



Sequoia Career Academy

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sequoia Career Academy

CDS Code: 23-65615-2330454

School Year: 2023-24

LEA contact information:

Melinda Decker

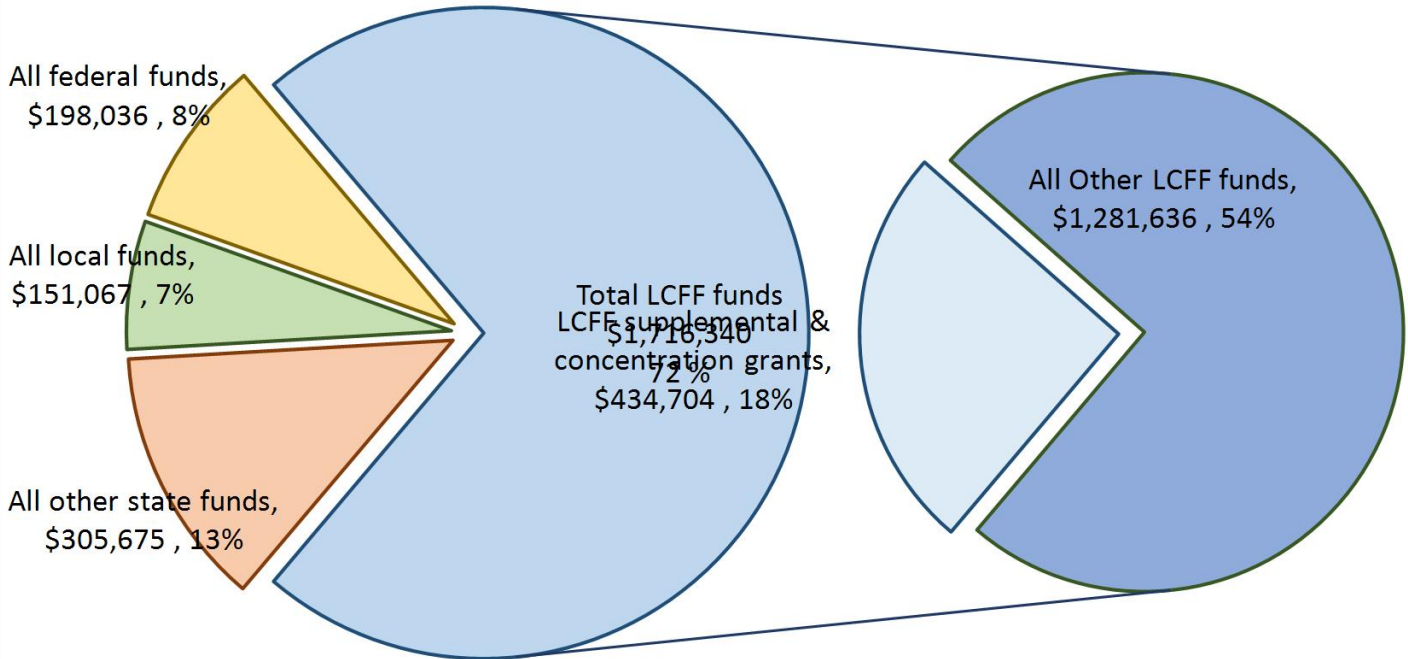
Principal

707-463-7080

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

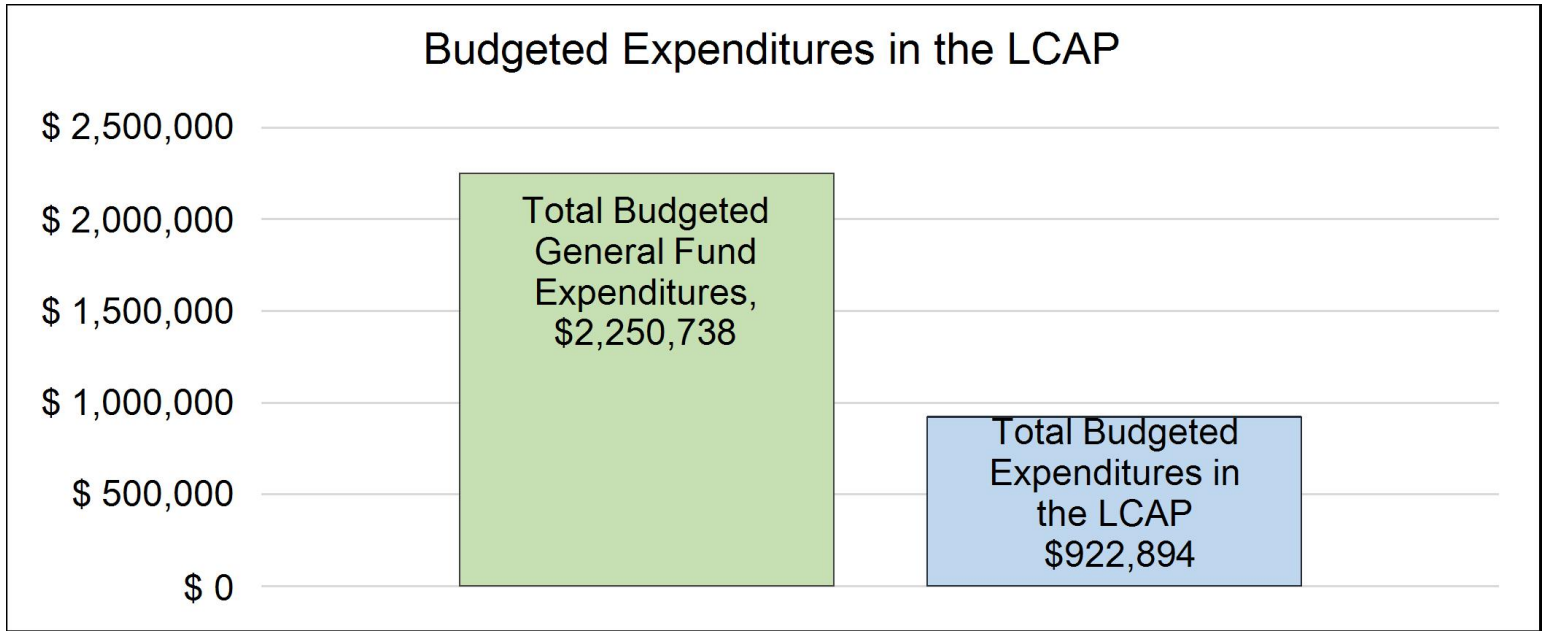


This chart shows the total general purpose revenue Sequoia Career Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sequoia Career Academy is \$2,371,118.00, of which \$1,716,340.00 is Local Control Funding Formula (LCFF), \$305,675.00 is other state funds, \$151,067.00 is local funds, and \$198,036.00 is federal funds. Of the \$1,716,340.00 in LCFF Funds, \$434,704.00 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 Sequoia Career Academy plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Sequoia Career Academy plans to spend \$2,250,738.00 for the 2023-24 school year. Of that amount, \$922,894.00 is tied to actions/services in the LCAP and \$1,327,844.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The expenditures are for personnel salaries, benefits and retirement.

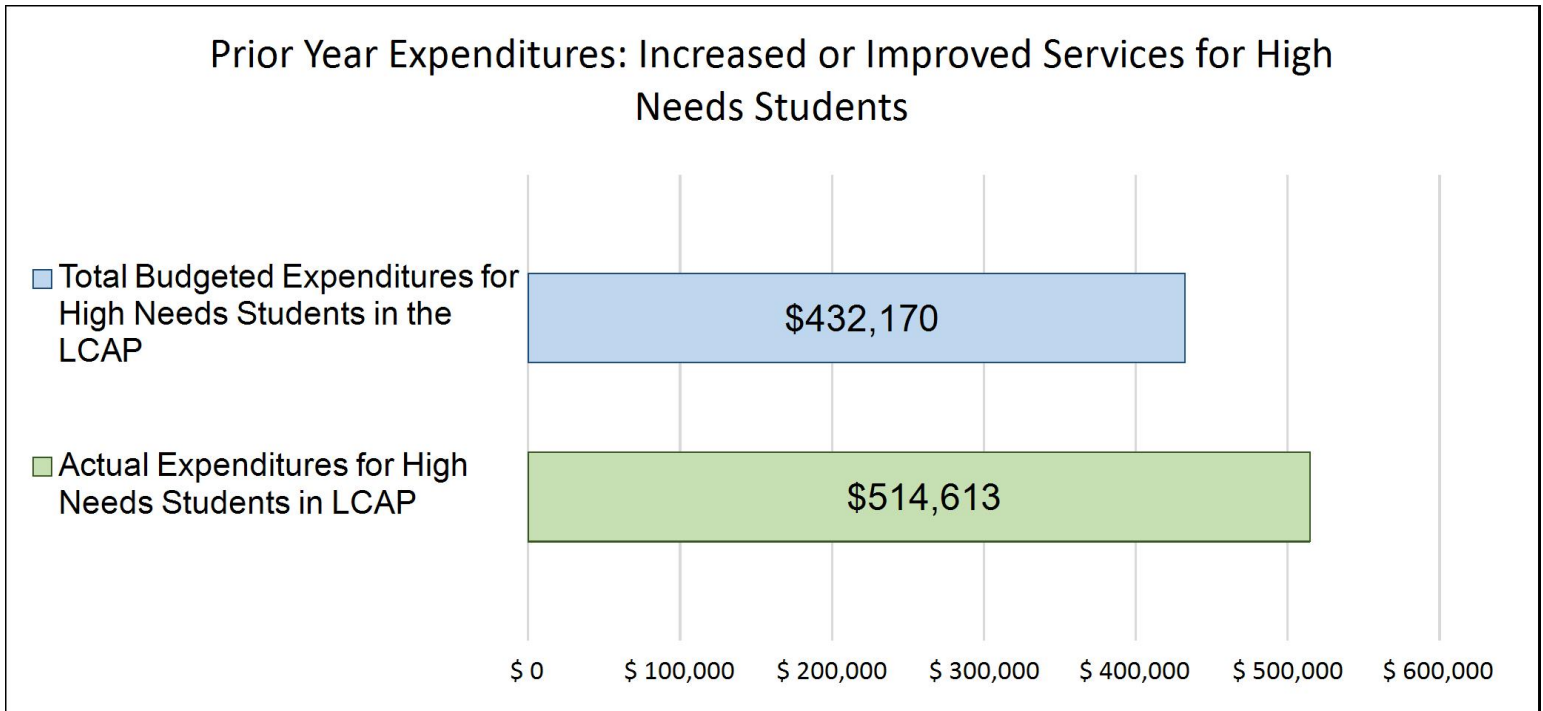
Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Sequoia Career Academy is projecting it will receive \$434,704.00 based on the enrollment of foster youth, English learner, and low-income students. Sequoia Career Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Sequoia Career Academy plans to spend \$587,000.00 towards meeting this requirement, as described in the LCAP.

Sequoia will continue the actions that have provided increased or improved services to students. Additionally, plans to increase SEL services by contracting with a local agency.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, Sequoia Career Academy's LCAP budgeted \$432,170.00 for planned actions to increase or improve services for high needs students. Sequoia Career Academy actually spent \$514,613.00 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$82,443.00 had the following impact on Sequoia Career Academy's ability to increase or improve services for high needs students:

The school improved EL services by providing ELD instruction from a master English teacher. The school also increased services that support a positive school climate promoting greater school attendance and positive feelings towards school.



Sequoia Career Academy

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
Sequoia Career Academy	Melinda Decker Principal	mdecker@scacademy.org 707-463-7080

Plan Summary [2023-24]

General Information

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

Ukiah is a rural community with a student population of approximately 7,000 students. Sequoia Career Academy’s (SCA) student population reflects the district population for the most part with nearly 50% Hispanic and 82% socioeconomically disadvantaged. SCA serves primarily students who are looking to begin a career directly after high school and students who have struggled academically and need extra support to be successful. The school is focused on career planning with a specific emphasis on certificate and training programs.

Since our school is a single school LEA that operates a Title I, Part A Schoolwide Program, our LCAP is serving to meet the requirements of the School Plan for Student Achievement. We utilized state and local data and educational partner input to conduct our comprehensive needs assessment, which is captured in the following sections of the LCAP: Reflections: Identified Needs, Engaging Educational Partners, Measuring and Reporting Results, and the Why Statements for our Goals. Our Title I, Part A funded actions are included in Goals 1, 2, 3, and 4 (Actions 3 and 18).

Reflections: Successes

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

The school had made great growth in ELA exceeding the state average in the last administration of the CAASPP that reported state data. It had also improved its College Career indicator tremendously over the last 4 years. The school's English Language Proficiency indicator was also significantly higher than the state at the last reported state data. However, given the lack of current state data, it is unclear how the school is currently doing compared to the state. Based on local data, Sequoia appears to have decreased its chronic absenteeism rate over

last year's rate. The school has increased its program offerings focused on career education. The school has continued to add activities to improve the school environment including adding additional assemblies provided by outside agencies, increasing field trips that build class community, and the introduction of the SecondStep SEL curriculum. The school has also begun a multiyear process of training all staff on MTSS. These efforts are impacting students based on the student surveys with 89% of students feeling successful, 96% reporting that the classroom is a safe learning environment and 82% reporting they are happy at Sequoia.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The school had struggled to improve its performance on the math and ELA indicators both as a whole and within its subgroups. Additionally, while it had shown improvement, the absenteeism and suspension indicators have not improved enough. However, the data from the 2022 CAASPP administration indicates the pandemic had a very detrimental impact on student learning and local data indicates that all areas on the dashboard will show decreased performance and need improvement.

LCAP Highlights

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

The LCAP focuses on closing the achievement gap and continuing to rebuild a positive school culture as a result of the pandemic. The plan emphasizes both academic and social-emotional support programs with increases to programs like expanding the CTE program with an additional pathway, expanding art instruction within the classroom, building the sports program and improving PE facilities, and partnering with local agencies to provide extracurricular activities and counseling services. The goal is to rebuild students' connections with school to improve both their academic performance and their social emotional health.

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.

Sequoia Career Academy

Support for Identified Schools

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

This is a single school LEA and therefore we are developing our Comprehensive Support and Improvement Plan through our regular LCAP planning process. CSI actions will be embedded within the LCAP plan.

Monitoring and Evaluating Effectiveness

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

The Principal will monitor benchmark assessments throughout the year including, but not limited to the STAR tests and CAASPP interim assessments to monitor student growth and determine if the plan is effective. The Principal will also monitor student attendance and provide intervention to students who have excessive absences. The school will also evaluate success based on the dashboard data and summative CAASPP results.

Engaging Educational Partners

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

The stakeholders were provided several opportunities to provide feedback.

Parent Advisory Meeting 4/19/2023

Parent Survey 5/2023

Student Survey 5/2023

Staff Meeting 5/10/2023

CAR Board Meeting 5/2/2023

The feedback from stakeholders greatly influenced the focus of the LCAP, specifically with regard to learning loss, school connection, and the social-emotional health of students following the pandemic.

A summary of the feedback provided by specific educational partners.

Educational partners feedback across the board focused primarily on student learning loss, student social emotional health, and rebuilding school culture. The limited parent surveys that we received indicated that at least 86% of parents felt their child was successful, 93% of parents indicated their child was happy, and 87% felt their child was safe at Sequoia. Parents indicated they were very happy with the communication and support the school provides. Some parents requested additional math tutoring be available.

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

The stakeholders provided feedback that resulted in an increased focus on developing a strong multi tiered system of support to meet the increased academic, social emotional, and behavioral needs of students after the pandemic. The school will continue to participate in a grant that provides ongoing MTSS training to all staff so it may be implemented with fidelity. Feedback from educational partners in regards to LCAP Goal #4 specifically expand sports program, LCAP goal 1 was to increase sp, expansion of CTE and art (goal 2).

Goals and Actions

Goal

Goal #	Description
1	Improve the school's average score in ELA and math as measured on CAASPP to be above the state average score.

An explanation of why the LEA has developed this goal.

The LEA/school must exceed the state average to ensure it qualifies for charter renewal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average score on CAASPP as reported on the California Dashboard	Data unavailable (2021)	2022 Outcomes 27.8 points below standard in ELA. 109.9 points below standard in math.	2023 Outcomes not available yet.		10 points below standard in ELA. 100 points below standard in math.
English Learner Progress Indicator (dashboard)	53.8% (2022)	53.8% (2022)	2023 Outcomes not available yet.		60%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Action 1	Ongoing purchase and implementation of standards aligned curriculum, materials, equipment and activities.	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Action 2	Provide technology access (hardware and software) and support for school operation and instructional use.	\$45,000.00	Yes
1.3	Action 3	Provide professional development on PD days or meetings, trainings, and collaborations to support curriculum alignment, improve instruction, and create a positive school climate.	\$27,000.00	Yes
1.4	Action 20	Hire a temporary intervention teacher to provide intervention support using research based curriculum as part of the CSI plan.	\$55,000.00	Yes
1.9	Action 11	Provide summer school and an expanded grade 4-6 summer program.	\$22,000.00	Yes
1.11	Action 13	Administer benchmark assessments including CAASPP Interims and Summatives, STAR Reading and STAR math, and the ASVAB.	\$3,500.00	No
1.13	Action 15	ELPAC testing and ELD instruction through small group pull-out.	\$19,500.00	Yes
1.14	Action 16	ELD support in English class.	\$148,000.00	Yes
1.17	Action 19	Provide Special Education program.	\$127,000.00	No

Goal Analysis [2022-23]

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

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

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

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

Additional funds were spent on action 1 and 2 as a result of all of our students returning from distance learning and new courses being offered at the high school level. Class sets of textbooks had to be purchased for 3 new course offerings and a great deal of Chromebooks had to be replaced due to loss or damage. Action 3 had a significant decrease in funds spent on professional development due to the COVID restrictions. Additional funds were spent on action 16 because the ELD teacher left in October, her duties were then split between 2 existing employees.

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

Local data indicates student performance improved over the previous year. The school does not have the results of the 2023 CAASPP testing to know by what degree test scores may have improved relative to the state.

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

Action 20 was added to this goal. Sequoia currently qualifies for Comprehensive Support and Improvement (CSI) and as part of the plan to improve student outcomes a temporary part-time intervention teacher will be hired to support students using a research based curriculum.

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	Increase the number of students with a post-secondary career plan.

An explanation of why the LEA has developed this goal.

Our school mission is to prepare students for a successful future. One aspect of a successful future is to have a career plan upon completing high school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The percentage of seniors who have a post-secondary plan as measured on the end of year student surveys.	15%	50%	83		85%
College Career Readiness Rate (dashboard)	27%	Not available.	Not available.		40%

Actions

Action #	Title	Description	Total Funds	Contributing
2.5	Action 7	Continue Student Service Coordinator to plan academic and career field trips and speakers; and provide grade monitoring; provide support for financial aid and scholarship applications; provide support for post-secondary applications.	\$21,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Action 8	Develop a career focused educational program by continuing to offer 2 CTE pathways, a business Spanish course, Life Skills, dual enrollment courses on campus, and college courses at Mendocino College.	\$105,000.00	Yes
2.8	Action 14	Targeted counseling regarding grades and post-secondary options for low income pupils, ELL, foster and RFEP students.	\$21,500.00	Yes

Goal Analysis [2022-23]

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

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

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

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

Action 8 expenses increased due to offering an additional CTE course and an additional Career Exploration course. There was also an increase in the number of students that took college courses this year.

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

This year the school made substantial progress towards increasing the number of students with a post-secondary career plan. The number of students completing a CTE pathway increased as did the number of students completing 2 or more college courses.

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.

There are no changes to this goal, metrics, desired outcomes, or actions for the coming year.

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	Increase the rate of unconditional promotions to the next grade

An explanation of why the LEA has developed this goal.

Many students who attend Sequoia have struggled academically in school. The school's mission is for every student to have a successful future. Academic success is vital to achieving a diploma and a successful future. The more students receiving an unconditional promotion to the next grade is one measure of academic success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Unconditional promotion rate	47% (2021)	55% (2022)	69% (2023)		75% (based on 22-23 data)
Graduation rate indicator (dashbaord)	72.7% (2022)	72.7% (2022)	Not available yet for 2023.		

Actions

Action #	Title	Description	Total Funds	Contributing
3.5	Action 5	Provide after school help hour conducted by the teacher, after school tutorial, and after school program.	\$58,000.00	Yes
3.6	Action 6	Provide course recovery program	\$20,000.00	Yes
3.10	Action 12	Provide attendance monitoring and supports	\$27,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.15	Action 17	Provide tutor to support EL, foster, and socioeconomically disadvantaged students.	\$35,000.00	Yes
3.16	Action 18	Provide embedded tutorial periods within the regular school day to support student success in all classes.	\$64,000.00	Yes

Goal Analysis [2022-23]

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

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

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

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

Additional funds were spent on action 5 as the number of days after-school tutorial was offered was increased in the first semester. Additional funds were also spent on action 6 due to an increased number of students requiring credit recovery as a result of COVID in the previous 2 school years. Additional funds were also spent on action 12 due to substantially high number of students being absent. Actions 17 and 18 also saw an increase in funding due to the hiring of additional support staff to help within the built-in tutorials and to provide one-on-one support for students in need.

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

These actions were highly effective based on the school's promotion rate, which is currently 73% in comparison to last year's promotion rate of 55%.

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.

Next year to ensure even more success the Academic Services Coordinator will begin assigning students to teacher help hours to ensure more specific help is being provided.

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	Foster a positive school climate

An explanation of why the LEA has developed this goal.

Fostering a positive school climate is critical to student success. Students must feel safe, valued and proud for learning to occur.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student survey results-successful	82% (2021)	87% (2022)	90% (2023)		92%
Student survey results-happy	79% (2021)	84% (2022)	84% (2023)		90%
Student survey results-safe	86% (2021)	91% (2022)	97% (2023)		98%
Chronic Absenteeism rate (dashboard)	50% (2022)	50% (2022)	Not available yet.		45%
Suspension rate (dashboard)	22.8% (2022)	22.8% (2022)	Not available yet.		20%

Actions

Action #	Title	Description	Total Funds	Contributing
4.4	Action 4	Continue to improve school activities that support a positive school climate	\$110,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.8	Action 9	Provide free breakfast and lunch to all students.	\$58,000.00	Yes
4.9	Action 10	Provide safety provisions and equipment needed for on-campus learning.	\$12,000.00	Yes

Goal Analysis [2022-23]

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

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

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

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

Additional funds were spent on action 4 due to an increased number of fieldtrips and school assemblies that support a positive school climate. Action 9 had a significant increase in funds spent because more students participated in the meal program than in the past.

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

Based on the results of the student surveys it is clear that the school culture is heading in the right direction and the school is rebuilding positive school culture, however, there is still work to be done.

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.

There are no changes to this goal, metrics, desired outcomes, or actions for the coming year.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$434,704	

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
33.92%	2.16%	\$26,321.70	36.08%

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

Required Descriptions

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

Action 1 pertains to providing standards-aligned curriculum and activities, including field trips. Because foster, EL, and SED students may not have the social or financial capital needed to access extracurricular activities like museums, science halls, historical sites, etc., that expand learning and foster positivity, these populations were the primary consideration. This action helps students meet goals 2 and 4 by increasing student exposure to areas outside their daily lives.

Action 2 pertains to providing technology access. Foster, EL, and SED students often have limited resources that inhibit their access to technology prohibiting them from participating in online work and resources necessary for school. This action is a direct result of that lack of access and helps students meet goals 1, 2, 3, and 4.

Action 3 pertains to professional development. Because foster, EL, and SED students may need additional instructional and social-emotional support, they were considered first when establishing this goal. Teachers and staff need additional training to meet the needs of these special populations. The additional training allows teachers to better support students in meeting goals 1, 2, and 3 which will result in a more positive school climate, goal 4.

Action 4 pertains to creating a positive school climate through ongoing school activities. Foster, EL, and SED students may have academic or social-emotional struggles that have resulted in lower self-worth or belief in their ability to succeed. As a result, they often need more encouragement and support to reach their goals. By focusing on creating a climate that encourages, supports, and celebrates success, we are directly meeting the needs of those students. As a result of more confidence and positivity students will be better able to meet goals 1, 2, 3, and 4.

Action 5 pertains to providing additional academic support and extracurricular activity after school. Because foster, EL, or SED may not have the financial or social capital to access academic support or extracurricular activities outside of the school setting, they were considered the most in need of these activities. As a result of this action, students will be better able to meet goals 1, 2, and 4.

Action 6 pertains to providing course recovery. Foster, EL, and SED students may have academic struggles that have resulted in credit deficiencies. Because of this, it is important to provide an avenue for these populations to make up those credits and graduate on time. It allows students to improve their skills, access college classes, and graduate on time, meeting goals 1, 2, and 3.

Action 7 pertains to the Academic Services Coordinator (ASC) position. The ASC provides support for career awareness, financial aid and scholarship applications, and post-secondary application support as well as additional tutorial time for students to make up work. Foster, EL, and SED students may not have the financial or social capital needed to plan for and execute their post-secondary goals. Additionally, they are more likely to fall behind or struggle in class. Because of this, these populations were considered first when making this a priority for the school. With this support, these populations will be better equipped to pass classes and participate in post-secondary success, fostering a sense of positivity. Therefore, this action aids students in meeting goals 1, 2, 3, and 4.

Action 8 pertains to creating a career-focused educational program through career exploration presentations within all grades, CTE courses, and dual/concurrent enrollment in college classes. This goal allows foster, EL, and SED students who may lack the financial or social capital to explore various career opportunities or pay for college classes/supplies the opportunity to do so. Due to the need in these populations for greater exposure and access to post-secondary options, they were considered first in developing this action. This goal allows students to meet goal 3 which focuses on creating a post-secondary plan.

Action 9 provides free breakfast and lunch to all students. Foster, EL, and SED students are the students most likely in need of nutritional meals. It is critical that students' basic needs are met so they may effectively learn and succeed. This helps students achieve goal 4 by meeting students' basic need for food.

Action 11 pertains to summer school. Because foster, EL, and SED have an increased rate of academic struggle, these populations were considered first when choosing to provide summer school. The summer school program provides students the opportunity to improve fundamental skills necessary for academic success whereby helping students meet goals 1, 3, and 4,

Action 12 pertains to monitoring student attendance. Local data indicates that SED and foster youth have higher rates of chronic absenteeism resulting in less academic success. Therefore, this added monitoring and support is intended to help them first and will result in greater academic success, higher graduation rates, more likely post-secondary success, and a more positive feeling about school, achieving goals 1, 2, 3, and 4.

Action 18 provides embedded academic support for students to complete their work during the regular school day. Foster, EL, and SED students often need additional support to accurately complete their school work that may not be available at home due to language barriers, lack of support, or because their parents are working. Providing this support within the regular school day is a critical component to ensuring these students are successful.

Action 20 provides intervention support using a research-based curriculum as part of the CSI plan by hiring a temporary part-time intervention teacher. Because foster, EL, or SED may not have the financial or social capital to access academic support or extracurricular activities outside of the school setting, they were considered the most in need of these activities. As a result of this action, students will be better able to meet goals 1, 2, 3, and 4.

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

44.16 is the percentage to increase or improve services for 2023-2024. For our added services directly aimed at socioeconomically disadvantaged, foster youth, EL, and RFEP populations, we are budgeting to expend \$488,533. This total includes the costs of our Academic Services Coordinator (ASC) who provides extra academic counseling time to these students. For example, while the ASC will meet with all students regarding academic progress a minimum of four times per year, pupils in the targeted populations will receive a minimum of eight counseling sessions. Additionally, the school provides ELD instruction to our EL students and tutoring services to all target populations. English teachers will provide additional support to EL students in English classes. Additionally, given that unduplicated pupils account for approximately 82% of our population, school-wide activities are primarily aimed at improving services for unduplicated pupils. Our total combined expenditures using LCAP funds for all students including targeted populations is \$488,533. The school will use the increase in funding in a variety of ways that will benefit all students, including the targeted populations. One of the most important ways is the

school will provide free breakfast and lunch to all students. Some of the other ways the funds will be expended are for support programs including after-school programs, after-school tutoring, lunch tutorials, expanded extracurricular activities, and mental health counseling services. Through the various discussions with stakeholders, school climate was seen as a major contributor to student success. To improve the overall school climate, and therefore individual student success, the school will spend funds to organize and provide school activities and field trips, promote career education, and provide college, career, and financial aid counseling for both students and parents as well as assistance completing applications for these programs. To further support career development, the school will be providing 2 CTE pathways, a business Spanish class, dual enrollment classes on campus, and additional avenues for career development that students may not have had access to before. Additionally, it will be covering the costs associated with taking courses at Mendocino College. Sequoia Career Academy's mission is to prepare students for a successful future, and as such, all of the school's goals and subsequent added services/actions are aimed at improving students' success in school thereby increasing their success in the future.

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.

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		20 to 1
Staff-to-student ratio of certificated staff providing direct services to students		15 to 1

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$657,000.00	\$110,000.00	\$57,000.00	\$174,500.00	\$998,500.00	\$768,000.00	\$230,500.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Action 1	English Learners Foster Youth Low Income	\$20,000.00				\$20,000.00
1	1.2	Action 2	English Learners Foster Youth Low Income	\$45,000.00				\$45,000.00
1	1.3	Action 3	Foster Youth Low Income	\$1,000.00	\$20,000.00		\$6,000.00	\$27,000.00
1	1.4	Action 20	English Learners Foster Youth Low Income		\$55,000.00			\$55,000.00
1	1.9	Action 11	English Learners Foster Youth Low Income		\$10,000.00		\$12,000.00	\$22,000.00
1	1.11	Action 13	All				\$3,500.00	\$3,500.00
1	1.13	Action 15	English Learners	\$19,500.00				\$19,500.00
1	1.14	Action 16	English Learners	\$148,000.00				\$148,000.00
1	1.17	Action 19	Students with Disabilities	\$70,000.00		\$57,000.00		\$127,000.00
2	2.5	Action 7	English Learners Foster Youth Low Income	\$21,000.00				\$21,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.6	Action 8	English Learners Foster Youth Low Income	\$105,000.00				\$105,000.00
2	2.8	Action 14	English Learners Foster Youth Low Income	\$21,500.00				\$21,500.00
3	3.5	Action 5	English Learners Foster Youth Low Income	\$1,000.00	\$25,000.00		\$32,000.00	\$58,000.00
3	3.6	Action 6	English Learners Foster Youth Low Income	\$20,000.00				\$20,000.00
3	3.10	Action 12	English Learners Foster Youth Low Income	\$27,000.00				\$27,000.00
3	3.15	Action 17	English Learners Foster Youth Low Income	\$25,000.00			\$10,000.00	\$35,000.00
3	3.16	Action 18	English Learners Foster Youth Low Income	\$40,000.00			\$24,000.00	\$64,000.00
4	4.4	Action 4	English Learners Foster Youth Low Income	\$35,000.00			\$75,000.00	\$110,000.00
4	4.8	Action 9	Foster Youth Low Income	\$58,000.00				\$58,000.00
4	4.9	Action 10	English Learners				\$12,000.00	\$12,000.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$1,281,651	\$434,704	33.92%	2.16%	36.08%	\$587,000.00	0.00%	45.80 %	Total:	\$587,000.00
								LEA-wide Total:	\$587,000.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Action 1	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
1	1.2	Action 2	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$45,000.00	
1	1.3	Action 3	Yes	LEA-wide	Foster Youth Low Income		\$1,000.00	
1	1.4	Action 20	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.9	Action 11	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.13	Action 15	Yes	LEA-wide	English Learners	All Schools	\$19,500.00	
1	1.14	Action 16	Yes	LEA-wide	English Learners	All Schools	\$148,000.00	

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	2.5	Action 7	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$21,000.00	
2	2.6	Action 8	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$105,000.00	
2	2.8	Action 14	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$21,500.00	
3	3.5	Action 5	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	
3	3.6	Action 6	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
3	3.10	Action 12	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$27,000.00	
3	3.15	Action 17	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	
3	3.16	Action 18	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,000.00	
4	4.4	Action 4	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$35,000.00	
4	4.8	Action 9	Yes	LEA-wide	Foster Youth Low Income		\$58,000.00	
4	4.9	Action 10	Yes	LEA-wide	English Learners	All Schools		

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$698,502.00	\$922,894.00

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	Action 1	Yes	\$12,500.00	\$23,208.00
1	1.2	Action 2	Yes	\$32,000.00	\$45,950.00
1	1.3	Action 3	No Yes	\$45,000.00	\$20,635.00
1	1.4	Action 4	Yes		
1	1.5	Action 5	Yes		
1	1.6	Action 6	Yes		
1	1.7	Action 7	Yes		
1	1.8	Action 9	No Yes		

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	1.9	Action 11	Yes	\$21,210.00	\$20,398.00
1	1.10	Action 12	Yes		
1	1.11	Action 13	No	\$3,000.00	\$3,157.00
1	1.12	Action 14	Yes		
1	1.13	Action 15	Yes	\$16,845.00	\$19,665.00
1	1.14	Action 16	Yes	\$138,447.00	\$146,828.00
1	1.15	Action 17	Yes		
1	1.16	Action 18	Yes		
1	1.17	Action 19	No	\$127,000.00	\$123,382.00
2	2.1	Action 2	Yes		
2	2.2	Action 3	No		
2	2.3	Action 4	Yes		
2	2.4	Action 6	Yes		

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	2.5	Action 7	Yes	\$21,000.00	\$19,224.00
2	2.6	Action 8	Yes	\$55,000.00	\$104,459.00
2	2.7	Action 12	Yes		
2	2.8	Action 14	Yes	\$21,500.00	\$20,159.00
2	2.9	Action 18	Yes		
2	2.10	Action 19	No		
3	3.1	Action 1	Yes		
3	3.2	Action 2	Yes		
3	3.3	Action 3	No		
3	3.4	Action 4	No		
3	3.5	Action 5	Yes	\$28,000.00	\$57,575.00
3	3.6	Action 6	Yes	\$15,000.00	\$21,289.00
3	3.7	Action 7	Yes		

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)
3	3.8	Action 8	Yes		
3	3.9	Action 9	No		
3	3.10	Action 12	Yes	\$17,000.00	\$27,308.00
3	3.11	Action 13	No		
3	3.12	Action 14	Yes		
3	3.13	Action 15	Yes		
3	3.14	Action 16	Yes		
3	3.15	Action 17	Yes	\$18,000.00	\$34,715.00
3	3.16	Action 18	Yes	\$42,000.00	\$63,445.00
3	3.17	Action 19	No		
4	4.1	Action 1	Yes		
4	4.2	Action 2	Yes		
4	4.3	Action 3	No		

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)
			Yes		
4	4.4	Action 4	Yes	\$35,000.00	\$102,244.00
4	4.5	Action 5	Yes		
4	4.6	Action 7	Yes		
4	4.7	Action 8	Yes		
4	4.8	Action 9	No Yes	\$38,000.00	\$59,207.00
4	4.9	Action 10	Yes	\$12,000.00	\$10,046.00
4	4.10	Action 12	Yes		
4	4.11	Action 14	Yes		
4	4.12	Action 17	Yes		
4	4.13	Action 18	Yes		
4	4.14	Action 19	No		

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$410,674.00	\$432,170.00	\$514,613.00	(\$82,443.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Action 1	Yes	\$12,500.00	\$12,405.00		
1	1.2	Action 2	Yes	\$32,000.00	\$27,036.00		
1	1.3	Action 3	Yes	\$1,000.00	\$4,321.00		
1	1.4	Action 4	Yes				
1	1.5	Action 5	Yes				
1	1.6	Action 6	Yes				
1	1.7	Action 7	Yes				
1	1.8	Action 9	Yes				
1	1.9	Action 11	Yes	\$12,000.00	\$15,027.00		
1	1.10	Action 12	Yes				
1	1.12	Action 14	Yes				
1	1.13	Action 15	Yes	\$16,845.00	\$14,109.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.14	Action 16	Yes	\$138,447.00	\$133,980.00		
1	1.15	Action 17	Yes				
1	1.16	Action 18	Yes				
2	2.1	Action 2	Yes				
2	2.3	Action 4	Yes				
2	2.4	Action 6	Yes				
2	2.5	Action 7	Yes	\$21,000.00	\$19,224.00		
2	2.6	Action 8	Yes	\$55,000.00	\$104,459.00		
2	2.7	Action 12	Yes				
2	2.8	Action 14	Yes	\$21,500.00	\$19,798.00		
2	2.9	Action 18	Yes				
3	3.1	Action 1	Yes				
3	3.2	Action 2	Yes				
3	3.5	Action 5	Yes	\$11,878.00	\$802.00		
3	3.6	Action 6	Yes	\$15,000.00	\$21,289.00		
3	3.7	Action 7	Yes				
3	3.8	Action 8	Yes				

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)
3	3.10	Action 12	Yes	\$17,000.00	\$27,308.00		
3	3.12	Action 14	Yes				
3	3.13	Action 15	Yes				
3	3.14	Action 16	Yes				
3	3.15	Action 17	Yes	\$18,000.00	\$7,474.00		
3	3.16	Action 18	Yes	\$0	\$41,743.00		
4	4.1	Action 1	Yes				
4	4.2	Action 2	Yes				
4	4.3	Action 3	Yes				
4	4.4	Action 4	Yes	\$22,000.00	\$29,601.00		
4	4.5	Action 5	Yes				
4	4.6	Action 7	Yes				
4	4.7	Action 8	Yes				
4	4.8	Action 9	Yes	\$38,000.00	\$36,037.00		
4	4.9	Action 10	Yes				
4	4.10	Action 12	Yes				
4	4.11	Action 14	Yes				

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)
4	4.12	Action 17	Yes				
4	4.13	Action 18	Yes				

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$1,216,253	\$410,674.00	10.71%	44.48%	\$514,613.00	0.00%	42.31%	\$26,321.70	2.16%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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