



Sierra Academy of Expeditionary Learning

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sierra Academy of Expeditionary Learning

CDS Code: 29-66357-0124834

School Year: 2023-24

LEA contact information:

Richard Young

Executive Director

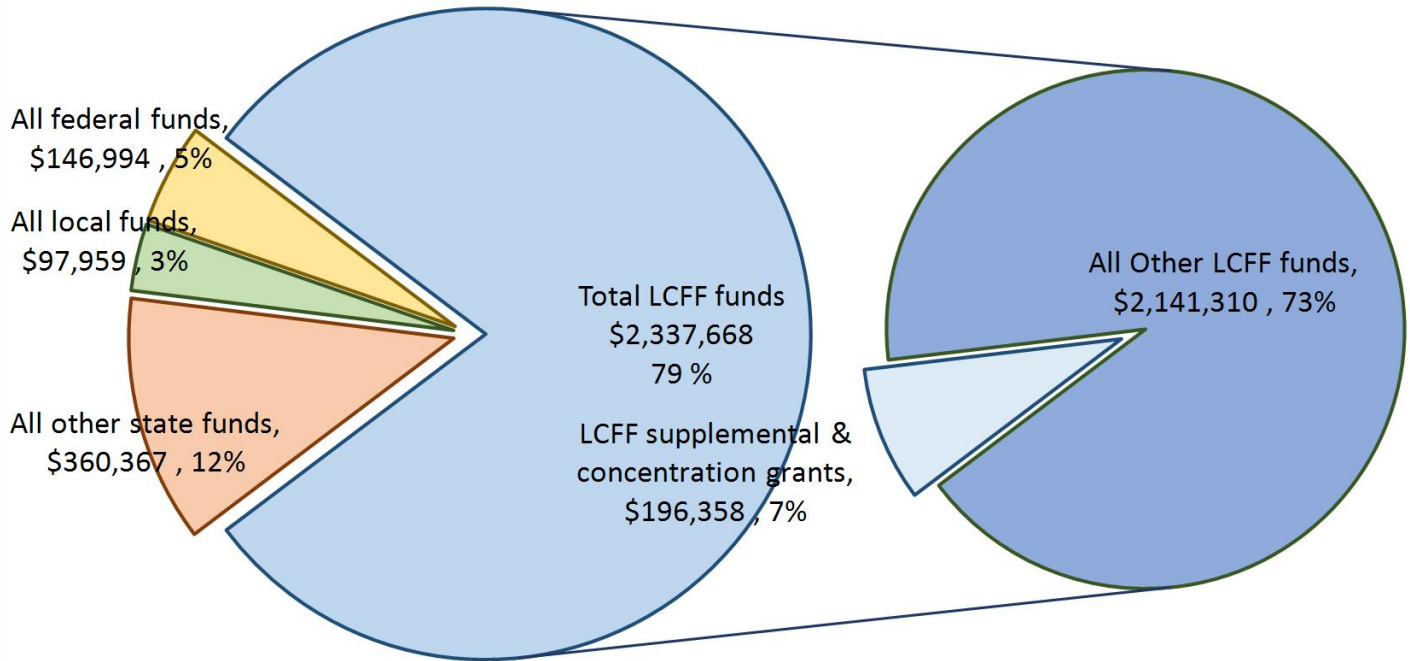
ryoung@sierraacademy.net

530.268.2200

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

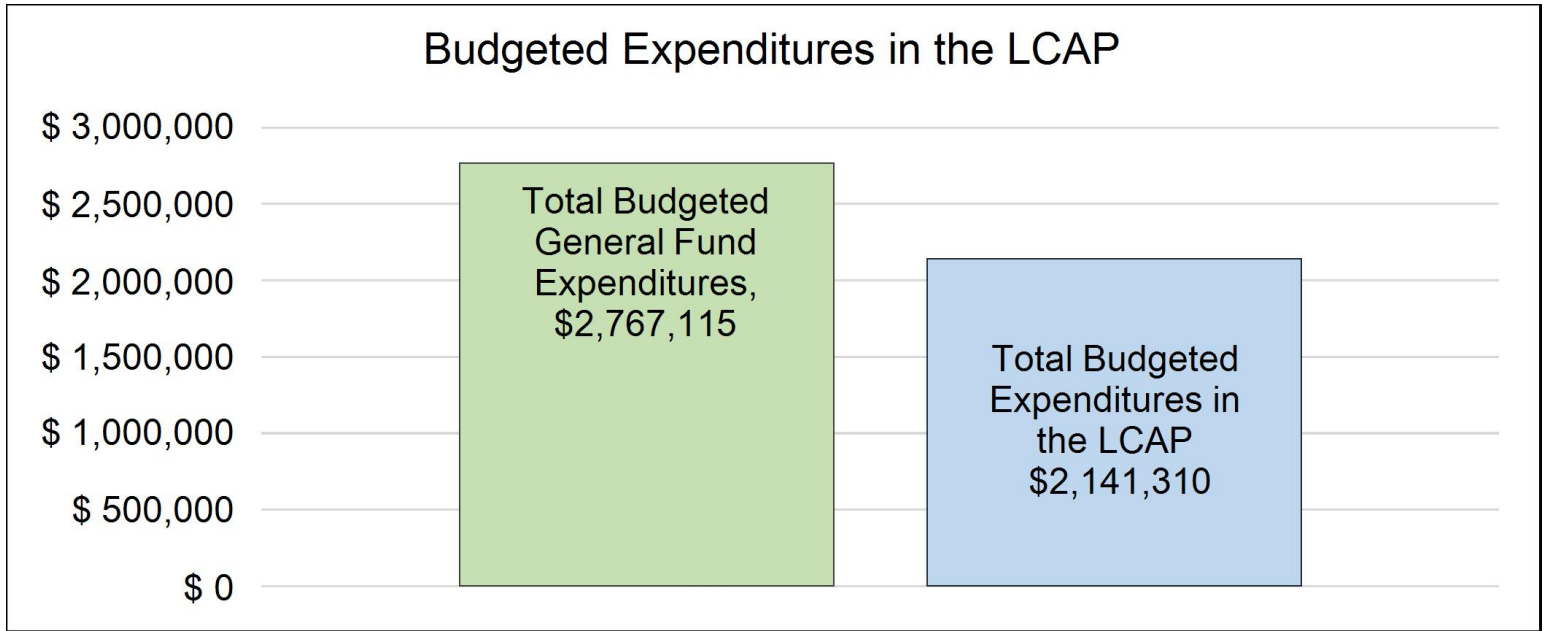


This chart shows the total general purpose revenue Sierra Academy of Expeditionary Learning expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sierra Academy of Expeditionary Learning is \$2,942,988, of which \$2,337,668 is Local Control Funding Formula (LCFF), \$360,367 is other state funds, \$97,959 is local funds, and \$146,994 is federal funds. Of the \$2,337,668 in LCFF Funds, \$196,358 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 Sierra Academy of Expeditionary Learning 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: Sierra Academy of Expeditionary Learning plans to spend \$2,767,115 for the 2023-24 school year. Of that amount, \$2,141,310 is tied to actions/services in the LCAP and \$625,805 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

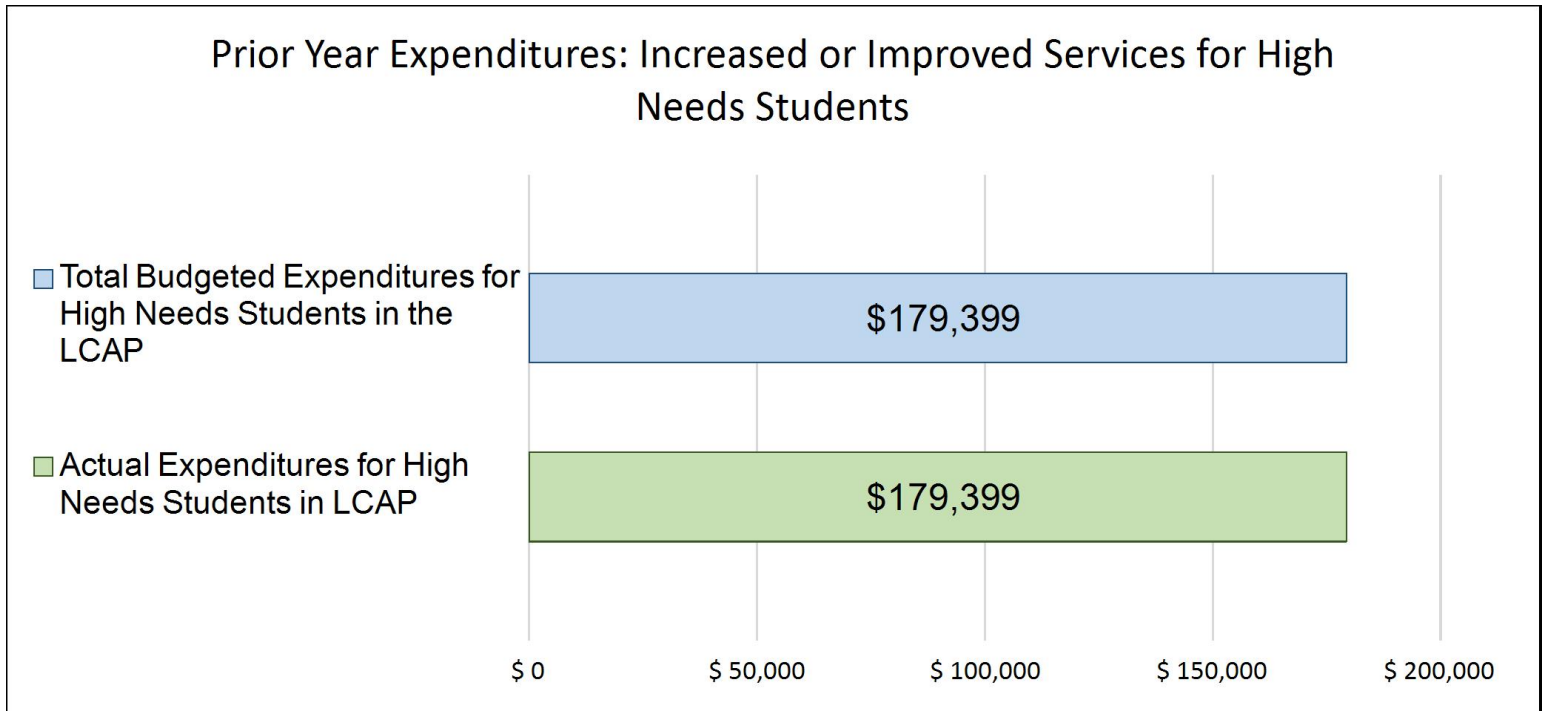
lease of the facility, general operating costs, general insurance, and oversight costs.

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

In 2023-24, Sierra Academy of Expeditionary Learning is projecting it will receive \$196,358 based on the enrollment of foster youth, English learner, and low-income students. Sierra Academy of Expeditionary Learning must describe how it intends to increase or improve services for high needs students in the LCAP. Sierra Academy of Expeditionary Learning plans to spend \$196,358 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

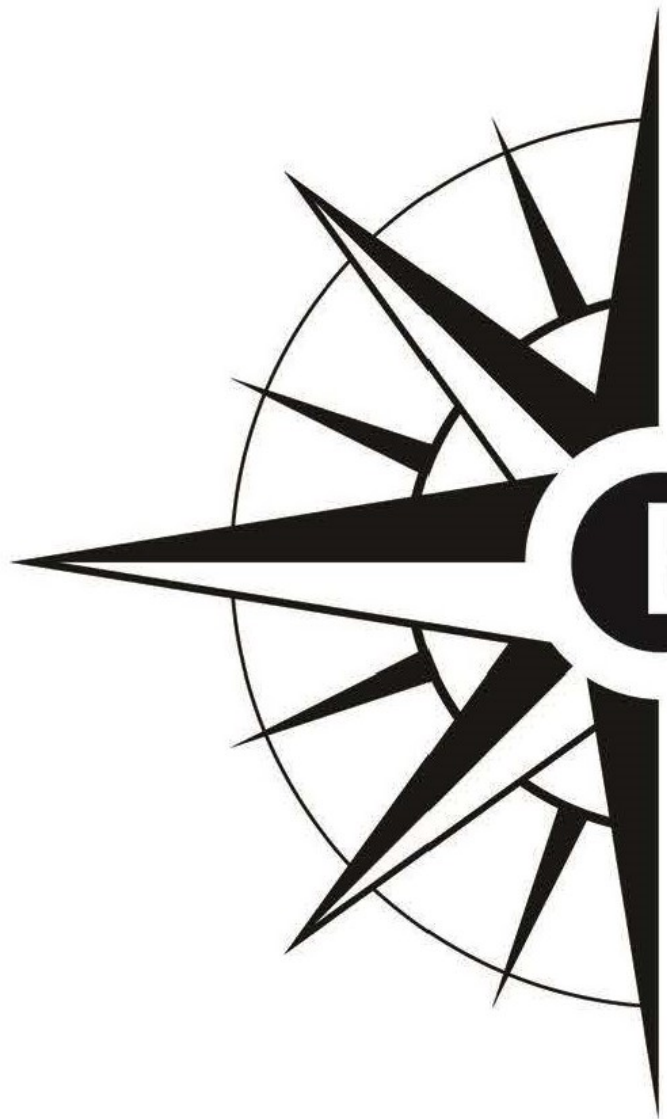


This chart compares what Sierra Academy of Expeditionary Learning budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sierra Academy of Expeditionary Learning estimates it has spent on actions and services that 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, Sierra Academy of Expeditionary Learning's LCAP budgeted \$179,399 for planned actions to increase or improve services for high needs students. Sierra Academy of Expeditionary Learning actually spent \$179,399 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$0 had the following impact on Sierra Academy of Expeditionary Learning's ability to increase or improve services for high needs students:

provided aides to the general education program, teacher's salaries and benefits to ensure small class size, sports program to include the Athletic Director and Coach stipends.



Sierra Academy of **E**xpeditionary Learning

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
Sierra Academy of Expeditionary Learning	Richard Young Executive Director	ryoung@sierraacademy.net 530.268.2200

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.

Sierra Academy of Expeditionary Learning ("SAEL") launched in the 2014-2015 school year and serves students in grades 9-12. SAEL moved into the beautiful and historic Nevada City Elementary building in July 2018 and are very excited to be the sole occupants and to have 10 year lease that will ideally become our forever home. Students and families chose SAEL for its nationally recognized Expeditionary Learning (EL Education) curriculum model. On its first ever annual EL Implementation Review, which is performed by an outside reviewer using a research-based methodology, SAEL performed on the level of a school that was in its fifth year implementing the model scoring 58 points above the normal first year school target. Community members from the locally successful Grass Valley Charter School sought to create a high school that used the same methods of teaching and learning. Our students come to SAEL from over 17 different schools in both Placer and Nevada counties. Several of our families moved to the area from out of state for SAEL specifically. The parent/guardian population includes families that work in a variety of local services and industries. There are many ties to the tech industry, the production of goods, farming, social service organizations, local shops, and general service jobs. With approximately 100,000 residents, Nevada County is the 36th most populated in California. 67% of its population is found in the incorporated areas of Grass Valley, Nevada City, and Truckee with the remaining 33% living in unincorporated, outlying rural areas. Although the population has grown over the past decade, it is a relatively slow growth in comparison to the neighboring Placer, Sutter, and Yuba counties due to slow economic conditions. About 23% of adults in the community have a higher education degree. Sierra Academy of Expeditionary Learning offers a unique curriculum model that incorporates project-based, hands-on, college preparatory academics with embedded service, fieldwork, and adventure. Our curriculum is based on state standards and the school launched using Common Core to design interdisciplinary, semester long units of study called Expeditions.

The mission of Sierra Academy of Expeditionary Learning is to inspire students to achieve high standards, create quality work, develop quality character, and embrace lifelong learning and service through Expeditionary Learning.

SAEL's enrollment of 176 by student group was as follows: 40% socioeconomically disadvantaged ("SED") or low income ("LI") students, 0% English Learners ("ELs"), 0% Reclassified Fluent English Proficient ("RFEP") students, 15.9% students with disabilities ("SWD"), 0% foster youth ("FY"), 0.6% homeless students. The enrollment by race and ethnicity at Kepler was 1% Black or African American, 13% Hispanic, 10% two or more races, 68% white, 0.6% Asian, and 2% Native American. It should be noted that the supplemental and concentration grant funds that come from the Local Control Funding Formula ("LCFF") are for ELs, SED/LI, and FY. Of these subgroups, SED students, SWD,

Hispanic, and White students are significant subgroups; however, SAEL addresses specific actions and services for ELs and FY students to provide equal access to a high-quality program.

The purpose of this Local Control Accountability Plan ("LCAP") is to address the School Plan for Student Achievement ("SPSA") for Sierra Academy of Expeditionary Learning which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on two goals: 1.) Students are proficient readers, writers, and thinkers with mastery of mathematical, scientific, social science skills and content demonstrated through high quality work products in order to be prepared for college and career; and, 2.) Students, families and staff will become CREW at SAEL, actively engaged in support of a positive culture and climate.

In the 2022-23 school year, our school was identified for Additional Targeted Support and Improvement ("ATSI"). This means that based on the data from the 2022 California School Dashboard, Socioeconomically Disadvantaged/Low Income students were in the highest status level for suspension rate. SED students had a suspension rate of 11.6% as opposed to 8.1% for all students. This plan will address ways to improve our school and student outcomes for SED students in particular, based on a needs assessment and identification of resource inequities.

The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and well as local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity. The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the Parent Teacher Crew (advisory council) which will include parents of English Learners if the school has any English Learners. The Parent Teacher Crew ("PTC") will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the PTC. The number of parents will exceed or be equal to the number of total staff members. The PTC will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Sierra Academy of Expeditionary Learning based on student achievement data to include SBAC, ELPAC (when appropriate), and interim assessment data, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Hispanic, White, socioeconomically disadvantaged, and students with disabilities. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all students, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

Reflections: Successes

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

SAEL has provided a strong educational program to all students, especially as an experiential learning school. We maintained high attendance and no expulsions in alignment with our targets. We had a 94.4% attendance rate in P2. Our graduation rate is 100% with 100% of our students completing an A-G or CTE pathway course. We are immensely proud of our staff, students, and families with parents involved in our SAEL Board and a 100% attendance rate at our Student Led Conferences. SAEL is also proud of the academic performance in ELA though there is always room for continued growth especially for significant subgroups. In 2021-22, the CAASPP ELA results indicated that 2021-22 CAASPP Results exceeded the State. The percent of students who met or exceeded standard in California was 47.06% as opposed to 55.56% of SAEL students.

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.

SAEL has identified the need to improve academic performance, especially in Math. The CAASPP test scores indicate the following results of students who met or exceeded standard: 19.45% overall, 12.5% for SED students, and 22.23% for White Students. No other subgroup was reported due to the small size of the subgroup.

While our daily attendance rate has been high in the 2022-23 school year, there has been an ongoing need to prevent many students from becoming chronically absent. In 2021-22 the Chronic Absenteeism Rate was 15.0% overall, 26.2% for SED students, 17.2% for SWD, 16.0% for Hispanic students, 15.0% for students of Two or More Races, and 14.9% for White students. The focus of increasing attendance and reducing chronic absenteeism rate is resulting in more students at school every day; however, SAEL will continue to improve this rate through Goal 2, specifically through the attendance initiatives. SAEL feels confident that the chronic absenteeism rate will be reduced to less than 10% overall and for all significant subgroups by June 2024.

SAEL has identified a need in improving the suspension rate, with a 2022 Dashboard level of Very High overall and for all student groups. We will address this need through the actions of Goal 2, specifically the support of character, social emotional program, and student activities. SAEL has secured a Guidance Counselor who is providing therapy and counseling to individual students and referring students to County Behavioral Health Support, as needed. SAEL has developed Behavior Intervention Plans for students who are at-risk of suspension and has partnered with YVAPE to reduce the number of students who are suspended for the use and/or possession of vape products. SAEL has worked through the IEP process to ensure that students who qualify for ERMHS counseling receive the support as part of their IEP (for students with disabilities). Structurally, SAEL has focused on school connectedness, belonging to the school community, and conducting a character assessment. Each student is assigned a Crew that they meet with four days a week for 30 minutes led by an adult role model.

Additionally, the Student Led Conferences provide an opportunity for each student to meet with their parents, Crew Advisor, and Dean if necessary to address any barriers to positive behavior. The suspension rate at SAEL is 8.1% overall, 11.6% for SED students, 10% for SWD, 14.8% for Hispanic students, 3.6% for students of Two or More Races, and 8.1% for White students. SAEL feels confident that the suspension rate will be reduced to less than 5% overall and for all significant subgroups by June 2024.

LCAP Highlights

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

The 2021-24 LCAP provides our three-year plan for continued improvement and development. In 2022-23 we will continue the specific actions undertaken to address the varied academic and social-emotional needs of our students.

GOAL 1: Students are proficient readers, writers, and thinkers with mastery of mathematical, scientific, social science skills and content demonstrated through high quality work products in order to be prepared for college and career. In terms of student achievement (Goal 1), we will continue providing a comprehensive interdisciplinary, project-based, standards-aligned instructional program in conjunction with a comprehensive Academic Supports program. Teachers will be supported through professional development to implement our curriculum and instructional model, including specific support for new teachers, external conferences, and a comprehensive system of teacher observation and coaching. We will provide individualized College and Career Counseling for all students and a comprehensive SPED program for our students with IEPs.

GOAL 2: Students, families and staff will become CREW at SAEL, actively engaged in support of a positive culture and climate. In terms of our work to maintain a positive culture and climate (Goal 2), students are supported in Social Emotional Learning as well as supportive practices in character, attendance, and student activities as well as a clean and safe environment. Families will be supported to participate actively in the life of the school and their child's education through frequent workshops, trainings, and opportunities for input. These opportunities include College workshops, Coffee with the Principal, student-led conferences, and Intensive Showcases. We will use multiple methods of communication to keep parents informed, including our website, emails, Jump Rope, and newsletters.

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.

SAEL is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

SAEL is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

SAEL is not eligible for comprehensive support and improvement.

Engaging Educational Partners

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

EC Section 64001(j) allows a charter school or single school district to use their LCAP and the stakeholder groups in EC Section 52062 to meet federal school planning and stakeholder requirements to include developing a school plan requirements for schools operating a SWP include addressing Title I, Part A Professional Development activities.

The process of how SAEL engaged educational partners for input before the finalization the LCAP included the following:

In accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate, the Public Comment Period was 5/18/23-6/1/23 for parents/guardians and members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the LCAP.

Engaged in collecting feedback on the goals and actions with teachers, staff, and other school personnel. 5/19/23

Engaged in collecting feedback on the goals and actions with the administrative staff (Core Council). 5/24/2023

Connect does not have any collective bargaining units.

Emailed the LCAP, Annual Update, and BOP to all educational partners with a link to a feedback email. 5/18/23

Engaged in collecting feedback on the goals and actions with students on Crew Council. 5/22/2023

Engaged with, presented to, and collected feedback from the PTC (including parents of LI, EL, FY, SWD). 5/16/23

Consultation with Charter SELPA: 5/19/23

Tribes/Advocacy Organizations - SAEL evaluated its stakeholder engagement opportunities and determined tribes, civil rights organizations, and children who are incarcerated are neither present nor served by SAEL.

Following the meetings with educational partners, the administrative team analyzed the feedback in order to include salient points in the LCAP. The most important areas of priority were academic achievement, interventions, attendance, discipline, student social emotional health and well-being, and opportunities for parents/guardians, teachers, staff, and community members to play a more active role in the Charter School decision making process.

The public hearing at the Board meeting was held on: 5/18/2023

In accordance with Education Code section 52062(b)(2) or 52068(b)(2), the LCAP (Annual Update and Budget Overview for Parents) and Budget were adopted by the Board and the Local Indicators were presented by in a public meeting at the Board meeting held on: 6/22/23

A summary of the feedback provided by specific educational partners.

SAEL reflected on the input and was grateful for the opportunity to collaborate on the LCAP and the process of developing the LCAP so that the Charter School can develop the goals and actions that are the most important for the students as seen by the educational partners.

The following feedback was provided by each of the educational partner groups:

Parent Survey 2022/23

School is a safe place for my child:

85%

School has adults who really care about students

80%

Student Survey 2022/23

School perceived as very safe or safe:

9th grade: 82%

10th grade: 84%

11th grade: 82%

12th grade: 78%

School Connectedness:

9th grade: 75%

10th grade: 76%

11th grade: 76%

12th grade: 81%

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

Based on the feedback from the educational partners, the goals and actions previously developed will continue. Educational partners are generally satisfied with the instructional program and outcomes stated within the LCAP. There have been no substantive changes for the 2023-24 LCAP. Feedback from all educational partners continue to be utilized to refine current strategies. In response to feedback, SAEL will continue:

Goal 1, Action 1 and 2 to focus on retaining and hiring more high-quality staff.

Goal 1, Action 4 will continue in response to SELPA feedback to document how we are providing basic services to all students, ensuring students with disabilities access to the state academic content standards, and working to improve academic outcomes, increase college/career readiness, and provide appropriate academic interventions and/or supports for students with disabilities.

Goal 2, Action 1 continues to include fieldwork and we will continue to look for safe opportunities to add more fieldwork in response to student feedback.

Goal 2, Action 5 continues to include family events to allow families more opportunities to connect in person in response to parent feedback.

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Goals and Actions

Goal

Goal #	Description
1	Students are proficient readers, writers, and thinkers with mastery of mathematical, scientific, social science skills and content demonstrated through high quality work products in order to be prepared for college and career.

An explanation of why the LEA has developed this goal.

We are proud of our students’ academic progress. However, there are opportunities for additional growth, specifically in Math and Science. Actions that support this goal will help ensure our students continue to make progress in these areas.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students Meeting/Exceeding Standard on Math and English SBAC for all students and numerically significant subgroups	2018-19 ELA All Students: 94% SED: 83.3% White: 94.4% 2018-19 Math All Students: 50% SED: 41.7% White: 57.9%	Not CAASPP tested in 2021	2021-22 CAASPP Results ELA Total 55.56% Met or Exceeded SED: 50.00% White: 61.11% Math Total 19.45% Met or Exceeded SED: 12.5% White: 22.23%		ELA All Students: 95% SED: 90 White: 95% Math All Students: 70% SED: 62% White: 78%
% of students meeting/exceeding standard on CA Science Test (CAST)	2018-19 CAST All students: 21.95%	Not CAST tested in 2021	CAST 2021-22 Total: 45.94% SED: 42.86% White: 46.43%		45%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of 11th grade students demonstrating college readiness on EAP in Math and English	<p>2018-19 ELA Ready: 48% Conditionally Ready: 36% Not Yet Ready: 12% Not Ready: 4%</p> <p>2018-19 Math Ready: 19.23% Conditionally Ready: 30.77% Not Yet Ready: 19.23% Not Ready: 30.77%</p>	Not CAASPP tested in 2021	<p>CAASPP 2021-22 and EAP</p> <p>ELA Ready: 25% Conditionally Ready: 30.56% Not Yet Ready: 12% Not Ready: 4%</p> <p>Math: Ready: 5.56% Conditionally Ready: 13.89% Not Yet Ready: 33.33% Not Ready: 47.22%</p>		<p>ELA: Ready: 60%</p> <p>Math: Ready: 40%</p>
% of students scoring 3 or higher on AP exams	AP Chemistry 2020: 34% scoring 3 or above	63% Data Year: 2020-21 Data Source: AP Test Result	33.3% Data Year: 2021-22 Data Source: AP Test Result		75%
EL Reclassification Rate	2019-20: 0% 0 EL's	0% Data Year: 2020-21 Data Source: DataQuest Reclassification	0% Data Year: 2021-22 Data Source: DataQuest Reclassification		20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of English learners improving on ELPAC	0 EL's	ELPI not reported for 2020-21 0% Scoring 3 or 4 Data Year: 2020-21 Data Source: DataQuest ELPAC Summative	ELPI not reported for 2021-22 0% Scoring 3 or 4 Data Year: 2021-22 Data Source: DataQuest ELPAC Summative		75%
% appropriately credentialed and assigned teachers	2020-21: 82% fully credentialed 0 misassigned	82% fully credentialed (1 elective teacher non-credentialed of 15) Data Year: 2021-22 Data Source: Local Data	83.33% fully credentialed (2 of 12) Data Year: 2022-23 Data Source: Local Data		100%
% implementation of all adopted content standards, including ELD standards	100% Data Year: 2020-21 Data Source: Local Data	100% Data Year: 2021-22 Data Source: Local Data	100% Data Year: 2022-23 Data Source: Local Data		100%
% of students with access to their own copies of standards-aligned instructional materials for use at school and at home.	100% Data Year: 2020-21 Data Source: Local Data	100% Data Year: 2021-22 Data Source: Local Data	100% Data Year: 2022-23 Data Source: Local Data		100%
% of students that have access, and are enrolled in, a broad course course of	2019-20: 78.14% of students enrolled in courses required for CSU/UC admission	100% Data Year: 2021-22 Data Source: PowerSchool	100% Data Year: 2021-22 Data Source: DataQuest 4 Year		100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
study meeting A-G requirements			Adjusted Graduation Rate		
A-G or CTE pathway course completion rate	2019-20 100%	100% Data Year: 2020-21 Data Source: DataQuest 4 Year Adjusted Graduation Rate	100% Data Year: 2021-22 Data Source: DataQuest 4 Year Adjusted Graduation Rate		100%
% college acceptance	100% accepted into a college or other specific program of their choice	100% Data Year: 2021-22 Data Source: Local Data	100% Data Year: 2021-22 Data Source: Local Data		100%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Instructional Program	Teacher-designed curriculum Interdisciplinary, project based curriculum and instructional practices Intensives--classes that occur over a two-week period, either enrichment or academic support	\$1,022,264.00	No
1.2	Academic Supports	Intensives--academic support Teachers monitor progress in teams and make adjustments to instruction, provide individualized support, or support through the Crew structure for any student struggling. Office hours SST Team	\$196,399.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Professional Development & Coaching	Project-based curriculum and assessment refinement Continuous improvement practice to support equitable instr. for all learners Trauma-informed practices High quality student work analysis Expeditionary Learning training Instructional coaching by instructional guide	\$130,000.00	No
1.4	Special Education	SAEL supports all learners to have access to credentialed staff, quality curriculum and instruction, as well as instructional materials. Credentials are reviewed regularly and reported on in alignment with CalSAAS requirements. Students are engaged in full inclusive practices, in alignment with IEPs, in order to support all students to have access to college and career preparatory curriculum lined up with a-g requirements. The Special education teacher provides individualized or small group support to students with disabilities in the general education classroom or separately as specified in each student's IEP. Special Education teachers collaborate with general education teachers to determine how to best support students with disabilities.	\$168,000.00	No
1.5	College & Career Counseling	1:1 college and career counseling Senior Project class--create individ plan Assist with FAFSA and college applications College visits embedded in field work and intensives wherever possible Guidance website and newsletter for parents The College March annual event with Exped. Learning (EL) Education	\$60,000.00	No

Action #	Title	Description	Total Funds	Contributing

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.

Overall the actions designed to support achievement of the goal were implemented as planned. Successes with the action implementation process include significant improvements to academic performance post pandemic, especially in ELA and Science, access to Standards based curriculum and access to instructional materials, completion of A-G requirements, graduation rate, and college or trade school acceptance.

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

The following actions had greater than 10% variance in Budgeted Expenditures and Estimated Actual Expenditures:
 Action 1 (Instructional Program): Actual expenditure: \$882,521; Budget Expenditure \$1,022,264. This is a decrease of 13.67% of budgeted expenditure. This action was decreased due to a temporary vacancy of teaching staff, curriculum and instructional materials, and student devices.
 Action 2 (Academic Supports): Actual expenditure: \$144,684; Budget Expenditure \$196,399. This is an decrease of 26.33% of budgeted expenditure. This action was decreased due to a temporary vacancy of teaching staff and one staff member.
 Action 3 (PD and Coaching): Estimated actual expenditure: \$191,510; Budgeted expenditure: \$130,000. This is an increase 47.32% of budgeted expenditure. This action was increased due to the increased cost of salary and benefits of the executive director, instructional guide, and Expeditionary Learning.
 Action 4 (Special Education): Actual expenditure: \$139,684; Budget Expenditure \$168,000. This is a decrease of 16.85% of budgeted expenditure. This action was decreased due to the decreased demand for special education service providers.
 Action 5 (College and Career Counseling): Actual expenditure: \$20,707; Budget Expenditure \$60,000. This is a decrease of 65.49% of budgeted expenditure. This action was decreased due to the vacancy of the counselor position.

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

Action 1 (Instructional Program) has been effective in ensuring all students have access to Standards based core curriculum, instructional materials, and credentialed teachers.
 Action 2 (Academic Supports) has been effective in ensuring all students have access to interventions to improve their academic performance and graduation rate.
 Action 3 (PD and Coaching) has been effective in ensuring all teachers are using highly effective instructional strategies.

Action 4 (Special Education) has been effective in providing services based on each student's Individualized Educational Program. Action 5 (College and Career Counseling) has been effective in ensuring students meet the graduation requirements including A-G requirements and are accepted into a post-secondary program.

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.

Sierra Academy of Expeditionary Learning will continue with the planned goal, metrics, desired outcomes, and actions for the 2023-24 school 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
2	Students, families and staff will become CREW at SAEL, actively engaged in support of a positive culture and climate.

An explanation of why the LEA has developed this goal.

A positive culture and climate is a necessary component of our school model. In 2018-19, the CA Dashboard indicated Level Yellow for Suspensions at 11%. We have improved our suspension rate since then, but we must continue our actions to support a positive school culture.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% School Attendance Rate	19-20: 95.31%	81.68%	94.4%		95.0%
		Data Year: 2020-21 Data Source: SIS Attendance Reports	Data Year: 2021-22 Data Source: P-Annual		Data Year: 2023-24 Data Source: P-Annual
		94.7%	91.0%		95.0%
		Data Year: 2021-22 Data Source: P2	Data Year: 2022-23 Data Source: P-2		Data Year: 2023-24 Data Source: P-2
% Chronic Absenteeism Rate for all students and numerically significant subgroups	2018-19: All students: 23.4% SED: 30.2% SWD: 26.7% Hispanic/Latinx: 24% White: 22.9% Two or More Races: 28.6%	Total: 46.9% SED: 54.6% SWD: 52.6% Hispanic/Latino: 51.9% Two or More Races: 65% White: 42.3%	Total: 15.0% SED: 26.2% SWD: 17.2% Hispanic: 16.0% Two or More Races: 15.0% White: 14.9%		10%
					Data Year: 2023-24 Data Source: DataQuest Chronic Absenteeism

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Year: 2020-21 Data Source: DataQuest Chronic Absenteeism	Data Year: 2021-22 Data Source: DataQuest Chronic Absenteeism		
% High School Drop Out Rate	2019-20: 0%	0% Data Year: 2020-21 Data Source: DataQuest Four Year Adjusted Cohort Outcome	Total: 4.4% SED: 4.0% White: 0% Data Year: 2021-22 Data Source: DataQuest Four Year Adjusted Cohort Outcome		0% Data Year: 2023-24 Data Source: DataQuest Four Year Adjusted Cohort Outcome
% High School Graduation Rates for all students and numerically significant subgroups	2019-20 All students: 93.3% SED: 93.8% White: 95.5%	100% Data Year: 2020-21 Data Source: DataQuest Four Year Adjusted Cohort Outcome	100% Data Year: 2021-22 Data Source: DataQuest Four Year Adjusted Cohort Outcome		96% Data Year: 2023-24 Data Source: DataQuest Four Year Adjusted Cohort Outcome
% Pupil Suspension Rates for all students and numerically significant subgroups	2019-20 All students: 4.1% SED: 5.5% SWD: 12.1% Hispanic/Latinx: 3.3% White: 5% Two or More Races: 0%	Total: 1.5% SED: 2% SWD: 5.3% Hispanic/Latino: 7.1% White: 0.7% Two or More Races: 0% Data Year: 2020-21 Data Source: DataQuest Suspension	Total: 8.1% SED: 11.6% SWD: 10.0% Hispanic: 14.8% Two or More Races: 3.6% White: 8.1% Data Year: 2021-22		<1% Data Year: 2023-24 Data Source: CA Dashboard Suspension Rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Data Source: CA Dashboard Suspension Rate		
% Pupil Expulsion Rates for all students and numerically significant subgroups	2019-20 All students: 1% SED: 2.2% SWD: 6.1% Hispanic/Latinx: 0% White: .7% Two or More Races: 0%	0% for all students and all significant groups Data Year: 2020-21 Data Source: DataQuest Expulsion	0% for all students and all significant groups Data Year: 2021-22 Data Source: DataQuest Expulsion		0% for all students and all significant groups Data Year: 2023-24 Data Source: DataQuest Expulsion
% of parent and student surveys that show positive response to school safety and connectedness Data source: CHKS; CSPS	Parent Survey 2020 School is a safe place for my child: 73% School has adults who really care about students 74% Student Survey 2020 School perceived as very safe or safe: 9th grade: 75% 10th grade: 65% 11th grade: 68% 12th grade: 89% School Connectedness:	Parent Survey 2021/22 School is a safe place for my child: 83% School has adults who really care about students 85% Student Survey 2021/22 School perceived as very safe or safe: 9th grade: 68% 10th grade: 71% 11th grade: 79% 12th grade: 83%	Parent Survey 2022/23 School is a safe place for my child: 85% School has adults who really care about students 80% Student Survey 2022/23 School perceived as very safe or safe: 9th grade: 82% 10th grade: 84% 11th grade: 82% 12th grade: 78%		Parent Survey 2023/24 School is a safe place for my child: 80% School has adults who really care about students 80% Student Survey 2022/23 School perceived as very safe or safe: 9th grade: 80% 10th grade: 80% 11th grade: 80% 12th grade: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	9th grade: 73% 10th grade: 60% 11th grade: 82% 12th grade: 82%	School Connectedness: 9th grade: 81% 10th grade: 60% 11th grade: 87% 12th grade: 73% Data Year: 2021-22 Data Source: Survey Results	School Connectedness: 9th grade: 75% 10th grade: 76% 11th grade: 76% 12th grade: 81% Data Year: 2022-23 Data Source: Survey Results		School Connectedness: 9th grade: 80% 10th grade: 80% 11th grade: 80% 12th grade: 80% Data Year: 2023-24 Data Source: Survey Results
# of Parents involved on SAEL Board as evidenced by membership number	20-21: 4	2 of 5 are current parents, 1 is alumni parent Data Year: 2021-22 Data Source: Local Data	3 of 6 are current parents, 1 is alumni parent Data Year: 2022-23 Data Source: Local Data		3 of 4 are current parents, 1 is alumni parent Data Year: 2023-24 Data Source: Local Data
% participation in Student Led Conferences	2019-20 Fall: 100%	100% Fall Conferences Data Year: 2021-22 Data Source: Local Data	100% engagement in Fall and Spring Conferences Data Year: 2022-23 Data Source: Local Data		100% engagement in Fall and Spring Conferences Data Year: 2023-24 Data Source: Local Data
Monitor and maintain Exemplary/Good Overall ratings in facilities review	Good	Good Data Year: 2021-22 Data Source: Local Data	Good Data Year: 2022-23 Data Source: Local Data		Good Data Year: 2023-24 Data Source: Local Data

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Character	<p>Fieldwork: each semester students have at least one multi-day fieldwork opportunity embedded in curriculum based on standards</p> <p>Service</p> <ul style="list-style-type: none"> • embedded in curriculum based on standards • each expedition tries to have an element of service <p>Adventure: opportunities for physical adventures (ie. rock climbing, rafting, hiking)</p> <p>Restorative Justice Approach</p> <ul style="list-style-type: none"> • school-wide behavior matrix • opportunities for reflection 	\$12,240.00	No
2.2	Social Emotional Support *	<p>Advisory Program</p> <ul style="list-style-type: none"> • advisory curriculum: team building, belonging, equity work, healthy communication • student-led conferences goal-setting and present twice annually • Individualized Supports • SST Process • Check-Ins by Dean and Guidance Counselor 	\$25,000.00	No
2.3	Attendance Initiatives	<ul style="list-style-type: none"> • Office Manager to identify students in danger of becoming chronically absent. • Attendance Team meets to review data • Outreach to students at risk of chronic absenteeism from Character Dean, Guidance Counselor, or Crew Advisor. • SST Process to meet individual student needs 	\$70,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Health & Safety	<ul style="list-style-type: none"> • Annual update of Safety Plan, Safety and Risk Management Plans • Annual Safety Training & Drills • Facilities Maintenance & Improvements • Health & Safety plans and protocols per public health guidance 	\$207,000.00	No
2.5	Family Engagement	<p>Family Meetings Monthly Coffee with Principal Student-led Conferences 2x annual Two all-family meetings per year Celebrations of Learning 2x annual where students present Intensive Showcase 2X annual students present Family Communication Website, emails Jump Rope (mastery-based grading online with parent access)</p>	\$80,000.00	No
2.6	Student Activities	<p>Varsity Sports (basketball, volleyball, etc.) CREW Council student leadership group Clubs Equity Club, GSA, Robotics, Eco Club, Art Club, Fitness Club, Music Club, Ski/Snowboard Club (offering varies year to year) Dances EL Education Better World Day (Nationwide student-led event)</p>	\$34,000.00	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.

Overall the actions designed to support achievement of the goal were implemented as planned.

Successes with the action implementation process include significant improvements to attendance, decrease in chronic absenteeism rate, graduation rate, expulsion rate, parent and student surveys, parents serving on the SAEL Board, parents attending Student Led Conferences, and the facility in good repair.

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

The following actions had greater than 10% variance in Budgeted Expenditures and Estimated Actual Expenditures:

Action 1 (Character): Actual expenditure: \$28,000; Budget Expenditure \$12,240. This is an increase of 128.76% of budgeted expenditure. This action was increased due to the increased costs of fieldwork costs to include services and transportation.

Action 2 (Social Emotional Support): Actual expenditure: \$33,064; Budget Expenditure \$25,000. This is an increase of 32.25% of budgeted expenditure. This action was increased due to the increased cost of one half of the Character Dean salary.

Action 3 (Attendance Initiatives): Estimated actual expenditure: \$100,419; Budgeted expenditure: \$70,000. This is an increase 43.46% of budgeted expenditure. This action was increased due to the increased cost of salary and benefits of the attendance clerk, part of the office staff, and the cost of the Student Information System.

Action 4 (Health and Safety): Actual expenditure: \$252,714; Budget Expenditure \$207,000. This is an increase of 22.08% of budgeted expenditure. This action was increased due to the increased cost of facility maintenance, improvements, janitorial services, and rent.

Action 5 (Family Engagement): Actual expenditure: \$93,933; Budget Expenditure \$80,000. This is an increase of 17.42% of budgeted expenditure. This action was increased due to the increased cost of on half of the salary and benefits of the Executive Director and the jump rope program.

Action 6 (Student Activities): Estimated actual expenditure: \$57,355; Budgeted expenditure: \$34,000. This is an increase of 68.69% of budgeted expenditure. This action was increased due to the increased cost of sports equipment and fees, the athletic director and coach stipends.

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

Action 1 (Character) has been effective in ensuring all students have a broad course of study and the opportunity to participate in fieldwork. Action 2 (Social Emotional Support) has been effective in reducing the suspension rate for the 2022-23 school year and maintaining a 0% expulsion rate.

Action 3 (Attendance Initiatives) has been effective in increasing and maintaining a high attendance rate and decreasing chronic absenteeism rate.

Action 4 (Health and Safety) has been effective in providing a safe learning environment as measured by the FITT.

Action 5 (Family Engagement) has been effective in ensuring strong family engagement as evidenced by high survey results, 100% participation in Student Led Conferences, and participation in the Board and the school community.
Action 6 (Student Activities) has been effective in an active sports program at the Charter School.

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.

Sierra Academy of Expeditionary Learning will continue with the planned goal, metrics, desired outcomes, and actions for the 2023-24 school 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)
196,358	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.43%	0.00%	\$0.00	10.43%

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.

Needs, Conditions, Circumstances
 SAEL does not currently have any English Learners or Foster Youth enrolled at the school. If that changes, the school is ready to provide appropriate services.

In reviewing the 2022 Math performance of our Socioeconomically Disadvantaged students, SAEL determines that only 12.45% of SED students scored met or exceeded standard. Additionally the suspension rate for SED students is 11.6% which is Very High. Moreover, the chronic absenteeism rate has improved, but still needs to be an area of focus because it is 15.0% overall, 26.2% for SED students, 17.2% for SWD, 16.0% for Hispanic students, 15.0% for students of Two or More Races, and 14.9% for White students.

Actions
 Based on a review of data, we have designed the 21-24 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. We have designed a system of academic supports to ensure students have the time and support they need to master academic content. These supports include receiving academic support during Intensives, Crew, Office Hours,

or with personalized supports provided through the SST process. We have also included a student activities action that supports students with developing a strong connection to the school community to ensure regular attendance.

Academic Supports

Student Activities

Expected Outcomes

By implementing the identified actions, we will ensure steady growth in our academic outcomes, such as SBAC ELA and Math, and College College Readiness. Current targets aim for continued growth in ELA and significant growth in Math (see expected outcomes in Goal 1). We will also see high rates of average daily attendance, a decrease in chronic absenteeism, and a decrease in suspension rate.

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

SAEL is increasing services for Low-income students by providing the following LEA-wide actions:
Goal 1, Action 2 Academic Supports \$196,399 which increases services by 8.00%
Goal 2, Action 6 \$24,000 which increases services by 2.43%,
exceeding the requirement to increase services for 2022-23 for a total of 9.17% increased 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.

SAEL is a single school LEA with an unduplicated student population of less than 55%.

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	SAEL 1:37	N/A
Staff-to-student ratio of certificated staff providing direct services to students	SAEL 1:11	N/A

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,491,663.00	\$186,000.00	\$12,240.00	\$315,000.00	\$2,004,903.00	\$1,604,663.00	\$400,240.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Instructional Program	All	\$822,264.00	\$40,000.00		\$160,000.00	\$1,022,264.00
1	1.2	Academic Supports	Low Income	\$155,399.00	\$6,000.00		\$35,000.00	\$196,399.00
1	1.3	Professional Development & Coaching	All	\$100,000.00			\$30,000.00	\$130,000.00
1	1.4	Special Education	Students with Disabilities		\$140,000.00		\$28,000.00	\$168,000.00
1	1.5	College & Career Counseling	All	\$55,000.00			\$5,000.00	\$60,000.00
2	2.1	Character	All			\$12,240.00		\$12,240.00
2	2.2	Social Emotional Support *	All				\$25,000.00	\$25,000.00
2	2.3	Attendance Initiatives	All	\$70,000.00				\$70,000.00
2	2.4	Health & Safety	All	\$195,000.00			\$12,000.00	\$207,000.00
2	2.5	Family Engagement	All	\$70,000.00			\$10,000.00	\$80,000.00
2	2.6	Student Activities	Low Income	\$24,000.00			\$10,000.00	\$34,000.00

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
1882763	196,358	10.43%	0.00%	10.43%	\$179,399.00	0.00%	9.53 %	Total:	\$179,399.00
								LEA-wide Total:	\$179,399.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Academic Supports	Yes	LEA-wide	Low Income	All Schools	\$155,399.00	
2	2.6	Student Activities	Yes	LEA-wide	Low Income	All Schools	\$24,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,004,903.00	\$0.00

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	Instructional Program	No	\$1,022,264.00	
1	1.2	Academic Supports	Yes	\$196,399.00	
1	1.3	Professional Development & Coaching	No	\$130,000.00	
1	1.4	Special Education	No	\$168,000.00	
1	1.5	College & Career Counseling	No	\$60,000.00	
2	2.1	Character	No	\$12,240.00	
2	2.2	Social Emotional Support *	No	\$25,000.00	
2	2.3	Attendance Initiatives	No	\$70,000.00	
2	2.4	Health & Safety	No	\$207,000.00	
2	2.5	Family Engagement	No	\$80,000.00	

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)
2	2.6	Student Activities	Yes	\$34,000.00	

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)
	\$179,399.00	\$0.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Academic Supports	Yes	\$155,399.00			
2	2.6	Student Activities	Yes	\$24,000.00			

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)
		0	0.00%	\$0.00	0.00%	0.00%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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