SYCAMORE VALLEY

ACADEMY

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sycamore Valley Academy

CDS Code: 54722560125542

School Year: 2023-24

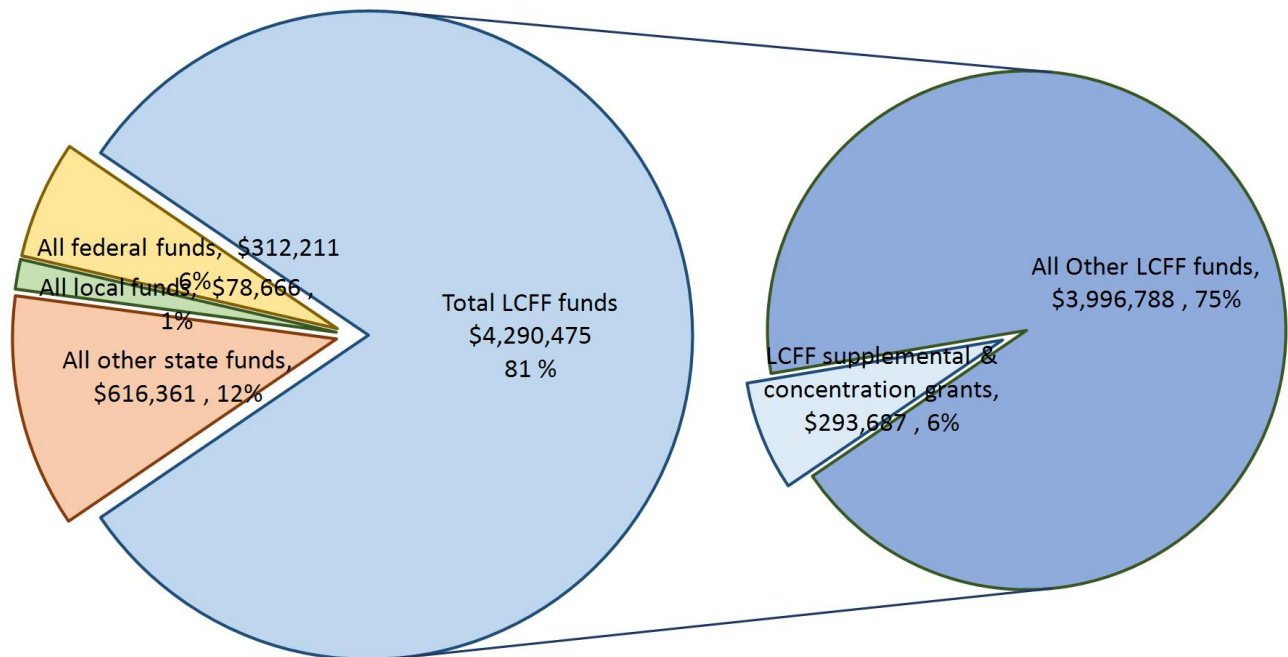LEA contact information:

Donya Ball, Ed.D.

Superintendent

dball@theacademiescharters.org

(559) 622-3236

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

All federal funds, $312,211 , 6%

All local funds, $78,666 , 1%

All other state funds, $616,361 , 12%

Total LCFF funds $4,290,475 81 %

All Other LCFF funds, $3,996,788 , 75%

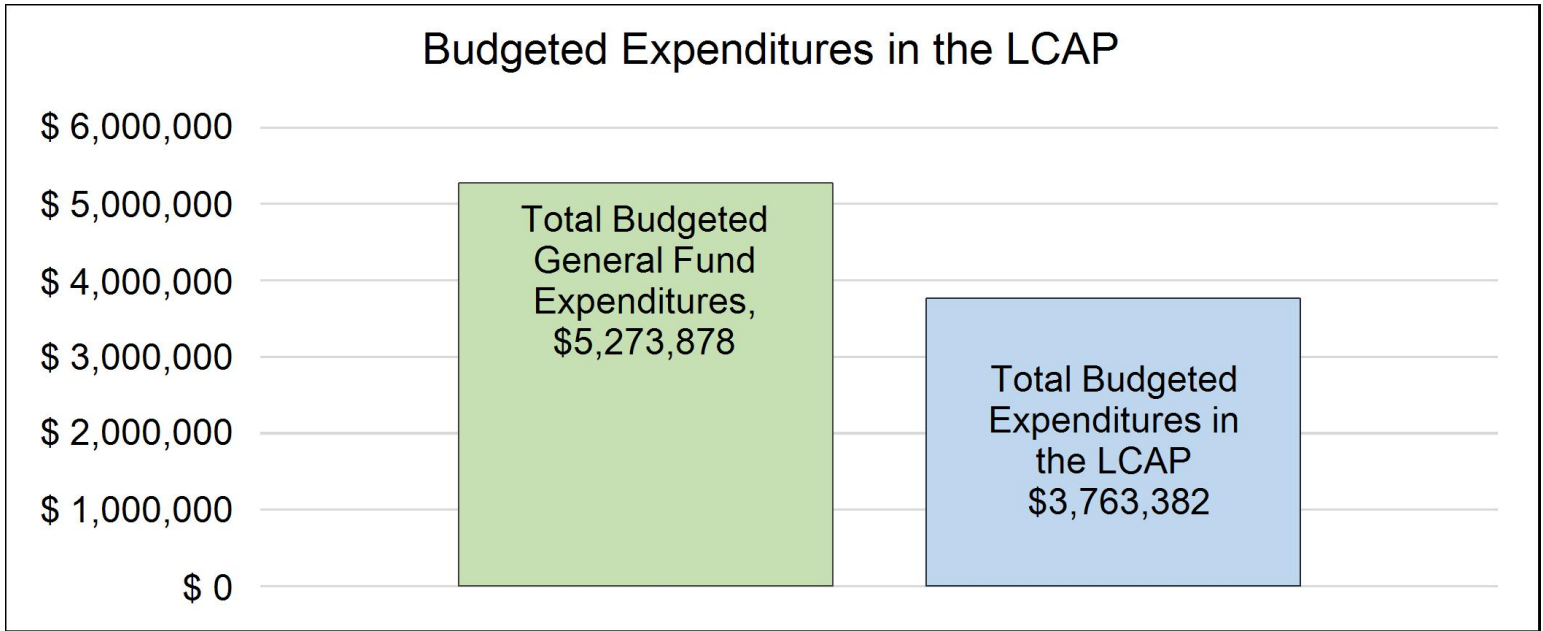LCFF supplemental & concentration grants, $293,687 , 6%

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

The text description for the above chart is as follows: The total revenue projected for Sycamore Valley Academy is $5,297,713, of which $4,290,475 is Local Control Funding Formula (LCFF), $616,361 is other state funds, $78,666 is local funds, and $312,211 is federal funds. Of the $4,290,475 in LCFF Funds, $293,687 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.

Budgeted Expenditures in the LCAP

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$ 6,000,000
$ 5,000,000        ┌──────────────┐
                   │Total Budgeted│
$ 4,000,000        │General Fund  │      ┌──────────────┐
                   │Expenditures, │      │              │
$ 3,000,000        │ $5,273,878   │      │Total Budgeted│
                   │              │      │Expenditures in│
$ 2,000,000        │              │      │  the LCAP    │
                   │              │      │ $3,763,382   │
$ 1,000,000        │              │      │              │
      $ 0          └──────────────┘      └──────────────┘
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This chart provides a quick summary of how much Sycamore Valley Academy plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Sycamore Valley Academy plans to spend $5,273,878 for the 2023-24 school year. Of that amount, $3,763,382 is tied to actions/services in the LCAP and $1,510,496 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
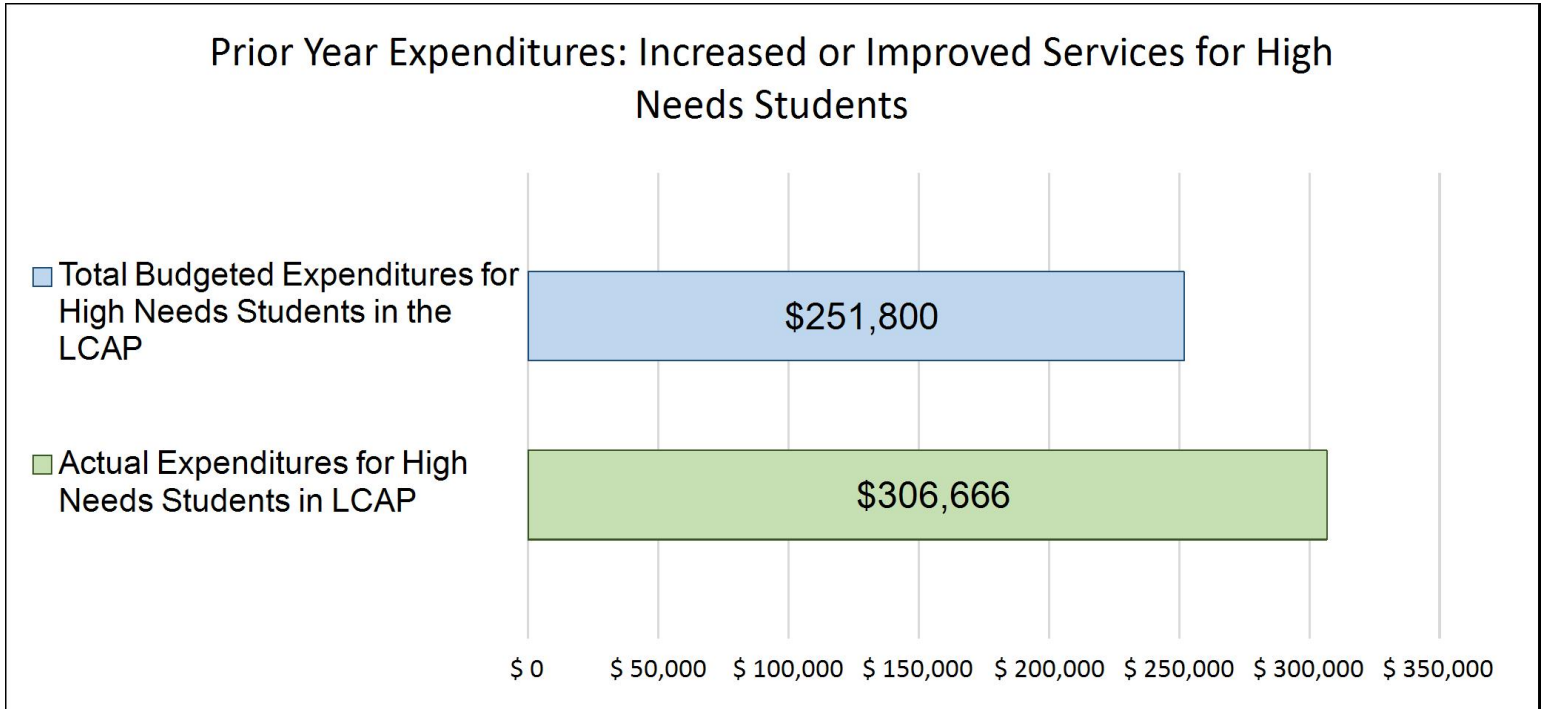
The budgeted expenditures that are not included in the LCAP will be used for the following: Certificated and classified compensation and health benefits, retirement contributions, and nutritional services.

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

In 2023-24, Sycamore Valley Academy is projecting it will receive $293,687 based on the enrollment of foster youth, English learner, and low-income students. Sycamore Valley Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Sycamore Valley Academy plans to spend $304,410 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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$251,800
☐ Actual Expenditures for High Needs Students in LCAP	$306,666

$ 0 $ 50,000 $ 100,000 $ 150,000 $ 200,000 $ 250,000 $ 300,000 $ 350,000

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

The text description of the above chart is as follows: In 2022-23, Sycamore Valley Academy's LCAP budgeted $251,800.00 for planned actions to increase or improve services for high needs students. Sycamore Valley Academy actually spent $306,666.00 for actions to increase or improve services for high needs students in 2022-23.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sycamore Valley Academy	Donya Ball, Ed.D. Superintendent	dball@theacademiescharters.org (559) 622-3236

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.

Vision
We create an inclusive community with access to rigorous and enriching educational experiences that challenge and support individuals to achieve their personal best and realize new opportunities.

Mission
The mission of our school is to engage every student in a manner which cultivates growth and nurtures their curiosity, creativity, and talents. Our collaborative community empowers students to grow into self-directed thinkers and virtuous citizens, equipped with a love of learning and a love of life; eager to contribute their gifts to a better, more equitable world.

Motto
Elevating Academics in an Enriching Environment

Our TK-8 instructional approach includes the following elements: multiage grouping, differentiation, projectbased learning (or "PBL"), gifted education for all students, development of scholarly habits of mind, enriched curriculum, social and emotional learning, authentic assessment and mastery orientation, and collaboration in the whole school community. TK was added for the 20-21 school year. Our diverse population includes high achievers in need of additional academic challenges, as well as learners not yet proficient with grade level standards, who need intervention strategies and support.

Expected enrollment for 2023-2024 school year is 400 students. The school is located in southwest Visalia. About 36% of students are socioeconomically disadvantaged and 7% English Language Learners.

Reflections: Successes

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

SB 98 and AB 130 suspended the reporting of performance indicators in the 2020 Dashboard and the 2021 Dashboard. Therefore, for the 2022 Dashboard, there is only one year of data available. This means only status
is displayed on the 2022 Dashboard, but change is not. While the instructions for this section refer to colors on the Dashboard, there are no colors provided on the 2022 Dashboard. Instead, status will be reflected in the cell
phone bars that range from "very low" to "very high".

Some areas that parents noted as successes were quality instruction for all, quality of Instruction for English Language Learners (ELLs), parent involvement, student engagement in positive activities, and student enrichment opportunities including Spanish, Art, and Music. Sycamore Valley Academy plans to build on these successes through the expansion of extra and co curricular activities.

Local achievement data outlined on the NWEA show that the majority of grade levels are meeting target improvement rates on the literacy, math, and language assessments.

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.

SB 98 and AB 130 suspended the reporting of performance indicators in the 2020 Dashboard and the 2021Dashboard. Therefore, for the 2022 Dashboard, there is only one year of data available. This means only status
is displayed on the 2022 Dashboard, but change is not. While the instructions for this section refer to colors on the Dashboard, there are no colors provided on the 2022 Dashboard. Instead, status will be reflected in the cell
phone bars that range from "very low" to "very high."

According to the 2022 California School Dashboard, the following areas are identified needs according to this baseline data:chronic absenteeism (Very High), suspension rate (High), ELA academic progress (Low), and Math academic progress (Low). There were no student groups performing two or more levels below the performance of the "All Students" on any 2022 Dashboard Indicator.

In order to address chronic absenteeism the LEA is refining attendance protocols and processes to increase parent accountability when students are chronically absent. The school prioritizes the continued funding of a full time social worker and school psychologist to address social emotional challenges related to student suspension. The school maintains a high focus on professional development for staff to increase ELA and Math achievement data.

Some priorities that parents recently noted as areas of improvement include: retention of highly qualified staff, maintenance of school facilities, quality of instruction for gifted learners, and continued expansion of extra curricular activities.

LCAP Highlights

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

The LCAP will address the following goals outlined in the organization's strategic plan:
1. All students participate in deep instruction with appropriate support and demonstrate academic growth and achievement.
2. All students are engaged by connecting their interests and learning to develop awareness of self, community, and world.
3. Teachers, staff, and administrators are supported and empowered to continuously improve their practice for the benefit of themselves, their students and the greater public education system.
4. The organization operates as a hub of resources, support, and opportunities for its families and greater community.

The following key actions and expenditures are new to the the 2023 LCAP:
1. Implementation of Expanded Transitional Kindergarten (Goal 1)
2. The utilization of i -Ready diagnostic assessment to inform instructional practices (Goal 1)
3. Hiring of a school psychologist intern (Goal 2)
4. Hiring of a dedicated music teacher (Goal 2)
5. Development of attendance monitoring protocols including the purchase of PowerSchool Attendance Intervention Suite & Mass Communication (Goal 2)
6. Professional development for staff in the area of gifted education (Goal 3)
7. Professional development onboarding for classified staff (Goal 3)

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.

Sycamore Valley Academy is a single school district and was not identified for CSI

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

All certificated teachers, classified staff, and administrators were provided the opportunity to provide educational partner feedback through both a virtual meeting with the Superintendent and participation in the local climate survey. Virtual meetings were preferred avenues of collaboration as this created flexibility and increased attendance with educational partners.

In order to engage educational partners including staff, students, and the community, we provided multiple opportunities for involvement including survey and monthly virtual forums. The survey information was used to develop the LCAP and the monthly parent forums provided an avenue to present LCAP development process and solicit educational partner feedback.

Monthly parent forums to provide organizational updates, receive educational partner input, and answer questions.
PM @ 6:30 p.m.
AM @ 9:00 a.m.

July 18 & 19, 2022 (PM & AM)
August 29 & 30, 2022 (PM & AM)
September 28 & 29, 2022 (PM & AM)
October 24 & 26, 2022 (PM & AM)
December 5 & 6, 2022 (PM & AM)
January 30 & 31, 2023 (PM & AM)
February 27, 2023 (AM & PM)
March 27 & 28, 2023 (PM & AM)
April 24 & 26, 2023 (PM & AM)
May 23 & 24, 2023 (PM & AM)

Parent and student completion of organizational climate survey January 3-February 1, 2023

Report on summary of survey data. February 21, 2023- Board Meeting

23-24 budget priorities meeting with TACMO staff. Receive educational partner input. March 16, 2023

Report plans and potential goals to address eight (8) state priorities in the 23-24 LCAP April 18, 2023- Board Meeting
April 24 & 26, 2023- Parent Forums

Public Hearing 23-24 LCAP & Budget Stakeholder input regarding proposed expenditures June 5, 2023- Special Board Meeting

Approval of 23-24 budget and LCAP June 12, 2023- Special Board Meeting

A summary of the feedback provided by specific educational partners.

All certificated teachers, classified staff, and administrators were provided the opportunity to provide educational partner feedback through both a virtual meeting with the Superintendent and participation in the local climate survey.

A local organization climate survey was administered to students, staff, and parents.
241 students (grades 3-8), 31 staff members, and 106 parents participated in the survey.

The following data was collected:
1. 84% of students, 97% of staff, and 89% of parents agree the school hires and retains highly qualified staff.
2. 59% of students, 94% of staff, and 95% of parents agree the school keeps school facilities well maintained.
3. 89% of students, 100% of staff, and 93% of parents agree the school provides quality instruction for students.
4. 83% of students, 88% of staff, and 83% of parents agree the school provides quality instruction for gifted learners.
5. 87% of students, 94% of staff, and 94% of parents agree the school provides quality instruction for English Language Learners (ELLs).
6. 91% of students, 100% of staff, and 92% of parents agree the school provides quality instruction for students with disabilities.
7. 84% of students, 100% of staff, and 87% of parents agree the school encourages parental involvement.
8. 85% of students, 100% of staff, and 84% of parents agree the school provides quality feedback pertaining to students' academic progress.
9. 71% of students, 84% of staff, and 85% of parents agree that they are satisfied with student(s) academic progress and achievement.
10. 85% of students, 100% of staff, and 94% of parents agree the school engages students in positive activities that lead to academic success.
11. 76% of students, 97% of staff, and 82% of parents agree the school offers students sufficient extra and co curricular activities.
12. 71% of students, 94% of staff, and 94% of parents agree the students and staff are safe at school.
13. 68% of students, 97% of staff, and 92% of parents agree that students are satisfied with their school on a daily basis.
14. 96% of students, 97% of staff, and 86% of parents agree the school has broad course offerings in both core subjects and enrichment opportunities.
15. 76% of students, 100% of staff, and 90% of parents agree the school supports students' character and moral development.

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

The following areas of the LCAP were influences by the data gathered from educational partner input:
1. Continued implementation of Transitional Kindergarten as part of approved material revision to charter outlined in Goal 1.
2. Continued implementation of academic intervention supports outlined in Goal 1.
3. Continued expansion of extra and co curricular activities offered to students outlined in Goal 2.
4. Continued implementation of behavioral intervention supports including hiring of social worker outlined in Goal 2.

5. Improvement of instruction for English Language Learners (ELLs) and gifted learners through Project Based Learning instructional differentiation outlined in Goal 3.
6. Improvement of teacher pedagogy through professional development to include instruction for gifted learners outlined in Goal 3.

Goals and Actions

Goal

Goal #	Description
1	All students participate in deep instruction with appropriate support and demonstrate academic growth and achievement.

An explanation of why the LEA has developed this goal.

The LEA aims to improve instruction for all students including English Language Learner (ELL) subgroups. Sycamore Valley Academy strives students to be on grade level (Green) for both metrics. Local NWEA results in the area of literacy, language, and math also show that the majority of grade levels are meeting growth targets according to cohort match data.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Progress on Dashboard Academic Indicators for English Language Arts and Math	All Students ELA - 15.4 points Above Standard (Green), All Students Math- 13.1 points Below Standard (Green) - 2019 Dashboard Results	According to NWEA local assessment for Trimester 2: 4 out of 8 grade levels met growth targets for Math, 5 out of 8 grade levels met growth targets for Language Arts. (June 1) (2021-2022)	All Students ELA- 17.4 points Below Standard, All Students Math- 56.9 points Below Standard (2022 Dashboard Results). According to NWEA local assessment for Trimester 2: 6 out of 8 grade levels met growth targets for Math, 4 out of 8 grade levels met growth targets for Language Arts (2022-2023)		All Students ELA- 18 points Above Standard (Green), All Students Math- 10 points Above Standard (Green)
English Learner Progress toward	42.9% making progress towards	According to NWEA local assessment for	English Language Progress- 26.7%		60% making progress towards English

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Language proficiency as measured by the ELPAC	English language proficiency = Low	Trimester 2: 5 out of 6 grade levels met growth targets for Language. (June 1) (2021-2022)	making progress towards English language proficiency (2022 Dashboard Results) According to NWEA local assessment for Trimester 2: 5 out of 6 grade levels met growth targets for Language (2022-2023)		language proficiency = High
Teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.	100% of teachers are appropriately assigned and 65% are fully credentialed in the subject area and for the pupils they are teaching.	100% of teachers are appropriately assigned and 72% are fully credentialed in the subject area for the pupils they are teaching. (2021-2022)	100% of teachers are appropriately assigned and 79% are fully credentialed in the subject area for the pupils they are teaching (2022-2023)		100% of teachers are appropriately assigned and 80% are fully credentialed in the subject area and for the pupils they are teaching.
Students have sufficient access to standards-aligned instructional materials.	100% of students have sufficient access to standards-aligned instructional materials.	100% of students have sufficient access to standards-aligned instructional materials. (2021-2022)	100% of students have sufficient access to standards-aligned instructional materials. (2022-2023)		100% of students have sufficient access to standards-aligned instructional materials.
Pupil outcomes: Students are	79% of students are satisfied with their academic progress.	70% of students are satisfied with their	71% of students are satisfied with their		95% of students are satisfied with their academic progress.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
satisfied with their academic progress through local organizational survey.		academic progress. (2021-2022)	academic progress. (2022-2023)		

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Continued implementation of Transitional Kindergarten (TK) and development of expanded TK	Tulare County Office of Education approved the material revision for the charter to add TK for the 2020-2021 school year in order to provide early childhood education to four and five year old students. TK will increase instructional opportunities for the LEA to include unduplicated pupils. TK is a self contained classroom.	$110,403.00	Yes
1.2	Development and implementation of academic interventions as part of Multi Tiered Systems of Support (MTSS)	The LEA will continue to develop criteria to identify TK-8 students who are in need of academic interventions using local assessment data. Upon identification students will be provided leveled standards based academic support to include unduplicated students. The intervention teachers will support staff in providing this additional support.	$166,955.00	Yes
1.3	Instructional staff will utilize local and state student achievement data to inform instructional practices to determine instructional aid support.	Certificated staff will engage in data analysis of TK-8 student achievement data to discuss improved instructional approaches including the LEA purchase of i Ready diagnostic assessment to improve data analysis practices.	$2,669,851.00	No

Goal Analysis [2022-23]

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

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

There are no substantive differences in planned actions and actual implementation of these actions as the LEA carried out all planned actions for Goal 1 during the 2022-2023 school year.

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

There was an approximate $40,000 difference in expenditure for Action 1.2 due to increased costs for staff who facilitated academic interventions.

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

According to NWEA local assessment for Trimester 2: 6 out of 8 grade levels met growth targets for Math which was significant growth from trimester 1 to trimester 2 due to successful teacher focus on data analysis and implementation of key learners. Student satisfaction of academic progress also increased by 1%. An increase of 7% of certificated staff are now fully credentialed.

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

The LEA plans to invest in i Ready diagnostic assessment to further improve data analysis practices of instructional staff.

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	All students are engaged by connecting their interests and learning to develop awareness of self, community, and world.

An explanation of why the LEA has developed this goal.
Suspension and chronic absenteeism rates according to the California School Dashboard are in the Orange performance level per the 2019 Dashboard. The 2022 California Dashboard data indicates very high chronic absenteeism and high suspension rates following the return to in person instruction. By aiming to improve this data, we will achieve the goal of student engagement in the learning process.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School attendance rate according to P-2 classroom based average daily attendance	95% average daily attendance	92.45% average daily attendance (2021-2022)	93.53% average daily attendance (2022-2023)		97% average daily attendance
Chronic absenteeism rate through California School dashboard	7.8% of students chronically absent	DataQuest reports 5.7% of students were chronically absent. (2020-2021)	California School Dashboard reports 29.3% of students chronically absent (2021-2022)		4% of students chronically absent
Middle school dropout rate according to California Department of Education DataQuest	0% middle school dropout	0% middle school dropout (2020-2021)	0% middle school dropout (2021-2022)		0% middle school dropout

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil suspension rate according to California School dashboard	3.1% suspension rate	2.5% suspension rate (2020-2021)	California School Dashboard reports 3.3% suspension rate (2021-2022)		2% suspension rate
Pupil expulsion rate according to California Department of Education DataQuest	0% expulsion rate	0% expulsion rate (2020-2021)	0% expulsion rate (2021-2022)		0% expulsion rate
Pupil, parent, and teacher sense of school safety and school connectedness according to local organization survey	95% of students, 92% of staff, and 100% of parents agree that students and staff are safe at school. 73% of students, 34% of staff, and 74% of parents agree the school offers sufficient extra and co curricular activities.	77% of students, 100% of staff, and 97% of parents agree that students and staff are safe at school. (2021-2022) 66% of students, 71% of staff, and 78% of parents agree the school offers sufficient extra and co curricular activities. (2021-2022)	71% of students, 94% of staff, and 94% of parents agree that students and staff are safe at school. (2022-2023) 76% of students, 97% of staff, and 82% of parents agree the school offers sufficient extra and co curricular activities. (2022-2023)		100% of students, 100% of staff, and 100% of parents agree that students and staff are safe at school. 95% of students, 95% of staff, and 95% of parents agree the school offers sufficient extra and co curricular activities.
School facilities are maintained in good repair to increase engagement to the learning environment as	Annual FIT report-Overall Rating Good, January 2020	Annual FIT Report-Overall Rating Fair, January 2021 (2021-2022)	Annual FIT Report-Overall Rating Fair, January 2022 (2022-2023)		Annual FIT report-Overall Rating Good

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
indicated through the local organization survey					
A broad course of study is offered to students according to local organization survey	96% of students, 59% of staff, and 88% of parents agree the organization has broad offerings in both core subjects and enrichment opportunities.	97% of students, 79% of staff, and 91% of parents agree the organization has broad offerings in both core subjects and enrichment opportunities. (2021-2022)	96% of students, 97% of staff, and 86% of parents agree the organization has broad offerings in both core subjects and enrichment opportunities. (2022-2023)		95% of students, 95% of staff, and 95% of parents agree the organization has broad offerings in both core subjects and enrichment opportunities.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Continued implementation of behavioral interventions as part of Multi Tiered Systems of Support (MTSS)	Behavior intervention supports will be provided through the site's Multi-tiered System of Support (MTSS). Students in Grades TK-8 identified for support will receive differentiated assistance based on the level of need. Criteria for identification, as well as monitoring of students in need of support will be created and staff will be educated in use of these identification procedures and protocols.	$149,716.00	No
2.2	Expansion of extra and co curricular activities	Extra and Co-curricular offerings will be expanded to provide opportunities for students including unduplicated pupils to participate in interest-based activities. A staff survey will be conducted to gain information related to possible activities that may be offered.	$27,052.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Retainment of full time school psychologist and hiring of school psych intern	A full time school psychologist was board approved and hired for the 20-21 school year to expand behavior supports and interventions for students as needed. The LEA plans to hire a school psych intern for the 23-24 school year.	$96,979.00	No
2.4	Continued implementation of music program	A full time music teacher will provide board course offerings for students including unduplicated pupils.	$62,439.00	No
2.5	Facility improvements will made according to Facility Use Agreement (FUA) agreement with Visalia Unified School District	Planned facility improvements have been completed, however improvements according to the FIT report and ongoing maintenance are needed as included in FUA.	$208,979.00	No
2.6	Retainment of special education certificated teaching staff	A full time Education Specialist was hired to further support the enrollment growth of our students with disabilities subgroup	$96,627.00	No
2.7	Retainment of social worker	A part time social worker was hired for the 22-23 school year to expand mental health supports for students as needed.	$62,974.00	No
2.8	Implementation of PowerSchool Attendance Intervention Suite	PowerSchool Attendance Intervention Suite will be utilized to improve the monitoring of attendance and messaging to families to address chronic absenteeism.	$13,271.00	No

Goal Analysis [2022-23]

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

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

There are no substantive differences in planned actions and actual implementation of these actions as the LEA carried out all planned actions for Goal 2 during the 2022-2023 school year.

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

There is no substantial material difference between budgeted expenditure and estimated actual expenditure for Goal 2.

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

Student attendance following a return to in person instruction as reflected on the most recent dashboard indicator has been a challenge as the school continued to deal with high absenteeism rates due to COVID and other health challenges. According to the local climate survey, school safety is more of a concern due to the increased behavioral offenses when students returned to in person instruction after several months with little social interaction while on distance learning. Parents shared their satisfaction with student participation in broad course offerings and extra and co curricular activities. The school's new music program is a driving force with providing students with a well rounded educational experience.

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.

In order to grow the school's music program due to increased enrollment of middle school students, the LEA plans to fund a full time dedicated music teacher instead of sharing a teacher with another LEA. This will enable the school to grow elementary classroom music, middle school band, and middle school choir opportunities. The school will also expand social emotional needs through the hiring of a school psychologist intern. The LEA plans to implement PowerSchool Attendance Intervention Suite to improve monitoring of attendance and messaging to families to address chronic absenteeism.

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

Goals and Actions

Goal

Goal #	Description
3	Teachers, staff, and administrators are supported and empowered to continuously improve their practice for the benefit of themselves, their students, and the greater public education system.

An explanation of why the LEA has developed this goal.

Staff has provided feedback that professional development for certificated, classified and administrative staff must be continuous and focused throughout the school year. Through admin participation in Association of California Administrators (ACSA) and Charter Schools Development Center (CSDC), organization leaders conduct expand their learning in order to best support both classified and certificated staff.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Programs and services developed and provided to individuals with exceptional needs including gifted learners and students with disabilities as measured by local organization survey	94% of students, 92% of staff, and 90% of parents agree the school provides quality instruction for gifted learners.	88% of students, 86% of staff, and 90% of parents agree the school provides quality instruction for gifted learners. (2021-2022)	83% of students, 88% of staff, and 83% of parents agree the school provides quality instruction for gifted learners. (2022-2023) 91% of students, 100% of staff, and 92% of parents agree the school provides quality instruction for students with disabilities. (2022-2023)		100% of students, 95% of staff, and 100% of parents agree the school provides quality instruction for gifted learners. 95% of students, 95% of staff, and 95% of parents agree the school provides quality instruction for students with disabilities.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Programs and services developed and provided to unduplicated pupils according to local organization survey	99% of students, 42% of staff, and 95% of parents agree the school provides quality instruction for English Language Learners (ELLs).	88% of students, 79% of staff, and 97% of parents agree the school provides quality instruction for English Language Learners (ELLs). (2021-2022)	87% of students, 94% of staff, and 94% of parents agree the school provides quality instruction for English Language Learners (ELLs). (2022-2023)		100% of students, 95% of staff, and 100% of parents agree the school provides quality instruction for English Language Learners (ELLs).

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Improvement of instruction through Project Based Learning (PBL) and gifted education for all professional development for staff	The LEA has contracted with another local LEA to provide PD for staff in the area of gifted education. Site professional development also includes project based learning and gifted education for all.	$40,845.00	No
3.2	Continued implementation of new staff orientation	Maintenance of the new staff orientation program to provide on-boarding information and support for classified and certificated staff	$2,000.00	No
3.3	Improvement of leadership through administrative professional development opportunities	Administrators will be ACSA members to provide high quality professional development in a variety of leadership areas.	$4,157.00	No

Goal Analysis [2022-23]

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

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

There are no substantive differences in planned actions and actual implementations. During the 2022-2023 school year, the LEA brought back the new staff orientation for certificated staff. The LEA also expanded professional development opportunities for staff with an increased academic focus during early release Wednesdays.

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

There is no substantial material difference between budgeted expenditure and estimated actual expenditure for Goal 3.

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

The school focused on continuing PBL professional development this school year in order to make adequate progress towards this goal. The school gathered evidence through local assessments including NWEA which showed marked improvement from trimester 2 to trimester 3 in reading, math, and language proficiencies.

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

The school will increase PD for certificated staff in the area of gifted education for all through the exploration of additional high quality training opportunities from state and national organizations.

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

Goals and Actions

Goal

Goal #	Description
4	The organization operates as a hub of resources, support, and opportunities for its families and greater community.

An explanation of why the LEA has developed this goal.

Our parents and extended families choose to enroll their students in an independent charter school setting instead of their neighborhood school. As parents continue to have choice on where to enroll their student, it is critical that the school provides support and opportunities for families and the community to be equipped to engage with students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Comparing school to local education option as measured by organization climate survey	86% of parents believe the charter school is a better option than their local neighborhood school, 11% of parents state the charter school is an equal option to their neighborhood school, and 3% believe the school is a worse option.	81% of parents believe the charter school is a better option than their local neighborhood school, 11% of parents state the charter school is an equal option to their neighborhood school, and 8% believe the school is a worse option. (2021-2022)	82% of parents believe the charter school is a better option than their local neighborhood school, 16% of parents state the charter school is an equal option to their neighborhood school, and 2% believe the school is a worse option. (2022-2023)		100% of parents believe the charter school is a better option than their local neighborhood school, 0% of parents state the charter school is an equal option to their neighborhood school, and 0% believe the school is a worse option.
Effort the charter school makes to seek parent input according to local	100% of parents agree that the organization encourages	95% of parents agree that the organization encourages parental	87% of parents agree that the organization encourages parental		100% of parents agree that the organization encourages

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
organization survey	parental involvement.	involvement. (2021-2022)	involvement (2022-2023)		parental involvement.
Parent participation of local organization survey	168 parents completed the local organization climate survey	72 parents completed the local organization climate survey. (2021-2022)	106 parents completed the local organization climate survey. (2022-2023)		200 parents will complete the local organization climate survey
Parent participation in monthly parent forums	Parent forums averaged 40 parents in attendance.	Parent forums have averaged 50 parents in attendance. (2021-2022)	Parent forums have averaged 52 parents in attendance. (2022-2023)		Parent forums will average 60 parents in attendance.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Development of fall and spring parent and community workshops	Parent and caregiver workshops will be created to provide families with resources to best support student learning.	$1,000.00	No
4.2	Utilization of common messaging platform and social media to communicate events and important information to families	Certificated and administrative staff will use Bloomz, a messaging platform to communicate both classroom and school wide announcements and information in addition to social media.	$3,642.00	No
4.3	Update of school website to provide centralized access of resources	The school website will be continuously updated by Operations Director to provide academic resources, calendars, and parent forms for all families.	$46,492.00	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.

Although the school did not develop parent workshops, the LEA increased the number of site family and community events including the development of a beautification event. The school also participated in various outreach activities in the community including the Farmer's Market.

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

There is no substantial material difference between budgeted expenditure and estimated actual expenditure for Goal 4

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

The monthly parent forums with the Superintendent in addition to the consistent use of common messaging platform to provide consistent school to home communication and partnerships has ensured that our families agree that parent involvement is strong. Being that 82% of parents believe their child's experience is a better option that their local neighborhood school, families rely on our schools to satisfy the purpose of providing a high quality education and resources for parents and the local community.

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

There are no changes to the planned goal as the LEA will prioritize the development of parent teacher workshops even though we were not able to prioritize that action this 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)
293,687	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.44%	0.00%	$0.00	7.44%

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.

According to the 2022 California School Dashboard, 26.7% of English language Learners are making progress towards English language proficiency, therefore additional supports are needed.

In prioritizing English learners, low-income students, and foster youth actions were developed upon first considering the needs of these student populations. Early childhood education research including the expansion of Transitional Kindergarten shows that students have higher literacy skills, such as identifying letters and sounds, and more advanced math skills, such as counting objects and completing word problems, than those who did not go to Transitional Kindergarten. Since an achievement gap of unduplicated students is evident, it is critical that the organization is prioritizing activities that support English learner and low income achievement. English learner baseline data is not included on the California dashboard due to only 15 students being assessed at Sycamore Valley Academy, however we recognize that more English learners are performing below grade level in literacy and math than English only students. The following actions were developed as they are effective in meeting the goals for English learners and low income students but are best and most effectively implemented on a school wide basis for the benefit of all students.

The expansion of Transitional Kindergarten will provide unduplicated students with access to foundational math and literacy skills. Academic intervention developed by our instructional coach and provided by our intervention teachers as part of MTSS will provide unduplicated populations with scaffolded instructional support to help bridge the achievement gap. Through the assessment data analysis process that teachers will be engaged in, they will acquire a better understand of who their students are as learners to inform instructional practices for English learners and low income students. The implementation behavioral intervention as part of MTSS will provide unduplicated populations with scaffolded behavioral supports. The increased participation in extra and co curricular opportunities including additional athletics will aid English learners and low income students to feel better connected to the school community. Staff development in the area of Project Based Learning and gifted education for all will give teachers tools in providing differentiation and student choice to unduplicated population. Parent workshops developed to include and engage families of English learners and low income students will equip families with support and create a culture of connectedness. SVA parent and student sharing has indicated that Unduplicated Pupils have decreased access to music related activities outside of school. Research indicates the benefits of music on student school achievement. SVA provided this opportunity through the hiring of a music teacher.

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

Improved services which means to grow services in quality for English learners and low income students include: teacher desegregation of subgroup data to inform instructional practices, the expansion of extra and co curricular activities participation, and parent workshops. Each of these actions were currently in place the prior year, however in evaluating the needs of our unduplicated students, these actions are being improved to reach our English learners and low income students at a deeper level. Teachers are currently aware of who their English learners and low income students, however the data analysis will now improve to inform instructional practices. The school currently provides some extra and co curricular activities, however a more refined recruitment of students will include the targeting of unduplicated participation. Parent workshops will be developed keeping the needs of our English learner and low income families including the use of a translator as necessary and providing content specific to these subgroup populations. Increased services which means to grow services in quantity for English learners and low income students include: the expansion Transitional Kindergarten, academic interventions, behavioral interventions, and Project Based Learning and gifted education professional development for staff. These new services are being added to the school to target the needs of our unduplicated populations. Through the providing of these Action Services for Unduplicated Pupils in the 2023-2024 LCAP, which also includes expenditure of all LCFF Supplemental funding, Sycamore Valley Academy is meeting the Minimum Proportionality Percentage to increase or improve services for Unduplicated Pupils. The district expended all Supplemental and Concentration funding apportioned in the 2022-23 year on increasing or improving services for Unduplicated Pupils. Thus, there is no funding Carryover into the 2023-24 year.

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.

The LEA does not receive the concentration grant add-on funding as the school's unduplicated percentage is 39%.

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

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,424,115.00	$177,338.00		$161,929.00	$3,763,382.00	$3,489,488.00	$273,894.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Continued implementation of Transitional Kindergarten (TK) and development of expanded TK	English Learners Foster Youth Low Income	$110,403.00				$110,403.00
1	1.2	Development and implementation of academic interventions as part of Multi Tiered Systems of Support (MTSS)	English Learners Foster Youth Low Income	$166,955.00				$166,955.00
1	1.3	Instructional staff will utilize local and state student achievement data to inform instructional practices to determine instructional aid support.	All	$2,669,851.00				$2,669,851.00
2	2.1	Continued implementation of behavioral interventions as part of Multi Tiered Systems of Support (MTSS)	All	$127,259.00			$22,457.00	$149,716.00
2	2.2	Expansion of extra and co curricular activities	English Learners Foster Youth Low Income	$27,052.00				$27,052.00
2	2.3	Retainment of full time school psychologist and	All Students with Disabilities		$96,979.00			$96,979.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		hiring of school psych intern						
2	2.4	Continued implementation of music program	All		$62,439.00			$62,439.00
2	2.5	Facility improvements will made according to Facility Use Agreement (FUA) agreement with Visalia Unified School District	All	$208,979.00				$208,979.00
2	2.6	Retainment of special education certificated teaching staff	Students with Disabilities				$96,627.00	$96,627.00
2	2.7	Retainment of social worker	All	$62,974.00				$62,974.00
2	2.8	Implementation of PowerSchool Attendance Intervention Suite	All		$13,271.00			$13,271.00
3	3.1	Improvement of instruction through Project Based Learning (PBL) and gifted education for all professional development for staff	All				$40,845.00	$40,845.00
3	3.2	Continued implementation of new staff orientation	All				$2,000.00	$2,000.00
3	3.3	Improvement of leadership through administrative professional development opportunities	All	$4,157.00				$4,157.00
4	4.1	Development of fall and spring parent and community workshops	All	$1,000.00				$1,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.2	Utilization of common messaging platform and social media to communicate events and important information to families	All	$3,642.00				$3,642.00
4	4.3	Update of school website to provide centralized access of resources	All	$41,843.00	$4,649.00			$46,492.00

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
3,945,280	293,687	7.44%	0.00%	7.44%	$304,410.00	0.00%	7.72 %	**Total:**	$304,410.00
								LEA-wide Total:	$304,410.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Continued implementation of Transitional Kindergarten (TK) and development of expanded TK	Yes	LEA-wide	English Learners Foster Youth Low Income	Transitional Kindergarten	$110,403.00	
1	1.2	Development and implementation of academic interventions as part of Multi Tiered Systems of Support (MTSS)	Yes	LEA-wide	English Learners Foster Youth Low Income		$166,955.00	
2	2.2	Expansion of extra and co curricular activities	Yes	LEA-wide	English Learners Foster Youth Low Income		$27,052.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,355,304.00	$2,569,380.00

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	Continued implementation of Transitional Kindergarten (TK) and development of expanded TK	Yes	$95,790.00	103,087
1	1.2	Development and implementation of academic interventions as part of Multi Tiered Systems of Support (MTSS)	Yes	$84,870.00	126,780
1	1.3	Instructional staff will utilize local and state student achievement data to inform instructional practices to determine instructional aid support.	No	$1,536,736.00	1,678,950
2	2.1	Continued implementation of behavioral interventions as part of Multi Tiered Systems of Support (MTSS)	No	$122,749.00	127,646
2	2.2	Expansion of extra and co curricular activities	Yes	$23,140.00	25,255
2	2.3	Retainment of full time school psychologist	No	$78,754.00	70,471
2	2.4	Continued implementation of music program	Yes	$48,000.00	51,544
2	2.5	Facility improvements will made according to Facility Use Agreement (FUA) agreement with Visalia Unified School District	No	$208,979.00	208,979

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	Retainment of special education certificated teaching staff	No	$36,601.00	47,277
2	2.7	Recruitment of social worker	No	$52,501.00	57,369
3	3.1	Improvement of instruction through Project Based Learning (PBL) and gifted education for all professional development for staff	No	$19,662.00	19,662
3	3.2	Continued implementation of new staff orientation	No	$2,000.00	2,000
3	3.3	Improvement of leadership through administrative professional development opportunities	No	$4,075.00	4,075
4	4.1	Development of fall and spring parent and community workshops	No	$2,000.00	2,000
4	4.2	Utilization of common messaging platform and social media to communicate events and important information to families	No	$3,469.00	0
4	4.3	Update of school website to provide centralized access of resources	No	$35,978.00	44,285

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)
243,751	$251,800.00	$306,666.00	($54,866.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Continued implementation of Transitional Kindergarten (TK) and development of expanded TK	Yes	$95,790.00	103,087		
1	1.2	Development and implementation of academic interventions as part of Multi Tiered Systems of Support (MTSS)	Yes	$84,870.00	126,780		
2	2.2	Expansion of extra and co curricular activities	Yes	$23,140.00	25,255		
2	2.4	Continued implementation of music program	Yes	$48,000.00	51,544		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3,452,561	243,751	0%	7.06%	$306,666.00	0.00%	8.88%	$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:

  o 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]).

  o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

  o 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).

  o **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.

  o 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%).

  o 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

  o 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)

  o 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 (%)

  o This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  o 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)

  o 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 %)

  o 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)

  o 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)

  o 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)

    o   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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