

TITLE IV, PART A
Student Support and Academic Enrichment Grants

*(**note:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

In the following pages, ONLY complete the sections for the corresponding programs.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Sage Oak Charter School strategically utilizes federal funds to supplement and enhance local priorities and initiatives funded with state funds, as detailed in our Local Control and Accountability Plan (LCAP). This strategic allocation ensures that federal resources are effectively supporting specific goals within our school community, aligning closely with our broader educational objectives.

Federal funds under Title I, Part A are targeted toward Goal 1 actions aimed at enhancing College and Career Readiness programs. These funds specifically support socioeconomically disadvantaged students by enhancing academic interventions and providing resources that facilitate both college and career readiness. For Goal 2, Title II, Part A funds are allocated to augment professional development programs, including extensive training for educators on differentiated instruction and effective strategies to engage students with diverse learning needs. This ensures that our teaching staff can implement the educational strategies identified in the LCAP effectively. Additionally, under Goal 3, Title IV, Part A funds align with the focus on leveraging technologies to enhance personalized learning pathways. These funds support the integration of advanced technological tools and programs that support a well-rounded education, including enhancing STEM education, supporting arts programs, and providing comprehensive mental health services.

The rationale behind these specific allocations of federal funds is supported by research that shows targeted interventions in areas such as reading and math can close achievement gaps, particularly for low-income students. Studies consistently indicate a strong correlation between teacher qualifications, their ongoing professional development, and student success. This underscores the necessity of equipping teachers with advanced skills and knowledge. Furthermore, engagement in arts and STEM has been linked to higher academic performance and motivation, while robust mental health support is essential for overall student success and well-being.

By ensuring that federal funds are aligned with the specific goals and actions outlined in our LCAP, Sage Oak Charter School maximizes the impact of these resources. This approach not only meets federal and state compliance requirements but also significantly advances our mission to provide a high-quality, equitable, and comprehensive education to all students, fostering both academic excellence and personal growth.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Sage Oak Charter School ensures the effective alignment of federal funds with activities funded by state and local funds, and where applicable, across different federal grant programs, through a series of strategic efforts:

We engage in an integrated planning and budgeting process that includes stakeholders from all levels of the organization. This collaborative approach ensures that all sources of funding—federal, state, and local—are considered collectively to create a unified resource allocation strategy. This integrated planning is crucial for aligning the objectives across different funding streams and maximizing the impact of each dollar spent.

In addition, we coordinate activities across different federal grant programs, such as Title I, Title II, and Title IV, to leverage synergies and amplify the effects of these funds. By identifying overlapping goals and complementary activities, resources from these programs can be pooled to support broader educational initiatives, enhancing the cohesion and effectiveness of our efforts.

Our decision-making process is strongly data-driven, relying on regular data collection and analysis to assess the effectiveness of funded programs and to adjust strategies as necessary. This allows us to align federal funds closely with the specific needs identified through state and local assessments, ensuring resources are targeted to areas of greatest need.

Stakeholder engagement is also a cornerstone of our approach. By involving a wide range of stakeholders, including parents, teachers, and community members, in the funding decision-making process, we ensure that the allocation of resources reflects the priorities and needs of our school community, thereby increasing the relevance and impact of the funded programs.

Lastly, continuous monitoring and regular reporting on the use and impact of funds ensure transparency and accountability. This not only helps in making necessary adjustments to align the use of federal, state, and local funds effectively but also ensures that activities across different federal grant programs are well-coordinated and directed toward our common educational goals.

Through these efforts, Sage Oak Charter School fosters a strategic and effective use of all funding sources, ensuring that federal funds not only meet regulatory requirements but also significantly enhance our educational initiatives funded by state and local revenues. This strategic alignment supports our overarching goal of providing high-quality, equitable, and comprehensive education to all students

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

Sage Oak utilizes specific poverty criteria under Section 1113, in compliance with the Every Student Succeeds Act (ESSA) provisions detailed in Title I, Part A. This process is part of our annual reporting through the Consolidated Application and Reporting System (CARS), ensuring transparency and adherence to federal guidelines.

As a nonclasroom-based charter school, we operate as a single LEA. We use the percentage of students eligible for the Household Data Collection (HDC) as our primary poverty criterion. Additionally, we consider other socio-economic indicators such as parental income levels. By combining these data points, Sage Oak can more accurately identify student groups that require additional support, allowing for more targeted resource allocation. This method provides a comprehensive measure of socio-economic disadvantage within our community.

This approach not only helps in directing resources to improve educational equity but also aligns with our broader commitment to providing supportive educational environments for all students, particularly those facing economic challenges. Through careful and systematic analysis of poverty indicators, Sage Oak ensures that federal funding is utilized effectively to enhance educational opportunities and outcomes for our most disadvantaged populations.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (https://www.cde.ca.gov/pd/ee/peat.asp) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
    a. Number of low-income students
    b. Number of minority students
2. Does the LEA have an educator equity gap –
    a. If yes, must create a plan which must include root cause analysis of the disparity
    b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available here.

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

On November 6, 2019, the SBE approved updated definitions for "ineffective" and "out-of-field" teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective:

	• **Provisional Internship Permits,** • **Short-Term Staff Permits** • **Variable Term Waivers** **Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record**
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • **Short-Term Waivers** • **Emergency English Learner or Bilingual Authorization Permits** **Local Assignment Options** (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

Sage Oak implements effective parent and family engagement through strategic communication and collaborative initiatives under Section 1116. We have established a comprehensive engagement policy, developed with direct input from parents, ensuring that strategies are aligned with the needs and expectations of our school community. This policy guides our efforts to provide parents with clear, accessible information about academic standards, assessments, and student progress, empowering them to support their children's education effectively.

Our approach includes providing resources to help parents understand curriculum demands and enhance their ability to assist with learning activities. We also educate our staff on the importance of parental involvement, training them to engage with families as equal partners in education. Through regular updates and transparent communication, we keep parents informed and involved in school activities, decision-making processes, and the development of support plans for students.

Additionally, Sage Oak integrates parent and family engagement strategies with other federal, state, and local programs to enhance the educational support network available to our students.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Sage Oak is dedicated to enhancing engagement through a comprehensive strategy that ensures the active participation of parents and families in their children's education. Our approach aligns with Section 1116 of ESSA, focusing on creating inclusive, supportive, and informative engagement practices that bridge communication gaps between the school and home environments. This alignment is seamlessly integrated with our LCAP educational partner engagement process, ensuring a unified approach to stakeholder involvement.

We have developed a robust parent and family engagement policy in close collaboration with families, ensuring it reflects their needs and perspectives. This policy is approved by the parent advisory committee and distributed annually emphasizing clarity and comprehensibility. To assist parents in understanding the challenging state academic standards, state and local academic assessments, and other educational requirements, we provide informational sessions that are crucial for empowering them to support their children's academic progress effectively.

At Sage Oak, we prioritize making education accessible and engaging. Our staff is trained to value and integrate parental contributions, working with parents as equal partners in the educational process. Our parent involvement programs are coordinated with other federal, state, and local services, enhancing the resources available to our families.

Through regular updates and proactive communication using various platforms—including emails, our website, and social media—we ensure that all families are well-informed and prepared to participate in school activities and decision-making processes. Our engagement strategies are aligned with our LCAP goals, ensuring that parental input is an integral part of our educational planning and evaluation processes.

In aligning these efforts with our LCAP educational partner engagement process, we ensure that parent and family engagement strategies are integral to our broader educational planning. This involves incorporating parent feedback into LCAP development and review, ensuring that our strategic planning reflects the community's voice and needs. By integrating the requirements of Section 1116 into our LCAP process, we enhance the educational experience for all students and foster a supportive community that is deeply involved in our educational mission. This approach is consistent with Sage Oak's educational model, which emphasizes personalized, flexible learning environments that engage and empower our students and their families.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA’s schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

At Sage Oak, we are committed to providing a wide array of programs under sections 1114 and 1115 of ESSA, designed to support and enhance the educational experiences of all students, including those who are neglected or delinquent. These programs are tailored to meet the diverse needs of our student population and are implemented with the goal of ensuring every student has access to high-quality education that prepares them for success in college, career, and life.

Our schoolwide programs focus on comprehensive strategies that improve the entire educational program, making them more responsive to the needs of our students, particularly those who are at risk of failing academic standards. These programs integrate various funding sources to support initiatives such as enhanced instructional methods, integrated technology, and expanded professional development for teachers. The overarching goal is to raise the academic achievement of all students by improving the entire school's instructional and operational effectiveness.

For students specifically identified as needing extra academic support, we have targeted assistance programs. These programs provide supplementary educational services to help raise the academic achievement of students at risk of failing. Services include personalized tutoring, intervention programs in reading and math, credit recovery courses, and additional support services tailored to the needs of individual students. These targeted efforts focus on students who are the furthest from meeting the standards the school sets for all children.

If applicable, for children living in local institutions for the neglected or delinquent, Sage Oak will offer educational services designed to address their unique educational and social-emotional needs. These services will include tailored curricula that focus on core academic subjects, life skills education, and social-emotional learning opportunities. We will collaborate with local agencies and institutions to ensure that these students receive a coordinated approach to support that includes academic tutoring, mentoring, and counseling services.

The implementation of these programs is closely monitored to assess their effectiveness in improving educational outcomes. Adjustments are made based on ongoing evaluations and feedback from students, parents, and educational staff. By aligning these initiatives with our LCAP goals, Sage Oak ensures that federal funds are used strategically to supplement and enhance our state-funded initiatives, thereby providing a cohesive and integrated educational experience for all students.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

At Sage Oak Charter School, identifying students most in need of services under the targeted assistance school program outlined in Section 1115 is a collaborative and data-driven process, tailored to our independent study model. This approach involves a broad spectrum of the school community to ensure that the support provided is comprehensively tailored to the individual needs of each student.

The identification process begins with an analysis of academic performance data, including standardized test results, progress in coursework, teacher evaluations, and other relevant assessments. We also consider factors such as engagement levels in learning activities, progress in personalized learning plans, and any social-emotional assessments to ensure a holistic view of each student's needs.

Teachers and school leaders work in consultation with parents, administrators, and specialized instructional support personnel to review and discuss the data collected. This collaborative dialogue is crucial as it helps integrate insights from various perspectives, particularly from parents who provide vital information about their child's learning environment and any external factors influencing their educational experience.

The team prioritizes students based on the urgency and severity of their needs. The criteria for this prioritization include the extent of academic challenges, the potential impact of additional support on the student’s educational outcomes, and the capacity of our resources to effectively address these needs.

This collaborative and data-informed approach ensures that the targeted assistance provided is directly responsive to the most pressing needs of our students. By maintaining regular communication and strategic meetings with all stakeholders involved, Sage Oak sustains a dynamic and adaptable support system that enhances educational outcomes and overall student well-being in a non-classroom based setting.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

At Sage Oak, we are committed to supporting the educational needs of homeless children and youth through a comprehensive approach that aligns with the McKinney-Vento Homeless Assistance Act. Our strategy ensures that these students have equal access to educational opportunities and are supported in their enrollment, attendance, and academic success.

To address the challenges faced by homeless students, Sage Oak provides specific services designed to remove barriers to their education. This includes ensuring immediate enrollment even when students do not have access to required documents typically necessary for school entry. We provide assistance with obtaining academic and medical records, and we offer school supplies and materials at no cost to the families. We also reserve a portion of our federal funds under Section 1113(c)(3)(A) to support additional services tailored to the needs of homeless students.

In collaboration with services provided under the McKinney-Vento Act, our school appoints a liaison for homeless students to help coordinate these efforts. This liaison works directly with students and families to identify their specific needs and connect them with available resources. They also work with school staff to raise awareness about the challenges faced by homeless students and to train staff on how to best support these students in an educational setting.

Through these coordinated efforts, Sage Oak Charter School strives to create a supportive environment that mitigates the impact of homelessness on students' education, ensuring that all students have the opportunity to succeed and thrive academically.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

n/a

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

At Sage Oak, we recognize the importance of smooth transitions for students moving from middle grades to high school and from high school to postsecondary education. Our strategies are designed to support these critical transitions, ensuring that our students are well-prepared for each new phase of their educational journey.

Key to facilitating the transition from middle grades to high school, Sage Oak ensures our curriculum aligns with the latest academic standards and opportunities. Additionally, we engage with local employers and community partners to provide students with relevant insights into various career paths and the skills required in the workforce, enriching our curriculum with practical applications and real-world relevance.

For students transitioning from high school to postsecondary education or careers, Sage Oak offers robust programs designed to enhance college and career readiness. This includes increased access to early college high school programs, dual or concurrent enrollment opportunities, and comprehensive career counseling services. Our educational advisors play a crucial role in this process, working individually with students to create personalized learning plans that reflect their academic and career goals. These plans are instrumental in navigating course selections, extracurricular activities, and appropriate early college opportunities, tailored to each student's unique interests and skills. Additionally, we are actively increasing our Career and Technical Education (CTE) pathways to include new areas such as Child Development, Sports Medicine, and Arts, Media, and Entertainment (AME), offering students practical and varied career training options that align with their personal interests and market demands. We maintain up-to-date knowledge of University of California (UC) and California State University (CSU) requirements, as well as offerings at community colleges, to guide our students effectively through their educational pathways.

In addition to these transition strategies, our commitment under LCAP Action 1:4 involves developing unified articulation processes that seamlessly transition students through each grade band. This includes integrating critical feedback from graduates and their families to enhance the continuity and relevance of our curriculum, further ensuring our students are prepared for the expectations and challenges of their subsequent educational stages.

Sage Oak’s proactive approach ensures that our students are not only aware of their postsecondary options but are also equipped to make informed decisions about their futures. By staying abreast of the latest educational requirements and offerings and implementing these strategies in coordination with higher education institutions, employers, and local partners, we prepare our students to successfully navigate the transitions between educational stages, fully equipped with the knowledge, skills, and qualifications needed to thrive in their chosen paths.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and
(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

TITLE II, PART A

Professional Growth and Improvement
ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

At Sage Oak, our professional development strategy is crafted to support educators at every stage of their careers, ensuring they are well-prepared to meet the diverse needs of our student body. This strategy begins with induction for new teachers and extends through ongoing development opportunities, including participation in professional development conferences such as those provided by the California Charter Schools Association (CCSA) and Charter Schools Development Center (CSDC).

We also broaden our educators' training with specialized sessions such as AVID training to bolster college readiness and the UC conference to align with university standards. Also, our staff partakes in targeted professional development focused on special education, ensuring that they are proficient in the latest methodologies and practices.

Our efforts are further supported by Professional Learning Communities (PLCs) which foster collaborative learning and data-driven decision-making. This collaborative environment allows educators to share insights and strategies, enhancing educational practices. ??Live instruction training is another critical component of our professional development program, ensuring that our educators are proficient in engaging students effectively in a dynamic and increasingly digital learning environment.

In addition, we provide leadership development opportunities for advancement pathways, ensuring a continuous cycle of professional growth and leadership within our school community.

We continually assess the effectiveness of our professional development programs through regular feedback, allowing us to align our strategies closely with both our educational goals and the evolving needs of the school. This comprehensive approach not only supports the professional growth of our educators but also enhances the overall educational experience for our students, ensuring that every member of our school community is equipped to thrive in an ever-changing educational landscape.

Prioritizing Funding
ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.

2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
    a. Teachers
    b. Principals and other school leaders
    c. Paraprofessionals (including organizations representing such individuals)
    d. Specialized instructional support personnel
    e. Charter school leaders (in a local educational agency that has charter schools)
    f. Parents
    g. Community partners
    h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

At Sage Oak, our approach to continuous improvement under Title II, Part A, revolves around a robust system of data analysis and ongoing consultation. We integrate Title II activities with our broader educational strategies, ensuring alignment with our holistic educational goals, such as those outlined in our Local Control and Accountability Plan (LCAP).

We employ a data-driven approach to monitor and refine professional development activities. This includes regular analysis of student performance data, staff feedback on professional development sessions, and other relevant metrics. Our Professional Learning Communities (PLCs) play a crucial role here, enabling educators to discuss and implement strategies based on data insights.

Sage Oak conducts evaluations of Title II, Part A activities throughout the academic year. This regular monitoring allows us to stay responsive to the needs of our educators and students, adapting our strategies to maximize effectiveness.

Our consultation process is inclusive, involving a wide range of stakeholders. We engage with teachers, principals, specialized instructional support personnel, and charter school leaders to ensure diverse perspectives are considered. Community partners and organizations with relevant expertise are also involved, enriching our professional development programs.

By systematically integrating feedback and data into our professional development initiatives, Sage Oak Charter School ensures that our educational practices are not only aligned with current needs but are also poised for future success, fulfilling our commitment to continuous improvement.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than $30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
   a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

At Sage Oak, our utilization of Title IV, Part A funds is closely aligned with LCAP Goal 3, which focuses on enhancing our technological capabilities to support personalized learning and operational efficiency. We invest in innovative educational technologies, including the development and integration of AI-driven tools. These technologies are designed to tailor learning experiences to individual student needs and streamline administrative processes, thereby enhancing educational outcomes and operational efficacy.

Our objective with these funds is to not only integrate cutting-edge technology into our curriculum but also to ensure these tools effectively support our educational goals. We periodically evaluate the effectiveness of these technological interventions by analyzing student engagement metrics, academic performance data, and operational efficiency indicators. This ongoing assessment helps us refine our technology strategy to ensure it remains aligned with the evolving needs of our students and the broader educational landscape, maintaining our commitment to providing a high-quality, future-ready education.