



Accepted by
SCSOS on
6-27-23

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sutter Peak Charter Academy

CDS Code: 51-71423

School Year: 2023-24

LEA contact information:

Heather Marshall

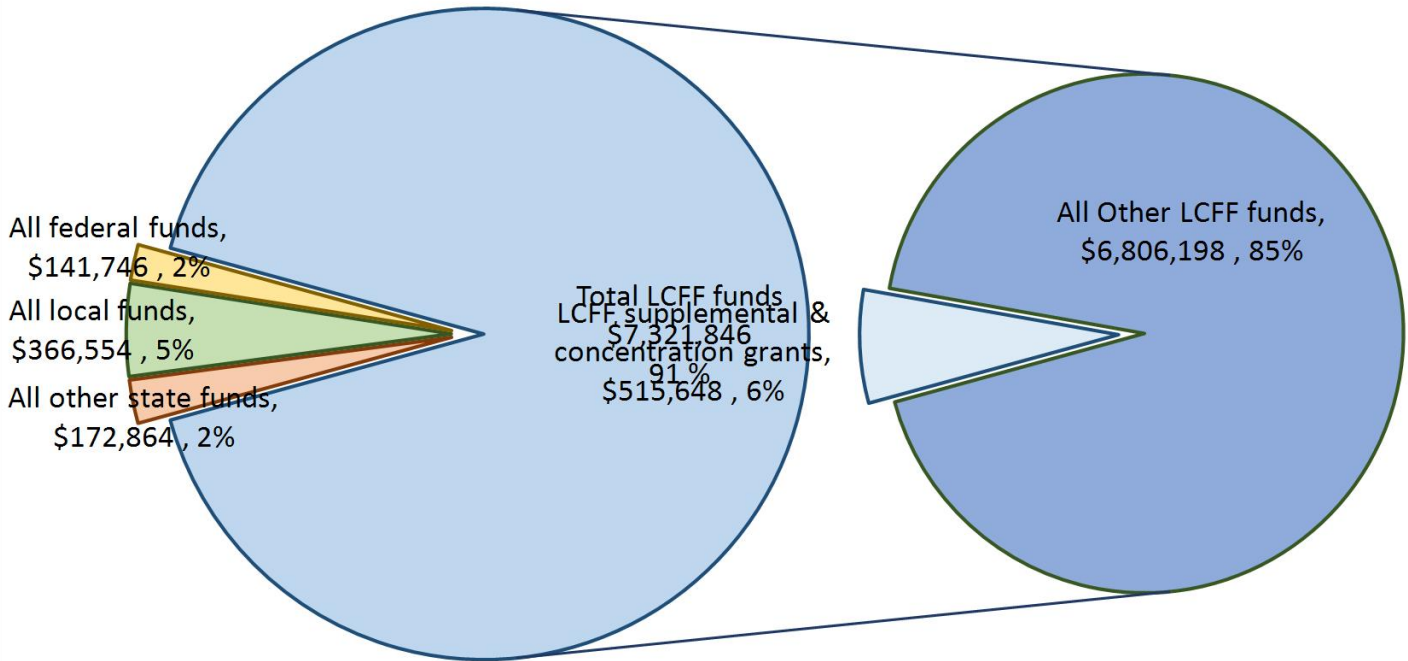
Director

916.992.9033

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

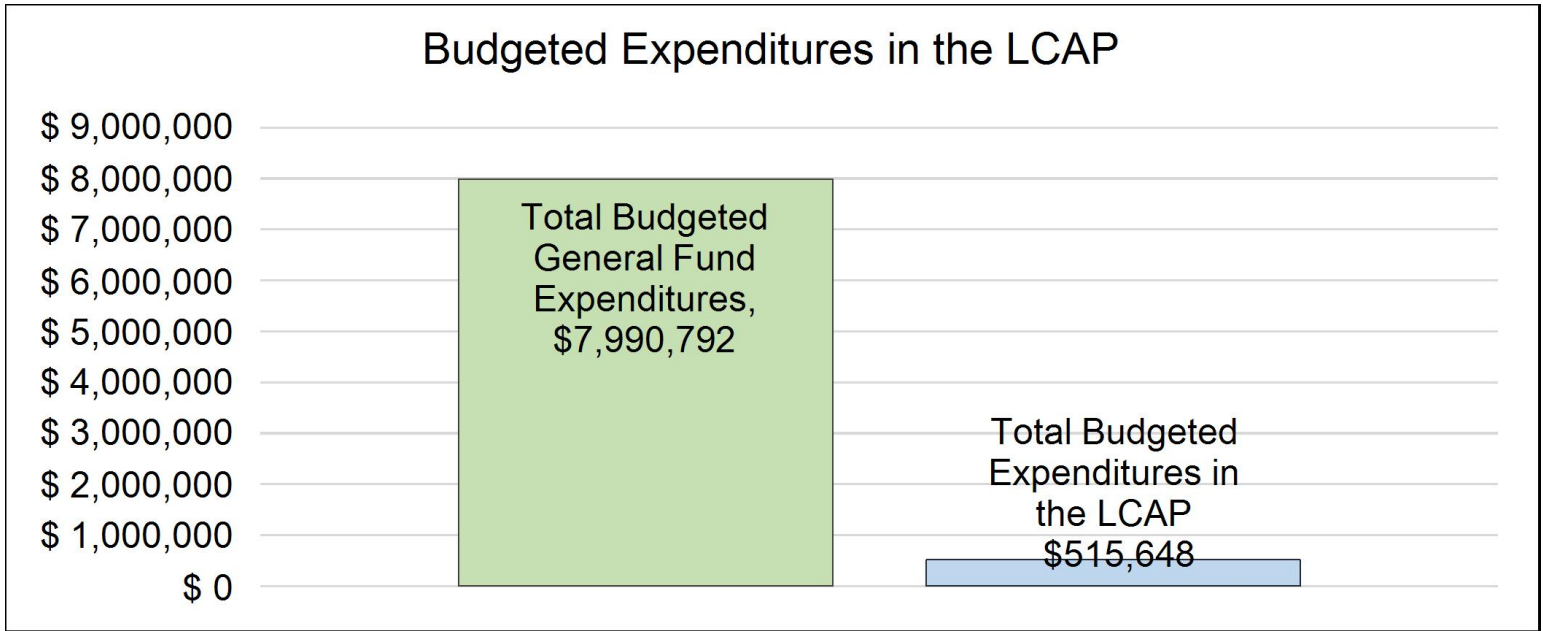


This chart shows the total general purpose revenue Sutter Peak Charter Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sutter Peak Charter Academy is \$8,003,010, of which \$7,321,846 is Local Control Funding Formula (LCFF), \$172,864 is other state funds, \$366,554 is local funds, and \$141,746 is federal funds. Of the \$7,321,846 in LCFF Funds, \$515,648 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Sutter Peak Charter Academy plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

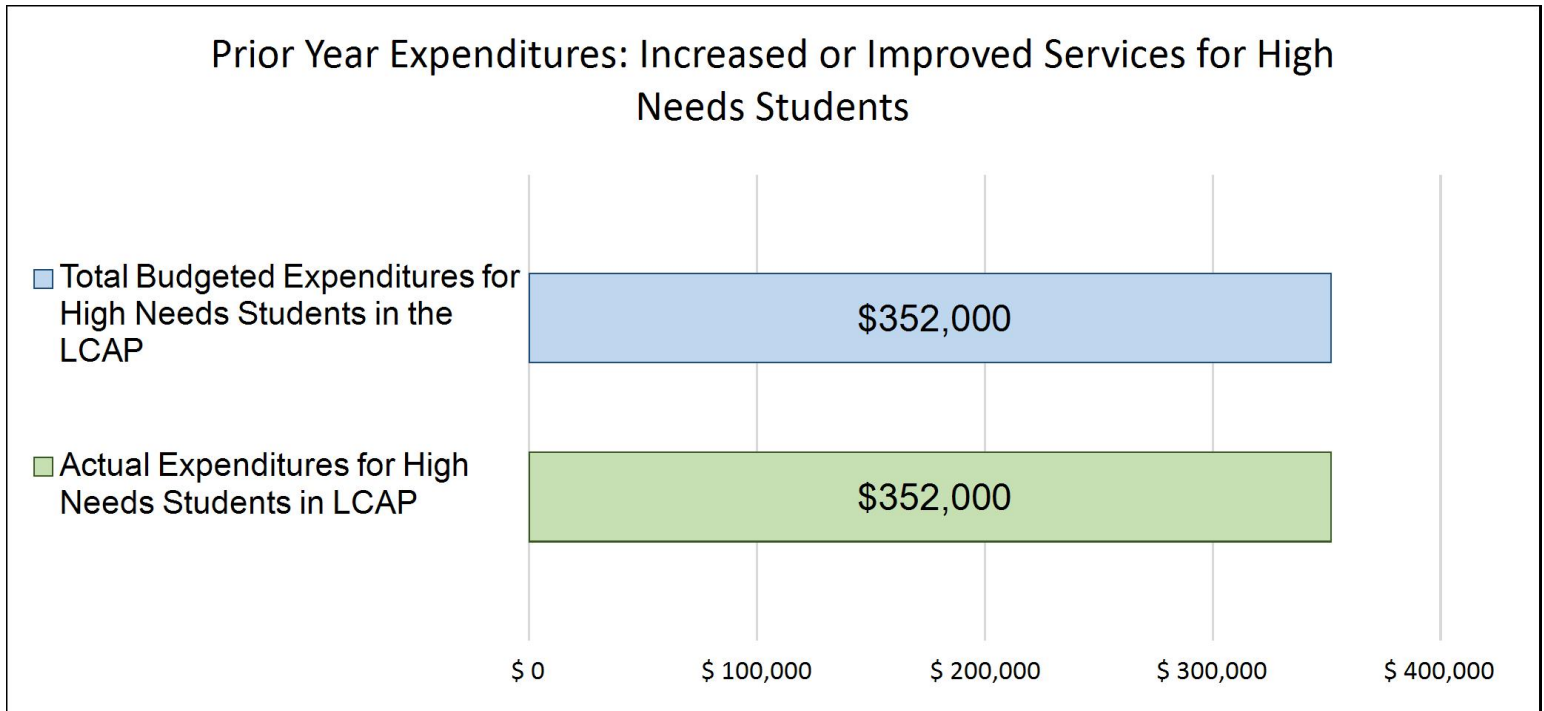
The text description of the above chart is as follows: Sutter Peak Charter Academy plans to spend \$7,990,792 for the 2023-24 school year. Of that amount, \$515,648 is tied to actions/services in the LCAP and \$7,475,144 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2023-24, Sutter Peak Charter Academy is projecting it will receive \$515,648 based on the enrollment of foster youth, English learner, and low-income students. Sutter Peak Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Sutter Peak Charter Academy plans to spend \$515,648 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Sutter Peak Charter Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sutter Peak Charter 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, Sutter Peak Charter Academy's LCAP budgeted \$352,000 for planned actions to increase or improve services for high needs students. Sutter Peak Charter Academy actually spent \$352,000 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
Sutter Peak Charter Academy	Heather Marshall Director	heather.marshall@pacificcharters.org 916.992.9033

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.

Sutter Peak Charter Academy (SPCA) opened in the fall of 2015 as an independent charter school. SPCA was founded by the Pacific Charter Institute, a 501 (c) 3 tax exempt non-profit organization of charter school leaders in the Northern California area. Currently, Pacific Charter Institute’s Board of Directors governs four public charter schools serving a total of approximately 3000 students.

Sutter Peak Charter Academy offers TK-12 students a personalized learning program. Every SPCA student has access to one-to-one teaching through student-tailored, standards-based curriculum. Sutter Peak was founded on the principle that education works best when it is tailored to student’s individual strengths and needs. Our goal is to work cooperatively with students, parents, and the broader community to develop each student’s greatest potential. We leverage the flexibility of the independent study model to empower SPCA students to meet their educational goals. Sutter Peak Charter Academy has a clearly stated vision and mission based on its student needs, current educational research, and the belief that all students can achieve the highest academic standards.

Vision - “SPCA is developing self-motivated, educated individuals who will spread the wealth of knowledge worldwide in a meaningful way.”

Mission - “Sutter Peak Charter Academy empowers students to take charge of their education by connecting their individual needs and interests to a rigorous learning plan, thus creating responsible citizens, critical problem- solvers, and lifelong learners.”

Central to Sutter Peak Charter Academy's vision and mission is the Academic Triangle, defined by the interdependent relationship of the teacher, the student, and the parent. The dynamics surrounding this vital geometry assists in ensuring that the student and parent both realize the scope of the overarching goals for all students at the school. The teacher develops personal learning tools to successfully complete the curriculum. The Academic Triangle is the symbol for what is expected for each student in that it empowers each agent of the triangle to take charge of the educational plan, regardless of the stability of all of the legs.

Both the mission statement and vision present clear expectations that students become active participants in their own education and their future. The strength of the Academic Triangle lies in its essential ability to support students who may not have sufficient academic stamina or self-motivation at the time of enrollment. The teacher or parent may have to take on the greater role until the student progresses to expected levels. Further, the school's commitment to the educational pursuits of each student is evident in the variety of curriculum provided to match a student's abilities and interests.

The vision and mission for Sutter Peak Charter Academy work in concert to ensure that the school continues to strive for high academic results for every student. School administration regularly review student educational data to determine student need and alignment of student learning with vision and mission. Professional development organized in concert with and as a result of the review of student educational data. The governing board additionally reviews student educational data and approves policies that support school-wide learner outcomes.

Academic Standards are central to school-wide learner outcomes. SPCA implements and uses appropriate California State Standards based curriculum along with standards based supplemental supports for all students. We also utilize a variety of online support programs that are aligned to Common Core Standards and are California specific.

Additionally, SPCA addresses its school-wide learner outcomes and academic standards through the implementation of the Academic Triangle model which ensure the fidelity of our mission and vision. This includes students that are socio-economically disadvantaged, English learners, foster/homeless youth, credit deficient, or academically challenged. We are committed to producing self-motivated students who develop an appreciation for lifelong learning.

History of Sutter Peak Charter Academy

Sutter Peak Charter Academy serves a diverse student population in Sutter and its six contiguous counties. In its first year, the academy enrolled 188 students, with 88% in grades K-8 and 12% in grades 9-12. Among the student body, 6.5% received special education services, and 38% were eligible for free and reduced lunch.

During the second year, the academy expanded its enrollment to 367 students, with 319 students in grades TK-8 and 48 students in high school. Of the total population, 12% were enrolled in Special Education, and 33% were eligible for free and reduced lunch. In the third year, the academy's total student population increased to 480, with 401 students in grades TK-8 and 79 students in high school. Among the enrolled students, 21% were eligible for free and reduced lunch, and 10% were enrolled in Special Education.

In Spring 2018, Sutter Peak Charter Academy received a five-year charter renewal from its authorizer, Nuestro Elementary School District. By the end of the 2018-2019 school year, the academy had 586 students, with 331 in elementary grades (TK-5), 142 in grades 6-8, and 114

in grades 9-12. The student population included 38% eligible for free and reduced lunch, 2% English learners, and 8% receiving Special Education services. The academy was granted a six-year WASC accreditation in April 2019, valid until Spring 2025.

The 2019-2020 school year saw similar enrollment numbers, with 586 students. Among them, 30% qualified for free and reduced lunch, 9% were in Special Education, 2% were English learners, 6% were African American, and 6% were Hispanic. Despite the challenges posed by the COVID-19 pandemic, Sutter Peak Charter Academy smoothly transitioned to virtual learning using the Microsoft TEAMS platform, ensuring minimal disruption to students' academic progress.

The 2020-2021 school year started with most students equipped with laptops, Chromebooks, or Surface devices, and provisions were made for families facing internet connectivity issues. Of the 564 students enrolled, 80% were Caucasian, with the remaining 20% representing various ethnicities, including 6% African American, 6% Hispanic, and smaller percentages for American Indian, Other, and Asian students.

In the 2021-2022 school year, Sutter Peak experienced a slight decline in enrollment due to some families relocating out of state. Currently, 543 students are enrolled, with 75% identifying as Caucasian. The remaining 25% comprises a diverse mix of ethnicities, with African American (7%) and Hispanic (6%) being the largest percentages. American Indian students and those identifying as Other or Asian each represent 4% of the population, while the remaining ethnicities each make up approximately 1% of the enrollment.

In the 2022-2023 school year, enrollment again increased slightly to 596. The increase in our population did not change the prior year makeup of our student body. Three quarters of our students identify as Caucasian. The remaining 25% comprises a diverse mix of ethnicities, with African American (7%) and Hispanic (6%) being the largest percentages. American Indian students and those identifying as Other or Asian each represent 4% of the population, while the remaining ethnicities each make up approximately 1% of the enrollment. Overall, Sutter Peak Charter Academy has served a fluctuating but diverse student body over the years, striving to meet the educational needs of its enrolled students.

Reflections: Successes

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

In the academic year 2022-2023, Sutter Peak Charter Academy demonstrated a consistent upward trajectory, evidenced by the growth in both Mathematics and English Language Arts (ELA) as measured by the California Assessment of Student Performance and Progress (CAASPP). Notably, all students in grades 3-8 and 11th grade achieved a commendable score of 9.2 points above the standard in ELA, representing a remarkable increase of 32 points. In Mathematics, the same cohort of students achieved a score of 36.3 points below the standard, showcasing an impressive growth of 30.4 points.

A noteworthy achievement during this period was the outstanding performance of 80% of second-grade students who met the reading benchmark. Such significant growth and accomplishments can be attributed to the diligent guidance, intervention, and support provided by the dedicated staff, engaged parents, and support personnel at Sutter Peak Charter Academy.

In the preceding academic year 2021-2022, Sutter Peak Charter Academy remained unwavering in its commitment to pursue the goals established in previous years. Through a comprehensive analysis of student data, in conjunction with valuable input from teachers and parents, the academy implemented refined processes aimed at ensuring individualized academic growth for every student.

By closely examining performance on state indicators and conducting thorough self-assessment, Sutter Peak Charter Academy identified several areas of significant progress. These included targeted interventions for students scoring below the 50th percentile on the NWEA MAP assessment, aligning courses with the University of California's a-g requirements, augmenting the assessment of early literacy skills, and prioritizing professional development programs with a specific focus on enhancing student writing abilities.

To effectively monitor student progress, teachers diligently tracked weekly interventions for each student falling below the 50th percentile, utilizing internal spreadsheets as a vital tool. These spreadsheets played a central role in fostering constructive professional discussions surrounding student growth and informing data-driven instructional strategies.

Sutter Peak Charter Academy's commitment to continuous improvement, data analysis, and targeted interventions demonstrates its dedication to delivering high-quality education and ensuring the academic success of its students.

At Sutter Peak Charter Academy, a collaborative partnership between parents, teachers, and students is fostered throughout the academic year. This personalized instructional model enables teachers to identify the unique needs of each student, prompting direct communication between credentialed teachers and families. To ensure comprehensive support, standards-based curriculum, computers, and hotspots are provided to students, with communication facilitated through various channels such as in-person meetings, virtual meetings, electronic surveys, phone calls, emails, and text messages.

In response to the pandemic's onset in Spring 2020, the academy swiftly addressed the additional needs of students by providing computers and hotspots to 100% of those who required them. Feedback from stakeholders, including parents and students, regarding technology, mental and physical health, and educational concerns was actively collected and promptly addressed. The school's ability to quickly adapt and transition to virtual learning received overwhelming approval from parents, who were already familiar and comfortable with this mode of instruction. In cases where stakeholder needs were initially unmet, school administrators collaborated with credentialed and support staff to ensure that all requirements were fulfilled. Individual meetings with families were conducted to address additional services, needs, and concerns, including those related to students with special needs, and adjustments were made accordingly. By incorporating stakeholder input and maintaining positive communication, Sutter Peak Charter Academy successfully ensured the continuity of individualized learning for each student throughout the 2020-2021 school year.

General Education teachers increased their online support in core academic areas and provided enrichment opportunities through virtual platforms. Learning Continuity plans for the 2020-2021 school year involved a significant expansion of virtual course offerings, with thorough preparation conducted in Spring 2020. This preparation included the acquisition of curriculum materials, development of course schedules, and the training of staff and students in transitioning from Zoom to Microsoft Teams, a more secure and student-centered platform. Sutter Peak Charter Academy emphasizes the flexibility and adaptability of its college preparatory, independent study program, catering to the

individual needs of each student. The school actively mentors new students, guiding them from their current academic level to a state of competitiveness as 21st-century-ready individuals.

During the 2019-2020 school year, Pacific Charter Institute (PCI) at Sutter Peak counseling staff successfully implemented a mental health survey with students. This plan was augmented through the virtual platform. Informally, students, staff and families were asked about their well-being throughout the year to monitor and ensure social-emotional health throughout the 2020-2021 school year.

Sutter Peak Charter Academy offers virtual and in-person opportunities for our students through:

- Virtual Opportunities to Learn Together (V.O.L.T.s) geared toward our elementary homeschooling families.
- The Virtual Advantage classes for middle school and high school students.

In both programs, our credentialed teachers interact with students and families in real-time through secure online environments. A complete listing of class offerings can be found in the PCI Virtual Class Catalog on the PCI website www.pacificcharters.org

— Synchronous and asynchronous V.O.L.T.s classes provide instruction on key grade-level standards using our adopted curriculum and are available to our families in the following content areas and grade level spans.

- Math grades 2-6 (GoMath)
- ELA grades 2-5 (HMH Journeys) and grades 6-8 (Study Sync)
- Science grades K-5 (Carolina 3D Science)

These classes offered live through secure online environment and recorded for future viewing. Both programs offer formative and summative assessments monitoring learning. These assessments are built into the learning management system and teachers use them to support increased learning and promote greater Depth of Knowledge (DOK) acquisition.

Students and parents attend meetings with their independent study teachers regularly. Teachers worked with families virtually to develop community and student interaction with other students using Microsoft Teams. Once a county reached the "Red Tier" teachers resumed in-person student meetings for all students and families who requested to do so. Families were given the option to remain meeting online through the remainder of the year.

The review of school data trends over time have identified a need to dedicate time to increase teacher knowledge of the features and components for Common Core writing and to improve teacher's skills as instructors, coaches, and evaluators of student writing across grade levels, content areas, and programs. All content area teachers, including those serving students with special needs and English Learners, and school leaders participated in synchronous interactive sessions throughout the school year during where new information, strategies, and tools were presented. Teachers chose a Focal Two students to use the newly acquired skills with the two students to improve their practice as well as to develop the two students.

Additionally, teachers who had less experience addressing specific areas of writing, had the opportunity to participate in asynchronous sessions that provided direct training on specific elements of writing instruction. Asynchronous sessions were recorded for future use to build capacity to deliver strong writing lessons. These learning opportunities were led by PCI's ELA Content Specialist.

Sutter Peak Charter Academy administered the Exact Path Diagnostic assessment for students in grades 3-11 in Reading and Mathematics and the DIBELS Early Literacy Assessment system for students in grades K-2. The Exact Path Diagnostic was administered in the fall, winter

and spring to supply teachers with data to inform instruction, show student growth, and create individualized learning paths. The Exact Path Diagnostic assessment is a web-based assessment, which allowed students to complete the assessment at home. DIBELS provides a series of literacy measures that assess phonemic awareness, alphabetic principle, reading accuracy, oral reading fluency, and comprehension. Teachers used the data to identify students who needed additional support, intervention, and progress monitoring. Both assessments and classwork completed by students is available for parents to review online through the student LMS, as well as, through regular conversations and meetings between parents, teachers, and students.

The English Proficiency Assessment for California is used to determine language status. Students take this assessment as they enroll in a California public school, as determined by the Home Language Survey. This assessment is given within 30 calendar days of enrollment, year-round (COVID pandemic allowed for a waiver to extend to 75 days) The Summative English Proficiency Assessment for California is for students with an English Learner (EL) language status only. All EL students are required to participate in the Summative ELPAC annually.

Based on a review of performance on state indicators and local self-assessment tools, Sutter Peak Charter Academy has identified our greatest progress was our continued efforts to progress monitor and provide academic and social emotional needs of all students.

Reflections: Identified Need

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

Based on LCFF Evaluation Rubrics and the review of local performance indicators, Sutter Peak has identified:

- (1) All Sutter Peak students, including those in numerically significant subgroups (9% SPED, 7% African American, 6% Hispanic, 33% Socio-economically disadvantage, 2% ELL or RFEP,) will show high levels of proficiency in the Common Core Standards for Mathematics and English Language Arts.
- (2) 95% 2nd grade cohort students in SPCA schools will achieve benchmark status as measured end-of-year local measures (such as DIBELS) by the 2023-2024.
- (3) Support student growth in writing through on-going professional learning, collecting data on student performance, and providing direct instructional intervention.
- (4) Parent and School Engagement: SPCA will offer regular park days, field trips, a mobile lending library and school assemblies to increase family involvement with Sutter Peak Charter Academy.
- (5) SPCA will increase the rate of its percent of prepared students in the graduation cohort.

LCAP Highlights

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

Sutter Peak Charter Academy is committed to fostering flexibility and adaptability within its college preparatory, independent study program, catering to the unique requirements of each student. Our institution provides students with an optimal path towards higher education and career development, tailored to their individual needs. We actively engage in mentoring new students, guiding them to become competitive individuals equipped for success in the 21st century.

Our LCAP plan is strategically designed to support every learner, addressing their academic and socio-emotional well-being. This includes all students at Sutter Peak, including those belonging to numerically significant subgroups such as students with special education needs (9%), African American students (7%), Hispanic students (6%), socio-economically disadvantaged students (34%), and English language learners or reclassified fluent English proficient students (3%). We are dedicated to enhancing the proficiency of all students in the Common Core Standards for Mathematics and English Language Arts.

Moreover, we have established specific objectives to ensure the academic progress of our students. For instance, 95% 2nd-grade students within the SPCA schools will attain benchmark status as assessed by local measures (such as DIBELS) by the end of the 2023-2024 academic year. Similarly, students in cohort grades 3-8 will strive to achieve proficiency in writing as evaluated by district writing rubrics.

At Sutter Peak Charter Academy, we firmly believe in the potential of every child to learn and grow. Our program's motto is "Personalized Education: Designed Together and Accomplished by You," encapsulating our commitment to tailor education to the unique needs of each student and foster their active involvement in their own academic journey.

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.

The LEA is not identified for Comprehensive Support and Improvement.

Support for Identified Schools

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

The LEA is not identified for Comprehensive Support and Improvement.

Monitoring and Evaluating Effectiveness

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

The LEA is not identified for Comprehensive Support and Improvement.

Engaging Educational Partners

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

The Director of Sutter Peak Charter Academy (SPCA) has conducted multiple Local Control and Accountability Plan (LCAP) meetings with key stakeholders, including parents, students, teachers, school personnel, and administrators. These meetings were aimed at providing a comprehensive overview of the LCAP process, elucidating the LCAP template, discussing progress made towards achieving annual goals, and deliberating on future objectives outlined in the LCAP.

On an annual basis, Sutter Peak Charter Academy conducts surveys to gather feedback from all its stakeholders, encompassing parents, students, teachers, school personnel, and administrators. These surveys primarily focus on addressing the eight fundamental State Priorities directly. The data collected from the surveys, as well as the insights derived from the school partner meetings, were meticulously reviewed and analyzed. Emphasis was placed on identifying high-priority areas related to student performance, attendance, school climate, and course offerings, which served as crucial indicators of the school's needs and areas for improvement.

Based on the identified needs, the compiled information was utilized in formulating the district's LCAP. Subsequently, the draft LCAP underwent careful adjustments and refinements, culminating in the development of a final plan. The Board of Directors received the finalized plan for their review and approval, which took place during a regularly scheduled Board meeting held in June.

A summary of the feedback provided by specific educational partners.

The utilization of surveys and stakeholder meetings, aligned with the Basic 8 State priorities, has provided staff, students, and parents with a direct opportunity to contribute to the development of this year's LCAP. In total, we received 287 responses. The majority of the feedback received this year emphasized the significance of early literacy, access to a comprehensive range of courses, college readiness, high school graduation, targeted interventions, support services, and the importance of having access to fully credentialed teachers. Notably, the feedback provided aligns with the current LCAP goals and corresponding actions.

What is your relationship to Sutter Peak Charter Academy?

Parent/Step-parent 276

Guardian 7

Caregiver 1

Extended Family 3

Foster Parent 0

Total 287

What is your race/ethnicity?

American Indian or Alaskan 6

Asian or Pacific Islander 17

Black or African American 7
Hispanic or Latinx 34
White/Caucasian 178
Two or more races 7
Prefer not to answer 38
Total 287

My child.....

Is Designated as an English Language Learner 31
Is a Foster Youth 1
Receives special education services 20
Not applicable 122
Does not apply 235
Total 278

Sutter Peak Charter Academy identified several academic performance goals for the next four years. Please rate the importance of these goals as they relate to you and your child/children:

Early Literacy Development: K-2 students
Important 127
Somewhat Important 2
Not Important 70
Didn't Answer 88

Early Math Skills Development
Important 60
Somewhat Important 3
Not Important 26
Didn't Answer 189

Intervention support for grades 3-11 in Math and ELA
Important 152
Somewhat Important 67
Not Important 45
Didn't Answer 0

The state outlines eight priority areas for the Local Control Accountability Plan (LCAP). SPCA is measured annually, by the state, on these priorities. Please rate the importance of these state priorities as they relate to you and your child/children:

Access to core services: measures students' access to fully credentialed teachers, and instructional materials.

Important 155
Not important 31
Somewhat important 94
Didn't Answer 7

Implement state standards: measures implementation of academic content and performance standards adopted by State Board of Education.

Important 47
Not important 120
Somewhat important 52
Didn't Answer 7

Access to broad course of study: measures the extent to which students have access to, and are enrolled in, a broad course of study that includes core subjects.

Important 86
Not important 15
Somewhat important 113
Didn't Answer 73

Parental involvement: measures the school's efforts to seek parent input in making decisions for the school.

Important 231
Not important 7
Somewhat important 42
Didn't Answer 7

School climate: measures student suspension and expulsion rates as well as safety and school connectedness.

Important 82
Not important 95

Somewhat important 101
Didn't Answer 3

Student achievement: measures assessment data, college readiness, and language proficiency.

Important 112
Not important 44
Somewhat important 122
Didn't Answer 0

Student engagement: measures student attendance, chronic absenteeism, dropouts (middle and high school), and high school graduation.

Important 89
Not important 88
Somewhat important 101
Didn't Answer 0

Other student outcomes: measures other important student outcomes related to required areas of study, including physical education and the arts.

Important 130
Not important 44
Somewhat important 109
Didn't Answer 4

Are you satisfied how SPCA supports all high need student groups as defined by the LCAP to be successful? (English Language Learners, Low-Income Students, Homeless Students, and Foster Youth)

English Language Learners
Very Satisfied 61
Satisfied 42
Unsatisfied 0
Very Unsatisfied 0
Not Applicable 169
Did not reply 6

Low-income students
Very Satisfied 52

Satisfied 37
Unsatisfied 1
Very Unsatisfied 1
Not Applicable 171
Did not reply 25

Homeless/Foster Youth
Very Satisfied 39
Satisfied 28
Unsatisfied 1
Very Unsatisfied 1
Not Applicable 194
Did not reply 15

How satisfied are you that SPCA prepares every student for college and career?

Very Satisfied 52
Satisfied 60
Unsatisfied 0
Very Unsatisfied 1
Not Applicable 143
Did not reply 22

Are you satisfied with the work SPCA does to keep students on track towards high school graduation?

Very Satisfied 122
Satisfied 60
Unsatisfied 0
Very Unsatisfied 1
Not Applicable 55
Did not reply 40

How satisfied are you with the work SPCA has done to establish and sustain positive relationships between staff, families, and students?

Very Satisfied 155
Satisfied 109
Unsatisfied 2

Very Unsatisfied 1
Not Applicable 1
Did not reply 10

Overall, how satisfied are you with SPCA and your child's educational experience?

Very Satisfied 155
Satisfied 109
Unsatisfied 1
Very Unsatisfied 0
Not Applicable 2
Did not reply 2

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

Ensuring equitable access to all programs for every student is a paramount concern for the stakeholders of Sutter Peak Charter Academy. Recognizing the importance of inclusivity, the institution has implemented a comprehensive range of measures to facilitate this objective. Sutter Peak Charter Academy places significant emphasis on an expansive core curriculum that encompasses diverse subject areas. This approach ensures that all students have the opportunity to engage in a wide array of academic disciplines, enabling them to explore their interests and develop a well-rounded education. In addition to traditional classroom settings, the academy offers online and virtual classes, acknowledging the need for flexible learning environments. By incorporating digital platforms, students can access educational materials and participate in interactive virtual lessons, fostering an inclusive educational experience that transcends physical barriers. Recognizing the importance of accessible resources, Sutter Peak Charter Academy operates a mobile lending library and provides access to cutting-edge technology. By offering these resources, the institution aims to ensure that all students, regardless of their circumstances, can fully engage in each program and benefit from the valuable educational resources provided. Through these initiatives, the stakeholders of Sutter Peak Charter Academy uphold their shared vision of promoting equal access and participation in all programs offered by the institution. By removing barriers and providing the necessary tools and resources, Sutter Peak Charter Academy endeavors to create an inclusive educational environment that fosters the success and growth of every student.

Goals and Actions

Goal

Goal #	Description
1	All Sutter Peak students, including those in numerically significant subgroups (9% SPED, 7% African American, 6% Hispanic, 33% Socio-economically disadvantage, 2% ELL or RFEP,) will show high levels of proficiency in the Common Core Standards for Mathematics and English Language Arts.

An explanation of why the LEA has developed this goal.

Below lists the number of students in grades 3-11 testing above the 70th percentile, 32nd - 69th percentile and below the 31st percentile.
 LEA Common Core aligned Winter 20-21
 370 Students
 Language Arts, specifically reading-
 64% of students above 70% (237 students)
 28% of students 31%-70% (103 students)
 8% of students below 31% (30 students)

Math-
 59% of students above 70% (220 students)
 27% of students 31%-70% (99 students)
 14% of students below 31% (51 students)

These numbers indicate that students at Sutter Peak Charter Academy need additional supports to increase proficiency in both math and reading.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LEA Common Core aligned assessment tools	Common Core aligned benchmark Winter 20-21 370 Students	Common Core aligned benchmark Winter 21-22. 342 Students	Common Core aligned benchmark Winter 21-22 In mathematics, every grade with the		All SPCA students, including those in numerically significant subgroups will show high levels of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Reading- 64% of students above 70% (237 students) 28% of students 31%-70% (103 students) 8% of students below 31% (30 students)</p> <p>Math- 59% of students above 70% (220 students) 27% of students 31%-70% (99 students) 14% of students below 31% (51 students)</p>	<p>Reading 48% of students above 70% (165 students) 36% of students between 31%-70% (123 students) 16% of students below 31 % (54 students)</p> <p>Math- 34% of students above 70% (116 students) 41% of students between 31%-70% (139 students) 25% of students below 31% (87 students)</p>	<p>exception of 5th grade scored above the 50th percentile. 5th grade students averaged in the 48th percentile. In ELA, every grade level scored above the 50th percentile. The lowest grade % was in grade 3 at scoring @ 57th percentile.</p> <p>Math- 22.2% exceeded grade level 27% at grade level 19.1% close to grade level 17.9 % below grade level 13.6% far below grade level</p> <p>ELA- 32.9% exceed grade level 28.3 % at grade level 18.7% close to grade level 10.1% below grade level 10.1% far below grade level</p>		<p>proficiency in the Common Core Standards for Mathematics and English Language Arts.</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Instruction	<p>The educational program will incorporate content specialists who will deliver comprehensive instruction in mathematics, science, social studies, and language arts to students in grades K through 12. These specialists will employ various methods, including direct instruction and virtual classrooms, to ensure effective learning experiences.</p> <p>In addition to the content specialists, there are several other instructional options available to enhance the curriculum. One such option is the utilization of Schoology, an online learning management system that facilitates interactive and engaging educational experiences.</p> <p>To further enhance the academic toolkit, the program will leverage resources such as UC Scout, Edmentum, Cyber High, and Carolina science. UC Scout provides online courses that align with California curriculum standards and offer a wide range of subjects. Edmentum offers a comprehensive suite of online learning tools and curriculum resources. Cyber High provides web-based courses designed to meet the needs of diverse learners. Carolina science provides hands-on, inquiry-based science materials and resources.</p> <p>Furthermore, the program will offer virtual class offerings, allowing students to access educational content remotely. VOLTS classes will be available, providing a flexible and interactive virtual learning environment.</p> <p>By adopting Schoology, incorporating Carolina science, and utilizing various educational resources such as UC Scout, Edmentum, Cyber High, and the Academic Toolkit, the program aims to deliver a well-rounded and comprehensive educational experience to students in grades K through 12.</p>	\$269,026.00	Yes
1.2	Intervention	A comprehensive suite of Common Core-aligned digital intervention tools, encompassing various platforms such as Exact Path, Lexia, and	\$55,927.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Math Seeds, has been implemented to support student learning. These digital interventions, while not limited to the mentioned examples, are designed to align with the Common Core State Standards and provide targeted instruction and practice in key academic areas. By utilizing these research-based resources, educators can effectively address individual student needs and promote academic growth in a technology-enhanced learning environment.		
1.4	K-2 Math Assessment	By the year 2023, it is the objective of SPCA schools to ensure that 50% second-grade students attain benchmark status as determined by local end-of-year assessments. This benchmark status serves as a measure of students' academic performance and progress, aligning with predetermined standards and expectations. Through focused instruction, data-driven interventions, and ongoing monitoring, SPCA schools aim to support each student in reaching this desired level of achievement by the specified timeframe.		Yes

Goal Analysis [2022-23]

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

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

In grades 6-12, content specialists are enlisted to develop subject-specific tasks and assignments in math, science, social studies, and language arts. These specialists play a pivotal role in delivering instruction through both direct, in-person settings and virtual classrooms. To further enhance the learning experience, students were provided with various instructional options, including Schoology, writing-intensive courses, the Academic Toolkit, UC Scout, Edmentum, Cyber High, and Carolina science.

For students in grades 3-8, virtual classes are offered through VOLTS, supplemented with additional support facilitated by the adoption of Schoology and Carolina science as deemed appropriate.

At Sutter Peak, emphasis is placed on supporting student writing skills through continuous professional development initiatives and the collection of performance data. Second-grade students take an assessment three times during the academic year (Fall, Winter, and Spring) exclusively for math. It's important to note that no additional support was provided for benchmarking as the assessment process is currently in its early stages of progress monitoring. The implementation of progress monitoring to achieve benchmark status was introduced in the Fall of 2023.

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

There are no material differences between Budgeted Expenditures, Estimated Actual Expenditures, Planned Expenditures of Improved Services or Estimated Actual Percentages of Improved Services.

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

Based on the data gathered during the Winter assessments, it is evident that students have demonstrated commendable progress in both mathematics and English Language Arts (ELA). However, it is worth noting that student growth in writing did not exhibit any significant improvement between the Fall and Winter assessments. Consequently, the decision has been made to discontinue the utilization of the writing program in the upcoming 23-24 school year.

On a more positive note, teachers and students in grades K-2 exhibited adaptability and responded well to the implementation of the additional math assessment. This is a promising sign, and we anticipate observing further growth and development in the upcoming 23-24 school year through the implementation of progress monitoring, which will enable us to effectively track and monitor students' progress. Overall, the data from the Winter assessments showcases encouraging advancements in both math and ELA. However, the lack of notable improvement in writing necessitates the discontinuation of the writing program. With the utilization of progress monitoring, we expect to witness substantial growth in the 23-24 school year.

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

Based on the aforementioned observations and considerations, it has been determined that the practice of conducting writing assessments twice per year will be discontinued.

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	80% 2nd grade cohort students in SPCA schools will achieve benchmark status as measured end-of-year local measures (such as DIBELS) by the 2023-2024.

An explanation of why the LEA has developed this goal.

Early literacy is of utmost importance for students in grades K-2 due to its profound impact on their overall academic success and future development. Here are several key reasons why early literacy is crucial during this critical stage of education:

Foundation for Learning: Early literacy serves as the foundation for all subsequent learning. Proficiency in reading, writing, and language skills forms the basis for comprehending other subjects, such as math, science, and social studies. Developing strong literacy skills in the early years equips students with the necessary tools to engage with academic content effectively.

Language Development: During grades K-2, children undergo significant language development. Early literacy activities, such as phonics instruction, vocabulary building, and reading comprehension, promote language acquisition and enhance oral and written communication skills. These skills are fundamental for expressing thoughts, understanding instructions, and engaging in classroom discussions.

Cognitive Development: Literacy activities in the early years stimulate cognitive development. Reading and writing require critical thinking, problem-solving, and analytical skills. Through exposure to diverse texts, students develop their imaginations, creativity, and logical reasoning abilities. Early literacy experiences cultivate cognitive flexibility, enabling children to approach new ideas and challenges with confidence.

Reading Comprehension: Proficient reading comprehension is essential for academic success across all subjects. By developing early literacy skills, students learn how to decode words, recognize sight words, and comprehend written texts. This proficiency lays the groundwork for comprehending complex texts, extracting meaning, and engaging in higher-level thinking tasks.

Empowerment and Self-Expression: Early literacy empowers students by providing them with the tools to express their thoughts, feelings, and experiences through writing. It allows them to communicate effectively, articulate their ideas, and advocate for themselves. Literacy skills also foster a sense of confidence and self-esteem, enabling students to become active participants in their own learning journey.

Lifelong Learning: Early literacy sets the stage for a lifelong love of reading and learning. When students develop a strong foundation in literacy during their early years, they are more likely to become avid readers, seek knowledge independently, and engage in continuous learning throughout their lives. Early literacy paves the way for a lifetime of intellectual growth and personal fulfillment.

In conclusion, early literacy plays a pivotal role in the academic, cognitive, and socio-emotional development of students in grades K-2. By focusing on developing literacy skills during this crucial stage, educators can provide a solid foundation for lifelong learning, empower students to express themselves, and unlock their full potential for future success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The use of DIBELS measurements and locally identified interventions	20-21 2nd grade students-, 64% met the benchmark on the Oral Reading fluency exam.	21-22 2nd grade students-, 70% met the benchmark on the Oral Reading Fluency exam.	22-23 2nd grade students - 80% met benchmark on the Oral Reading Fluency exam.		All 2nd grade cohort students will improve towards benchmark status as measured end-of-year local measures (such as DIBELS) by 2023.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Progress Monitoring	SPCA will implement progress monitoring and locally identified interventions. Teachers will attend professional development to continue to refine and monitor interventions.		Yes

Goal Analysis [2022-23]

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

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

A comprehensive assessment strategy was implemented for all students in Kindergarten through 2nd grade, consisting of three assessment periods throughout the academic year: fall, winter, and spring. Following the fall and winter assessments, students who did not meet the established benchmarks were promptly enrolled in intervention services and subjected to bi-monthly progress monitoring.

The intervention services provided to these students were diverse and designed to cater to their individual needs. These services included tutoring sessions, dedicated support from credentialed teachers, parent training initiatives, and access to educational platforms such as

Lexia, Reading Eggs, Learning Ally, and Sonday. Each intervention was selected based on its appropriateness and potential effectiveness in addressing the specific areas of difficulty identified in each student's assessment results.

The implementation of such a multifaceted intervention approach demonstrates a proactive and comprehensive strategy to support struggling students. By offering a range of targeted interventions, the program aimed to address various aspects of literacy development, including reading, phonics, comprehension, and parental involvement.

Furthermore, progress monitoring was conducted twice per month, allowing for regular and frequent assessment of student progress. This enabled educators to closely monitor the effectiveness of the interventions and make timely adjustments if needed. The emphasis on progress monitoring reflects a commitment to data-driven decision-making, ensuring that interventions were continually tailored to best meet the students' evolving needs.

In summary, the assessment strategy employed for Kindergarten through 2nd grade students included regular assessments throughout the academic year, followed by the provision of intervention services and bi-monthly progress monitoring for students who did not meet benchmarks. The intervention services encompassed various forms of support and educational resources, all carefully selected to address the specific areas of difficulty identified in each student. This comprehensive approach, coupled with frequent progress monitoring, exemplifies a proactive and data-informed effort to support student growth and achievement.

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

There are no material differences between budgeted expenditures and estimated actual expenditures.

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

The effectiveness of the specific actions taken can be evaluated based on the achievement of the goal. In this case, since the second grade cohort successfully met the established goal, it can be concluded that each action implemented was effective.

The intervention services mentioned earlier were tailored to meet the individual goals and academic needs of each student, as determined by the credentialed teacher. This customization and flexibility are core strengths of the program, as it allows for the creation of unique plans for every student. Consequently, if a student encountered difficulties in meeting progress monitoring goals, the teacher would promptly adapt and modify the prescribed intervention to align it more closely with the student's specific needs.

By continuously adjusting the interventions to better suit each student, the teachers demonstrated a proactive and responsive approach to addressing individual challenges. This personalized approach, coupled with ongoing monitoring and adjustment, enhanced the effectiveness of the interventions, ultimately leading to the achievement of the overall goal by the second grade cohort.

In summary, the effectiveness of the specific actions can be confirmed by the attainment of the goal. The program's ability to customize intervention plans for each student and adapt them as needed showcases the dedication of the teachers in meeting individual needs. By employing a tailored approach, the teachers ensured that interventions were aligned with student requirements, resulting in successful progress towards the stated goal.

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.

After a thorough reflection on prior practice, no changes have been made to the planned goal, metrics, desired outcomes, or actions for the coming year. SPCA will continue to implement progress monitoring to assess student performance and identify areas of improvement. In addition, locally identified interventions will be employed to address specific needs and support student progress. Recognizing the importance of ongoing professional development, teachers will participate in relevant training opportunities to refine their intervention strategies and enhance their ability to monitor student progress effectively. This commitment to continuous improvement ensures that educators are equipped with the necessary skills and knowledge to provide high-quality interventions tailored to the individual needs of students. By maintaining consistency in the established goal, metrics, desired outcomes, and actions, the organization is demonstrating a confidence in the efficacy of its existing practices. This approach acknowledges the value of prior experience and affirms the belief that the current strategies and interventions are effective in fostering student growth and achievement. Overall, the SPCA remains committed to its established goals and strategies, focusing on progress monitoring and locally identified interventions, while investing in professional development opportunities for teachers to refine and enhance their instructional practices.

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	Parent and School Engagement: SPCA will offer regular park days, field trips, a mobile lending library and school assemblies to increase family involvement with Sutter Peak Charter Academy.

An explanation of why the LEA has developed this goal.

According to the parent survey conducted at the end of the 2020-2021 academic year, a significant majority of 70% of respondents expressed a high level of satisfaction with the efforts made by the SPCA to foster and maintain a positive rapport among staff, families, and students. An additional 27% indicated a satisfactory level of contentment. Although these figures reflect a generally positive sentiment, there is still room for improvement in developing stronger connections with families as we navigate the post-pandemic landscape. Prioritizing opportunities that encourage families to actively participate in on-site school activities will be crucial to achieving sustained and heightened satisfaction levels.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LCAP Parent Survey	70% of parents are Very Satisfied and 27% indicated they were Satisfied (total 97%) with the work SPCA has done to establish and sustain positive relationships between staff, families, students.	68% of parents are Very Satisfied and 28% indicated they are Satisfied (total 96%) with the work SPCA has done to establish and sustain positive relationships between staff, families, students.	The data provided by the annual survey indicates a high level of satisfaction among parents regarding the efforts made by SPCA to establish and sustain positive relationships between staff, families, and students. Specifically, 68% of parents expressed being "Very Satisfied," while an additional 28% indicated being		80% of parents will be Very Satisfied on the LCAP Parent Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			"Satisfied." Combining these percentages, it shows a total satisfaction rate of 96%.		

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Park Days, Enrichment Activities, Field Trips	Students will engage in activities outside of the typical school setting to increase school engagement.	\$25,000.00	Yes
4.2	Lending Library	Maintenance and upkeep of the mobile lending library used to support students with academic and enrichment activities, curriculum and technology.	\$70,000.00	Yes

Goal Analysis [2022-23]

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

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

During the year (2022-2023), the goal of providing opportunities for all families in each of the six counties to participate in school activities was carried out with a dedicated effort from teachers. As a result, there was a noticeable increase in the number of activities offered to facilitate family engagement. Teachers actively worked towards creating inclusive environments and fostering strong connections between the school and families across the six counties. This commitment to inclusivity and family involvement led to the expansion of the range of activities available to families, providing them with more opportunities to participate in school-related events. When comparing the planned actions with the actual implementation, it can be observed that the teachers successfully executed their efforts to engage families. The substantive difference lies in the increased number of activities offered, indicating an even greater commitment to involving families in various school-related initiatives.

The successful implementation of the goal highlights the effectiveness of the teachers' dedicated efforts and their ability to create a welcoming and inclusive atmosphere for all families. The increase in the number of activities offered demonstrates the tangible impact of the planned actions on family participation and engagement within the school community.

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 were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The goal of increasing school engagement through activities conducted outside of the typical school setting was carried out with a focus on maintaining and managing the mobile lending library. The Louise the Lending Library served as a valuable resource for students, providing access to academic and enrichment materials, curriculum resources, and technology.

The data provided by the annual survey indicates a high level of satisfaction among parents regarding the efforts made by SPCA to establish and sustain positive relationships between staff, families, and students. Specifically, 68% of parents expressed being "Very Satisfied," while an additional 28% indicated being "Satisfied." Combining these percentages, it shows a total satisfaction rate of 96%.

This high satisfaction rate reflects the success of SPCA's endeavors in fostering positive connections and engagement within the school community. The mobile lending library, along with other initiatives, likely contributed to strengthening the relationships between staff, families, and students. The availability of academic and enrichment resources through the library, and schoolwide field excursions such as the Sacramento Zoo, ice skating, roller skating, and fun Fridays alongside with the positive relationships cultivated by the school, likely played a significant role in increasing school engagement among students.

The analysis of the data indicates that the goal of promoting school engagement through activities outside of the typical school setting was effectively carried out, as evidenced by the high satisfaction rate among parents and the utilization of the mobile lending library. Continued efforts to maintain and enhance these initiatives will further support increased school engagement and contribute to the overall success of the goal.

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.

Due to the successful outcomes achieved through community engagement efforts, the team has made the decision to maintain the current activities and expand upon them to create additional opportunities. The positive results and impact of the existing initiatives have provided a strong foundation for further growth and enhancement. By capitalizing on this success, the team aims to broaden the scope of engagement, extending its reach to a wider audience and deepening its impact within the community. Through strategic planning and implementation, the team will continue to build upon the current activities, ensuring that they remain effective while exploring new avenues to foster meaningful connections and collaborations. This commitment to continuous improvement and expansion reflects the team's dedication to further strengthening community engagement efforts and maximizing their positive outcomes.

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
5	SPCA will increase the rate of its percent of prepared students in the graduation cohort.

An explanation of why the LEA has developed this goal.

The annual increase in the percentage of high school graduates who are prepared for college or career is a significant performance metric. College or career readiness is assessed based on the successful completion of rigorous coursework, achievement of passing scores on challenging exams, and/or the attainment of a State Seal of Biliteracy. The following measures have been authorized as indicative of college or career readiness:

- Completion of Career Technical Education Pathway
- Attainment of satisfactory scores on Grade 11 Smarter Balanced Summative Assessments in English Language Arts and mathematics
- Successful completion of Advanced Placement Exams
- Enrollment in College Credit Courses (formerly known as Dual Enrollment)
- Fulfillment of the a-g requirements
- Acquisition of the State Seal of Biliteracy

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Dashboard CCI Indicator	There is no current baseline due to lack of CAASPP testing in 2020.	An error in CCI Dashboard reporting led to incorrect totals reported. The corrected totals are as follows: Total Community College Classes taken this year = 105	Total Community College Classes taken this year = 51 Total Associate Degrees earned = 0 Total Career Tech Education Certificates earned = 18		The percentage of prepared graduates will increase each year, as measured by the CCI Indicator.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Total Associate Degrees earned = 5 Total Career Tech Education Certificates earned = 11 For the 27 students graduating in the class of 2022: 37% are headed directly to a four year university. 44% are headed to community college with the intent to transfer to a 4 year university. 19% are headed out into the workforce. 54% of seniors were a-g compliant 56% of seniors completed two or more community college classes 76% of seniors participated in CTE</p>	<p>For the 21 students graduating in the class of 2023: 14% are headed directly to a four year university. 62% are headed to community college with the intent to transfer to a 4 year university. 14% are headed out into the workforce. 5% are headed to the military. 54% of seniors were a-g compliant. 38% of seniors completed two or more community college classes. 86% of seniors participated in CTE</p>		

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Academic Counselor	School will provide academic counseling services to students.	\$85,695.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.2	a-g approved coursework	Cyber High, CTE	\$10,000.00	Yes
5.3	CTE and Dual Enrollment	Expand options and opportunity for CTE and Dual Enrollment		Yes

Goal Analysis [2022-23]

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

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

SPCA implemented a strategy aimed at increasing the percentage of prepared students within the graduation cohort, and the following data provides an analysis of the outcomes:

Total Community College Classes taken this year: 51.

Total Associate Degrees earned: 0.

Total Career Tech Education Certificates earned: 18.

In the class of 2023, consisting of 21 graduating students, the distribution of their post-graduation plans is as follows:

14% of students are heading directly to a four-year university.

62% of students are planning to attend community college with the intention of transferring to a four-year university.

14% of students are entering the workforce.

5% of students are joining the military.

In terms of academic readiness and achievement:

54% of seniors fulfilled the a-g requirements, indicating compliance with the necessary coursework for college eligibility.

38% of seniors completed two or more community college classes, reflecting their early engagement in college-level coursework.

86% of seniors participated in Career Tech Education (CTE), highlighting the high level of engagement in vocational education and training.

These outcomes demonstrate SPCA's efforts to prepare students for their post-secondary endeavors, with a significant percentage of students pursuing higher education at four-year universities or community colleges with transfer goals. The involvement in CTE programs further indicates an emphasis on providing students with practical skills and career-focused education. SPCA will continue to refine its strategies and support systems to further increase the rate of preparedness among its graduating students.

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

There are no material differences between Budget Expenditures and Estimated Actual Expenditures.

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

The data indicates that a significant proportion of students in the class of 2023 have made progress towards college and career readiness. Based on this data, it can be inferred that SPCA's efforts have been effective in increasing the preparedness of students within the graduation cohort. A substantial number of students are pursuing higher education, engaging in career-oriented programs, and meeting the necessary requirements for college admission. However, it is important to continue monitoring and evaluating these efforts to ensure continuous improvement and further progress towards the goal of increasing the percentage of prepared students in future graduating cohorts.

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 counselor will persist in their efforts to advance towards the goal through a range of initiatives, encompassing one-on-one meetings, college tours, high-interest workshops, field trips, and clubs. These efforts are designed to provide individualized guidance and support to students, fostering their college and career readiness. By conducting personalized meetings, the counselor can address students' specific needs and aspirations, offering tailored advice and resources. College tours offer valuable exposure to higher education institutions, aiding students in making informed decisions about their future academic paths. High-interest workshops provide opportunities for students to explore and develop their passions and talents. Field trips contribute to a broader educational experience, exposing students to real-world contexts and expanding their horizons. Participation in clubs enables students to engage in extracurricular activities aligned with their interests, fostering personal growth and enriching their college and career preparation. Through this comprehensive approach, the school counselor is dedicated to supporting students in their journey towards achieving the goal of college and career readiness.

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)
515,648	0.00

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
7.65%	100.00%	\$431,707.00	107.65%

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.

For goal 1, To address the specific academic needs of unduplicated students, including foster youth, English learners, and low-income students, a targeted approach was implemented to ensure continued progress monitoring and enhance their academic achievements. This strategic initiative demonstrates effectiveness by taking into account the unique requirements of these student populations.

For goal 2, To address the specific academic needs of unduplicated students, including foster youth, English learners, and low-income students, a targeted approach was implemented to ensure continued progress monitoring and enhance their academic achievements. This strategic initiative demonstrates effectiveness by taking into account the unique requirements of these student populations.

For goal 3, To address the specific academic needs of unduplicated students, including foster youth, English learners, and low-income students, a targeted approach was implemented to ensure continued progress monitoring and enhance their academic achievements. This strategic initiative demonstrates effectiveness by taking into account the unique requirements of these student populations. Please note this goal has been discontinued and moved to Goal 1.

For goal 4, To address the specific academic needs of unduplicated students, including foster youth, English learners, and low-income students, a targeted approach was implemented to ensure continued progress monitoring and enhance their academic achievements. This strategic initiative demonstrates effectiveness by taking into account the unique requirements of these student populations.

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

To enhance the provision of services for foster youth, English learners, and low-income students, a comprehensive strategy has been implemented to meet the specific percentage goals through targeted progress monitoring. This approach aims to improve the academic achievement of unduplicated students by focusing on several key areas:
 Increasing early literacy among unduplicated students.
 Providing targeted support to enhance writing skills of unduplicated students.
 Promoting parent engagement to strengthen the educational involvement of unduplicated students.
 By implementing these measures, the educational support system is being bolstered to meet the diverse needs of foster youth, English learners, and low-income students, thereby fostering improved academic outcomes for unduplicated students.

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

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	531:2	
Staff-to-student ratio of certificated staff providing direct services to students	28:1	

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$515,648.00				\$515,648.00	\$465,648.00	\$50,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Instruction	English Learners Foster Youth Low Income	\$269,026.00				\$269,026.00
1	1.2	Intervention	English Learners Foster Youth Low Income	\$55,927.00				\$55,927.00
1	1.4	K-2 Math Assessment	English Learners Foster Youth Low Income					
2	2.1	Progress Monitoring	English Learners Foster Youth Low Income					
3	3.1	Writing Intensive Classes						
3	3.2	Text Based Writing Tasks						
4	4.1	Park Days, Enrichment Activities, Field Trips	English Learners Foster Youth Low Income	\$25,000.00				\$25,000.00
4	4.2	Lending Library	English Learners Foster Youth Low Income	\$70,000.00				\$70,000.00
5	5.1	Academic Counselor	English Learners Foster Youth Low Income	\$85,695.00				\$85,695.00
5	5.2	a-g approved coursework	English Learners Foster Youth Low Income	\$10,000.00				\$10,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	5.3	CTE and Dual Enrollment	English Learners Foster Youth Low Income					

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
6,742,269	515,648	7.65%	100.00%	107.65%	\$515,648.00	0.00%	7.65 %	Total:	\$515,648.00
								LEA-wide Total:	\$515,648.00
								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	Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$269,026.00	
1	1.2	Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades K-11	\$55,927.00	
1	1.4	K-2 Math Assessment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-2		
2	2.1	Progress Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades K-2		
4	4.1	Park Days, Enrichment Activities, Field Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	
4	4.2	Lending Library	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$70,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
5	5.1	Academic Counselor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$85,695.00	
5	5.2	a-g approved coursework	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$10,000.00	
5	5.3	CTE and Dual Enrollment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12		

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$431,707.00	\$431,707.00

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	Instruction	Yes	\$168,217.00	\$168,217.00
1	1.2	Intervention	Yes	\$35,927.00	\$35,927.00
1	1.3	Writing Initiative	Yes		
1	1.4	K-2 Math Assessment	Yes		
2	2.1	Progress Monitoring	Yes		
3	3.1	Writing Intensive classes for struggling 4th - 8th graders	Yes	\$46,868.00	\$46,868.00
3	3.2	Baseline and summative writing assessments for Writing Intensive cohort	Yes		
3	3.3	On-going Professional Learning on Writing Instruction	Yes		
4	4.1	Park Days, Enrichment Activities, Field Trips	Yes	\$25,000.00	\$25,000.00
4	4.2	Lending Library	Yes	\$60,000.00	\$60,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.1	Academic Counselor	Yes	\$85,695.00	\$85,695.00
5	5.2	a-g approved coursework	Yes	\$10,000.00	\$10,000.00
5	5.3	CTE and Dual Enrollment	Yes		

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)
\$431,707.00	\$431,707.00	\$0.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Instruction	Yes	\$168,217.00			
1	1.2	Intervention	Yes	\$35,927.00			
1	1.3	Writing Initiative	Yes				
1	1.4	K-2 Math Assessment	Yes				
2	2.1	Progress Monitoring	Yes				
3	3.1	Writing Intensive classes for struggling 4th - 8th graders	Yes	\$46,868.00			
3	3.2	Baseline and summative writing assessments for Writing Intensive cohort	Yes				
3	3.3	On-going Professional Learning on Writing Instruction	Yes				
4	4.1	Park Days, Enrichment Activities, Field Trips	Yes	\$25,000.00			
4	4.2	Lending Library	Yes	\$60,000.00			
5	5.1	Academic Counselor	Yes	\$85,695.00			

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)
5	5.2	a-g approved coursework	Yes	\$10,000.00			
5	5.3	CTE and Dual Enrollment	Yes				

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$431,707.00	\$431,707.00	0.00	100.00%	\$0.00	0.00%	0.00%	\$431,707.00	100.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

California Department of Education
January 2022