

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sycamore Creek Community Charter School

CDS Code: 30-10306-0139352

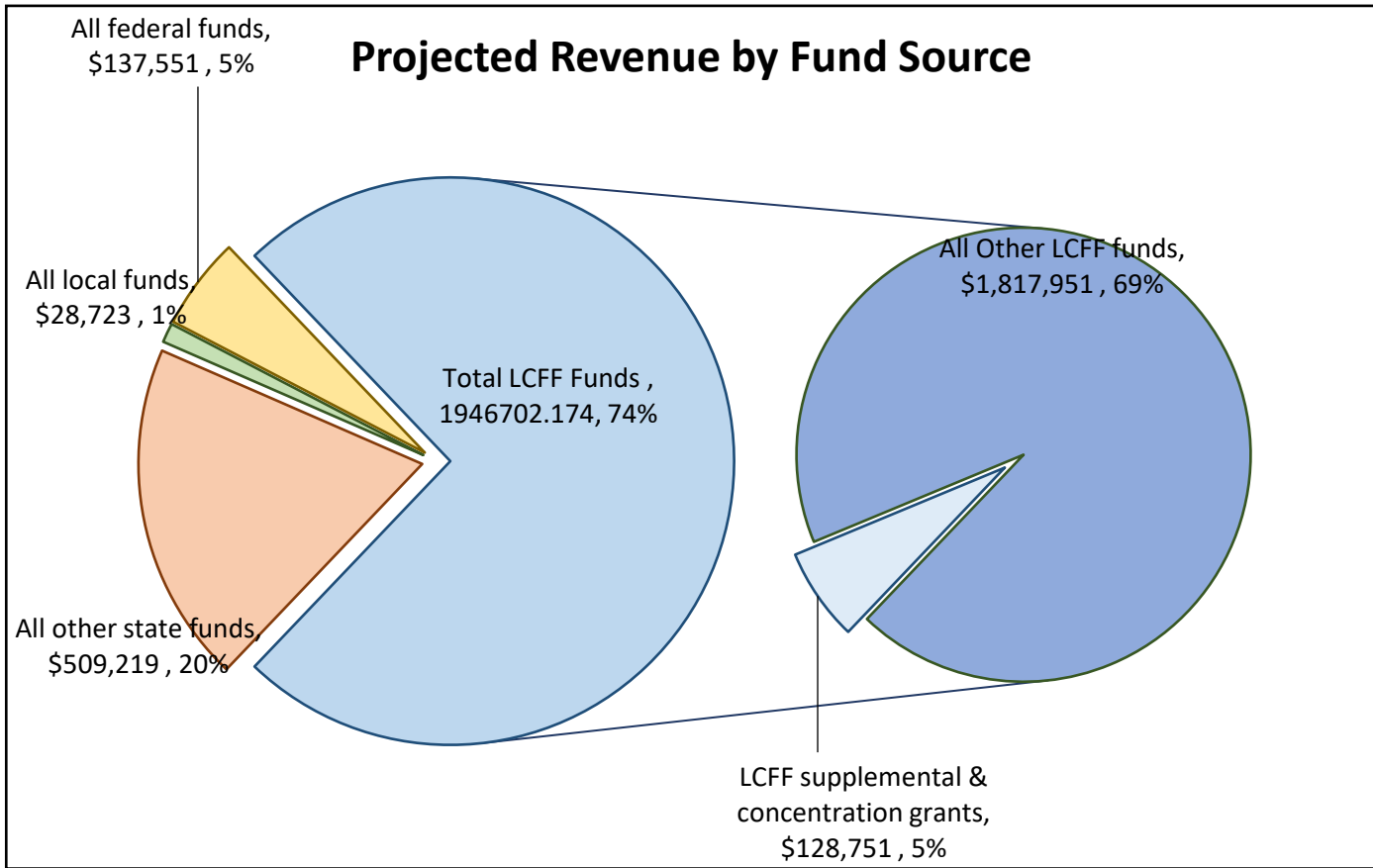
School Year: 2023-24

LEA contact information: Sarah Bach, 714-594-3660 sarahbach@sycamorecreekcharter.org

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

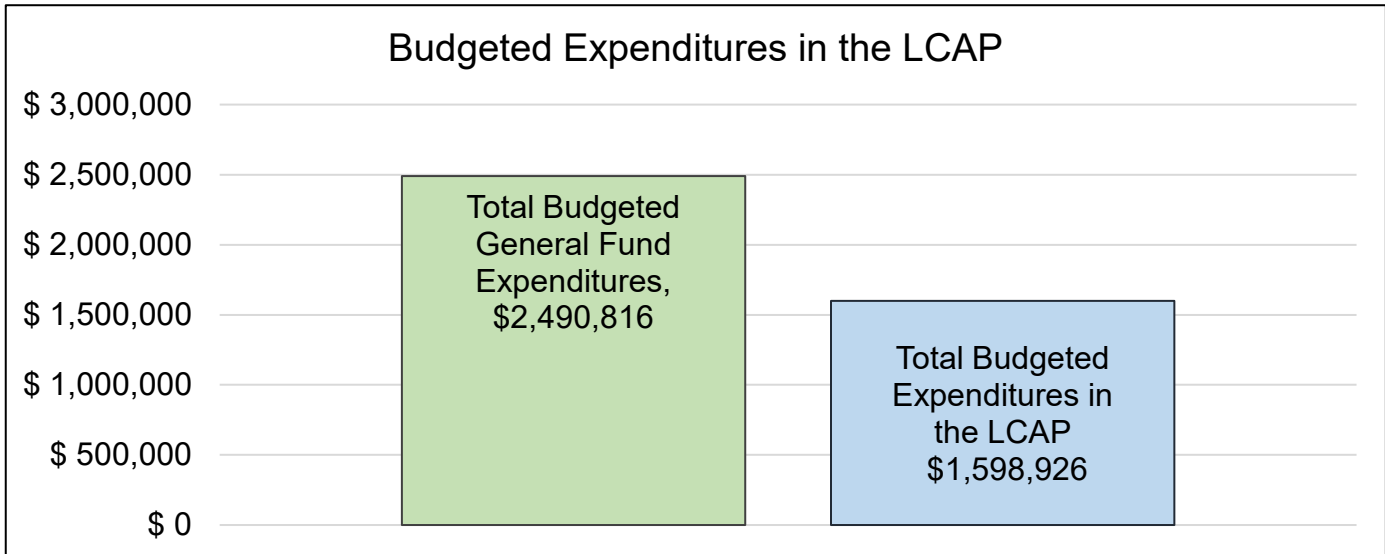


This chart shows the total general purpose revenue Sycamore Creek Community Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sycamore Creek Community Charter School is \$2,622,195.10, of which \$1,946,702.17 is Local Control Funding Formula (LCFF), \$509,219.27 is other state funds, \$28,722.64 is local funds, and \$137,551.01 is federal funds. Of the \$1,946,702.17 in LCFF Funds, \$128,751.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Sycamore Creek Community Charter School plans to spend \$2,490,815.94 for the 2023-24 school year. Of that amount, \$1,598,926.00 is tied to actions/services in the LCAP and \$891,889.94 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

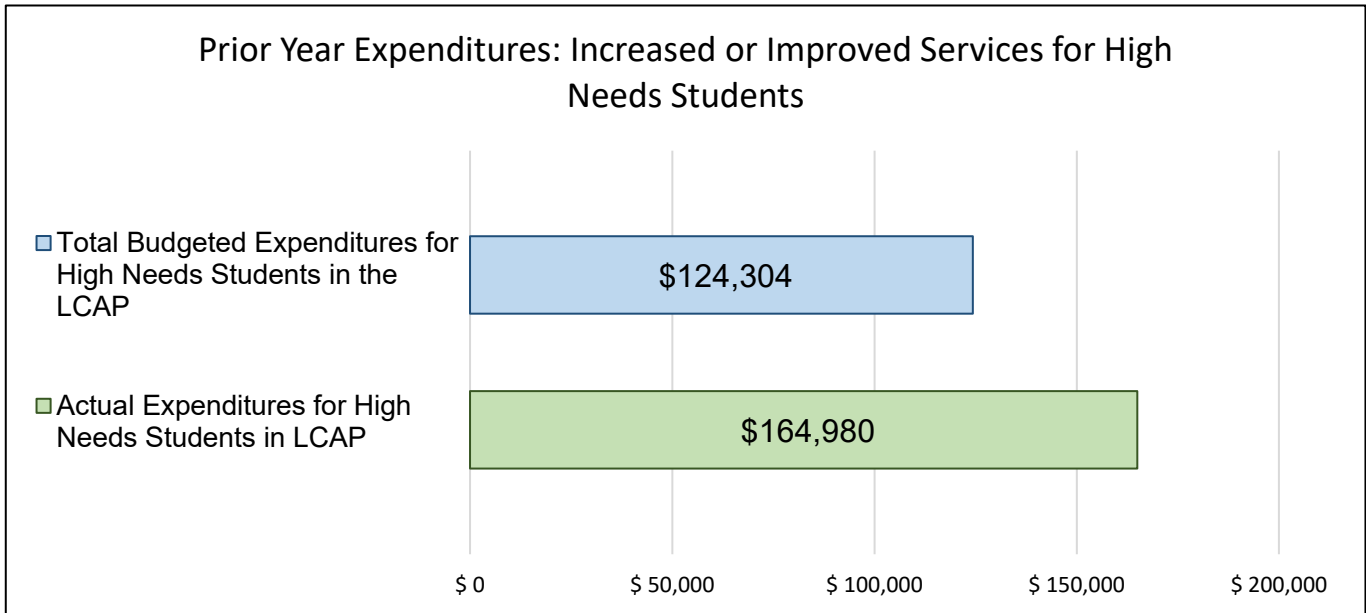
School nutrition, dues and memberships, equipment leases, district oversight fees, legal fees, debt services, business services, accounting fees, and some operational costs.

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

In 2023-24, Sycamore Creek Community Charter School is projecting it will receive \$128,751.00 based on the enrollment of foster youth, English learner, and low-income students. Sycamore Creek Community Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Sycamore Creek Community Charter School plans to spend \$141,229.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2022-23, Sycamore Creek Community Charter School's LCAP budgeted \$124,304.00 for planned actions to increase or improve services for high needs students. Sycamore Creek Community Charter School actually spent \$164,980.36 for actions to increase or improve services for high needs students in 2022-23.



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sycamore Creek Community Charter School	Dr. Sarah Bach, Executive Director	sarahbach@sycamorecreekcharter.org 714-594-3660

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.

Sycamore Creek Community Charter School (“SCCCS”), a California nonprofit public benefit corporation with 501(c)(3) tax-exempt status which is currently authorized by the Orange County Board of Education. SCCCS currently serves 156 students in grades TK-8 who benefit from small class sizes, an inclusive community, a public Waldorf education, and a focus on the whole child. Parents choose SCCCS for the Waldorf instruction and personalized education for their children. SCCCS is committed to being transparent and remaining accountable to its stakeholders.

SCCCS will meet the needs of families desiring a Public Waldorf Education recognized by a focus on a “whole-child,” philosophy. SCCCS intends to educate children at the TK-8 level, applying arts-integrated curricula inspired by Waldorf methods, directed by natural, developmental rhythms that enrich student imagination, improve academic performance, and encourage empathetic response to their environment. Teaching emphasizes attention to all intelligence domains. Through experiential, hands-on methods, students will emerge capable of empathetic communication, problem solving, and critical thinking skills with the ability to serve as valuable members of a global community.

Our Mission is to educate students so they:

- Think critically and independently while recognizing humanity’s interdependence with the local and global community;
- Strive to control the outcome of their educational goals;
- Stay committed to engaging the people, places, and learning opportunities around them in order to direct their intellectual, physical, and emotional growth;
- Value differences in others by responding with empathy; and
- See challenges as a natural part of life and an opportunity for growth.

SCCCS is filling a community need and meeting the interests of the community. SCCCS has small class sizes with an average student to teacher ratio of 25:1. SCCCS provides interventions to all students who are academically low performing during the school day through daily intervention. SCCCS hosts After School Tutoring. SCCCS provides deeper extension opportunities to all students who are academically high performing. SCCCS has instituted Positive Behavior Intervention and Supports (“PBIS”) based on the Waldorf tenets to create a safe setting where students are able to learn, and teachers are able to teach. SCCCS provides technology with a student to device ratio of 1:1 for those who need it, but the Waldorf model is most conducive for students to be learning experientially. SCCCS incorporates enrichment opportunities during the school day through broad access to courses. These strategies fill a community need and meet the interest for the community.

The Charter School is a diverse, 21st Century School. The California School Dashboard in 2022 reports that in 2021-22, SCCCS served 139 students with diverse needs and backgrounds: 23% of socioeconomically disadvantaged (“SED”) students; 7.9% of students were English Learners (“EL”); 0.2% of English Learners were Redesignated Fluent English Proficient (“RFEP”); 12.2% of students with disabilities (“SWD”); 0.7% Homeless Youth; and, 0.7% Foster Youth (“FY”). Our students represent the following races and ethnicities: 0.7% American Indian; 4.3% Asian; 0.7% Filipino; 36.7% Hispanic/Latinx; 18% Two of More Races; and 38.1% White. Of these subgroups, SWD, SED students, Hispanic/Latinx students, students of Two of More races, and White students are significant subgroups; however, SCCCS addresses specific actions and services for ELs and FY students to provide equal access to a high-quality program.

More specifically, the aforementioned strategies address the needs of students that the Charter School serves. The significant subgroups that the Charter School serves are Hispanic/Latinx, White Students, SED students, and most recently students of Two or More Races and SWD. The above strategies that SCCCS utilizes are designed to be effective in meeting the needs of all of SCCCS’s students and all of its subgroups. Specifically, the small class size ensures that no student’s needs are overlooked. The longer school day ensures that students have more time for instruction, interventions, and enrichment. The social-emotional support for students through SCCCS’s focus on Waldorf ensures that the whole child is supported, especially as to mental health and personal well-being.

The purpose of this Local Control Accountability Plan (“LCAP”) is to address the School Plan for Student Achievement (“SPSA”) for SCCCS which is the Schoolwide Program; herein referred to as the LCAP. The Charter School’s plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on three goals: 1) SCCCS will improve the Distance from Standard (“DFS”) for all students as measured by the SBAC in ELA and Math and reported on CA School Dashboard. SCCCS will improve grade level RIT scores for all students in reading and math as measured by NWEA MAP; 2) SCCCS will support the social emotional well-being of all students aligned to the tenets of Waldorf and enrichment activities in a safe, inclusive, personalized learning environment which fosters a strong relationship between teachers and students; and, 3) SCCCS’s students, parents/guardians, teachers, staff, and community members will be actively engaged in the school community as partners in education, communication, and collaboration to provide students with a well-rounded education as evidenced by events, surveys, and meeting minutes.

In the 2022-23 school year, our school was identified for Additional Targeted Support and Improvement (“ATSI”). This means that based on the data from the 2022 California School Dashboard, Socioeconomically Disadvantaged/Low Income students and White were in the highest status level for chronic absenteeism rate. Overall, SCCCS’s chronic absenteeism rate was 19.7% or “High” and the significant subgroups

were “Very High”: Socioeconomically Disadvantaged/Low Income students (21.6%) and White students (21.8%). Hispanic/Latinx students were “High” (18.2%). This plan will address ways to improve our school attendance, reduce chronic absenteeism, and improve student outcomes for Hispanic/Latinx students, Socioeconomically Disadvantaged/Low Income students, and White students in particular, based on a needs assessment and identification of resource inequities.

The Charter School reviews and analyzes verifiable local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The Charter School meets with parents during Coffee Chats and Parent Community Council and with classified staff and teachers during staff meetings to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity. The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through extensive survey data, Coffee Chats, Parent Community Council, staff meetings, two class meetings, and informal conversations about our program.

Starting in 2023-24, the Parent Community Council will meet two times per year to inform the LCAP process. Parents and a faculty liaison will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services, and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students, and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff, and administrators actively participate in the decision making process throughout the year. The decisions will consider the needs of SCCCS based on student achievement data to include SBAC, ELPAC, NWEA MAP, cumulative assessments, attendance and student demographic data to include the significant subgroups of SWD, SED students, Hispanic/Latinx students, students of Two of More races, and White students. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

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

Reflections: Successes

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

SCCCS is immensely proud of the educational program provided to our students. The successes that SCCCS has experienced are administering formative assessments in every grade level in the core subject areas, providing daily interventions to low achieving students, hosting parent meetings, maintaining consistent and supportive communication with families, and engaging students in the school community. We are proud of addressing the needs of the whole child as evidenced by our low suspension rate. We are proud of the high engagement level of our families as evidenced by the high attendance at each of the two parent meetings hosted by each classroom teacher. The stable enrollment this year indicates that families and students are happy with our school. We have a number of students who have

been with us since our founding year, and we have been able to really see them blossom as a result of the relationships built in our model. We are also proud of the efforts to show staff how much they are appreciated by taking away extra duties to allow them to concentrate on meeting student needs.

Reflections: Identified Need

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

The 2022 California State Dashboard only identifies performance levels using one of five status levels (ranging from Very Low, Low, Medium, High, and Very High) for state measures. Please note that the status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High).

-English Language Arts (overall “Low” – 46.1 points below standard). The following subgroup was “Low” (Hispanic/Latinx – 61.7 points below standard). To improve in the area of English Language Arts, our school has been increasing support in all classrooms, providing small group intervention, and implementing standards-aligned, data informed instruction into the Waldorf model through professional development and training.

-Math (overall “Low” – 80.8 points below standard). The following subgroup was “Very Low” (Hispanic/Latinx – 101.1 points below standard). To improve in the area of Math, our school has been increasing support in all classrooms, providing small group intervention, and implementing standards-aligned, data informed instruction into the Waldorf model through professional development and training.

-Chronic Absenteeism (overall “High” – 19.7% chronically absent). The following subgroups were “Very High” (Socioeconomically Disadvantaged, 21.6% chronically absent; White – 21.8% chronically absent). The following subgroup was “High”: (Hispanic/Latinx, 18.2% chronically absent). To improve in this area, our school has launched a standard operation procedure for attendance - it is a regular focus of our office staff to verify absences, identify students for “re-engagement” and to provide additional resources to families as they relate to attendance issues whenever possible and appropriate (providing food, clothes, helping connect families to resources related to social services).

-Suspension Rate (overall “Low” – 0.7% of students were suspended at least one day). The following subgroups were “Very Low” (Hispanic/Latinx - 0% of students were suspended at least one day; Socioeconomically Disadvantaged, 0% of students were suspended at least one day). White students were “Medium” with 1.8% of students were suspended at least one day.

-The 2022 Dashboard English Learner Progress Indicator notes no performance level due to the small number of English Learners. Students have daily ELD instruction from an appropriately credentialed teacher and Specially Designed Academic Instruction in English in their core content areas.

SCCCS Met all Local Indicators: Implementation of Academic Standards, Access to a Broad Course of Study, Basics (Teachers, Instruction Materials, Facilities), Parent and Family Engagement, and Local Climate Survey.

LCAP Highlights

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

The LCAP 2021-24 was developed with input from our educational partners including parents/guardians, staff, teachers, students, and community members. The educational partners agreed that SCCCS develop three goals in order to address the specific areas where growth is needed. In 2023-24, SCCCS will continue the specific actions undertaken to address the varied academic and social emotional needs of our students.

GOAL 1: SCCCS will improve the Distance from Standard (“DFS”) for all students as measured by the SBAC in ELA and Math and reported on CA School Dashboard. SCCCS will improve grade level RIT scores for all students in reading and math as measured by NWEA MAP. The actions to achieve this goal will include full implementation of the Waldorf instructional model, professional development, data informed instruction, Diversity/Equity/Inclusion curriculum, Special Education services, Intervention, After-School Tutoring/Intersession, and English Language Development.

GOAL 2: SCCCS will support the social emotional well-being of all students aligned to the tenets of Waldorf and enrichment activities in a safe, inclusive, personalized learning environment which fosters a strong relationship between teachers and students. The actions to achieve this goal will include maintaining a healthy, clean, and safe school facility, campus supervision, attendance support, following the Waldorf tenets, implementation of Restorative Justice, providing school supplies, counseling, and hosting student activities.

GOAL 3: SCCCS’s students, parents/guardians, teachers, staff, and community members will be actively engaged in the school community as partners in education, communication, and collaboration to provide students with a well-rounded education as evidenced by events, surveys, and meeting minutes. The actions to achieve this goal will include parent education and engagement and family communication.

The goals also address the eight State priorities, which are: 1) Student Achievement, 2) Student Engagement, 3) Student Outcomes, 4) School Climate, 5) Parent Involvement, 6) Basic Services, 7) Implementation of State Standards, and 8) Course Access.

Comprehensive Support and Improvement

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

Schools Identified

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

Sycamore Creek Community Charter School is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Sycamore Creek Community Charter School is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Sycamore Creek Community Charter School is not eligible for comprehensive support and improvement.

Engaging Educational Partners

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

- Our board meets monthly as a public hearing with the opportunity for public comment. A public hearing for the LCAP was held on 6/29/23. The LCAP was approved by the Board on 6/30/23.
- Teachers provided feedback during regular staff meetings and surveys.
- Administrators and other school personnel provided feedback during check-ins and meetings and surveys.
- Students provided feedback through classroom discussions, thought box, and Student Circles. Teachers shared student feedback from discussions with school leadership to inform plans.
- Parents provided feedback through surveys, messages, and meetings.
- SCCCS has evaluated its engagement opportunities for educational partners and determined tribes, civil rights organizations, and children who are incarcerated are neither present nor served by SCCCS. Likewise, SCCCS teachers and personnel are not represented by a local bargaining unit.

A summary of the feedback provided by specific educational partners.

The following feedback was provided by each group of educational partners:

Parents: appreciate the Waldorf model and the focus on the whole child; concerned about low achieving students and ensuring they receive interventions to improve; noted improvement of student behavior through student mediation and restorative justice techniques.

Teachers/Staff/School Administrators: appreciate planning time from special classes: 2-3 handwork classes, 2 strings classes, 2-3 Spanish classes and two games classes; appreciate professional development; noted improvement of student behavior through student mediation and restorative justice techniques; desired more parent partnership with the school by keeping good attendance and following our handbook guidelines regarding screens, supporting proper student sleep, nutrition, and adequate time outdoors.

Students: appreciate the home made food; love the games, handwork, art, and crochet activities; noted improvement of student behavior through student mediation and restorative justice techniques.

Data Year: 2022-23

Data Source: Local Survey Data

Parents

Parents Completing Survey was 22% of Families in school.

100% of Parents who feel school is safe.

85% of parents feeling a sense of connectedness to the school community.

80% of parents satisfied with the educational program at SCCCS.

Students

95% of students who feel school is safe.

85% of students feeling a sense of connectedness to the school community.

Staff

86% Staff Reports Strongly Agrees or Agrees: I feel supported through professional development opportunities.

100% Staff who feel school is safe.

71.4% of Staff feeling a sense of connectedness to the school community.

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

Based on the feedback of our educational partners, we are continuing with the same goals and actions for 2023-24.

Goals and Actions

Goal 1

Goal #	Description
1	SCCCS will improve the Distance from Standard (“DFS”) for all students as measured by the SBAC in ELA and Math and reported on CA School Dashboard. SCCC will improve grade level RIT scores for all students in reading and math as measured by NWEA MAP.

An explanation of why the LEA has developed this goal.

Based on the local assessment data, stakeholder consultation, and examination of data, SCCC developed Goal 1 to increase student achievement in ELA and Math on the SBAC and NWEA MAP, implementing an infrastructure for ongoing analysis of formative and summative assessment data in order to measure program efficacy; ensure maximization of physical, human, and financial resources; and to provide research-based intervention programs to ensure student academic achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA: DFS for all students and all numerically significant subgroups Source: CA Dashboard	2021-22 data will set baseline	All Students: -46.1 SED: -55.1 SWD: -80.3 Hispanic: -61.7 Two or More Races: -9.7 White: -51.9 Data Year: 2021-22 Data Source: DataQuest CAASPP Summative	All Students: SED: SWD: Hispanic: Two or More Races: White: Data Year: 2022-23 Data Source: DataQuest CAASPP Summative		All Students: 14 SED: 5 SWD: -20 Hispanic: -1 Two or More Races: -69 White: 9 Data Year: 2023-24 Data Source: DataQuest CAASPP Summative

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA MAP Reading: % of students meeting Fall to Spring growth targets Source: NWEA MAP	2021-22 data will set baseline	37% Students Met Growth Target Data Year: 2021-22 Source: NWEA MAP	46% Students Met Growth Target Data Year: 2022-23 Source: NWEA MAP		>50% Data Year: 2023-24 Source: NWEA MAP
CAASPP Math: DFS for all students and all numerically significant subgroups Source: CA Dashboard	2021-22 data will set baseline	All Students: -80.8 SED: -88.8 SWD: -120.3 Hispanic: -101.1 Two or More Races: -66.9 White: -61.8 Data Year: 2021-22 Data Source: DataQuest CAASPP Summative	All Students: SED: SWD: Hispanic: Two or More Races: White: Data Year: 2022-23 Data Source: DataQuest CAASPP Summative		All Students: -20 SED: -28 SWD: -60 Hispanic: -40 Two or More Races: -6 White: -1 Data Year: 2023-24 Data Source: DataQuest CAASPP Summative
NWEA MAP Math: % of students meeting Fall to Spring growth targets Source: NWEA MAP	2021-22 data will set baseline	37% Students Met Growth Target Data Year: 2021-22	37% Students Met Growth Target Data Year: 2022-23 Source: NWEA MAP		>50% Data Year: 2023-24 Source: NWEA MAP
EL Reclassification Rate Source: Dataquest	0% 2020-21	0% 2021-22	Pending State Results 2022-23		>15% Data Year: 2022-23

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>English Learner Progress: % of student making progress on the ELPAC</p> <p>(added in 2022)</p> <p>Source: CA Dashboard</p>	<p>2021-22 data will set baseline</p>	<p>No English Learner Progress Indicator reported by the CDE due to the pandemic for 2021</p>	<p>No English Learner Progress Indicator reported by the CDE due to the low number of EL students for 2022</p>		<p>55%</p> <p>Data Year: 2022-23</p>
<p>% of students with access to standards-aligned instructional materials for use at home and at school</p> <p>Source: Textbook Inventory</p> <p>(modified in 2022)</p>	<p>100%</p> <p>Data Year: 2020-21</p>	<p>100%</p> <p>Data Year: 2021-22</p>	<p>100%</p> <p>Data Year: 2022-23</p> <p>Data Source: SARC</p>		<p>100%</p> <p>Data Year: 2023-24</p>
<p>Implementation of state standards, including ELD standards</p> <p>Source: CA Dashboard Local Indicators</p> <p>(added in 2022)</p>	<p>Baseline to be determined in 2021-22</p>	<p>Full Implementation 2021-22</p>	<p>Full Implementation 2022-23</p>		<p>Full Implementation & Sustainability 2023-24</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of teachers properly credentialed and appropriately assigned (moved from Goal 3)	100% of teachers will be credentialed and appropriately assigned 2020-21 Credential Review	98% Data Year: 2020-21 Data Source: SARC	82% Data Year: 2021-22 Data Source: Local Data		100% of teachers will be credentialed and appropriately assigned 2023-24 Credential Review

Actions

Action #	Title	Description	Total Funds	Contributing
1	Waldorf Instructional Model	Full high-quality implementation of the Waldorf model and alignment to the core content program. Monitor fidelity of curriculum implementation as evidenced by lesson plans, pacing guides, master schedule, and walk-throughs. Provide timely feedback and support to teaching staff. Develop and use a universal template that aligns State Standards to Waldorf Standards that teachers at each grade level can use to ensure appropriate lesson pacing.	\$526,611	N

Action #	Title	Description	Total Funds	Contributing
2	Professional Development	<p>Teachers will be trained on best instructional strategies (culturally responsive strategies to scaffold student learning and differentiate instruction) for instruction, especially those who are also Foster Youth, Homeless Youth, and/or English Learners; ELA/ELD Framework and standards, Math standards and concepts, Science curriculum and NGSS concepts, and History standards aligned to the Waldorf standards.</p> <p>Host weekly Professional Learning Communities (PLC) to review identified assessment data, to disaggregate the data, to determine strategies that will be utilized to address the needs of SED and Latinx students, especially those who are also Foster Youth, Homeless Youth, and/or English Learners.</p> <p>Monitor fidelity of curriculum implementation as evidenced by lesson plans, pacing guides, master schedule, and walk-throughs. Provide timely feedback and support to teaching staff.</p> <p>Provide opportunities to attend the Alliance Conference, CSDC, CCSA, School Pathways, CharterSafe, Waldorf Training at the Waldorf School of Orange County, etc.</p>	\$76,021	N
3	Data Informed Instruction	<p>Use data to inform instruction, increase teacher/staff /administration capacity to access, disaggregate, analyze; purchase Freckle to provide supplemental intervention support to Foster Youth, Homeless Youth, English Learners, and SED students aligned to their NWEA MAP progress; establish routine/systems/protocols; train educational staff and administration to access data and develop data literacy focusing on NWEA MAP, SBAC, and other local assessments and utilize to inform instruction.</p> <p>Administer and report local assessments including NWEA MAP aligned to the assessment schedule a minimum of three times per year.</p> <p>Prepare and present data to stakeholders: quarterly to SCCCS Board and PCC.</p>	\$32,754	Y

Action #	Title	Description	Total Funds	Contributing
4	Diversity, Equity, and Inclusion	Purchase supplemental curriculum (Classroom Libraries) to address issues of Diversity, Equity, and Inclusion for ELA and History to address the needs of Foster Youth, Homeless Youth, English Learners, and SED students.	\$40,000	Y
5	Special Education	Provide staffing and services to meet the needs of students with disabilities and 504 plans.	\$293,053	N
6	Intervention	Provide small group and individualized support for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. Priority for intervention will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	\$23,400	Y
7	After-School Tutoring/Intersession	Provide after-school tutoring/intersession for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. Priority for after school tutoring will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	\$77,463	N

Action #	Title	Description	Total Funds	Contributing
8	English Language Development	<p>Because the Waldorf pedagogical approach and curriculum is already saturated with SIOP methodologies, and because children generally learn best with their peers, we expect that most EL learners will engage in Integrated ELD instruction at SCCCS.</p> <p>Integrated ELD instruction will occur in every subject area by every Sycamore Creek Community Creek Charter School teacher who has an EL student in the classroom. The CA ELD Standards will be used in tandem with the CA CCSS for ELA/Literacy and other content standards to ensure students strengthen their abilities to use academic English as they learn content through English.</p> <p>If in the event that teachers decide in collaboration with parents and the EL Coordinator (Lead Teacher) that a student is a good candidate for designated learning, those EL students will participate in small group instruction with targeted interventions for EL students, utilizing the ELD standards-aligned curriculum which will be provided by credentialed teachers.</p>	\$33,075	Y

Goal Analysis for 2022-23

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

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

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

Successes: The teachers continue to perfect the Waldorf Instructional Model through Waldorf professional development and the use of a Universal Template that aligns Waldorf curriculum to the CA state standards. This resource provides a scope and sequence to guide teacher instruction.

The NWEA MAP assessment results were invaluable to inform instruction and to provide intervention to students who were struggling in reading or math. Intervention has been effective in showing growth for identified students. It is still challenging to ensure students attend after-school tutoring opportunities.

Students are reading DEI supplemental materials by creating diverse classroom libraries and other resources to complement instruction.

English Learners are receiving integrated ELD in core content areas and designated ELD daily.

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

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

Action 2 (Professional Development): Actual expenditure: \$7,631; Budget Expenditure \$24,313. This is a decrease of 69% of budgeted expenditure. This action was decreased due to reduced attendance at external professional development opportunities.

Action 3 (Data Informed Instruction): Actual expenditure: \$42,026; Budget Expenditure \$33,200. This is an increase of 27% of budgeted expenditure. This action was increased due to the cost of payroll of one third of Executive Director salary and benefits and NWEA MAP assessments.

Action 4 (Diversity, Equity, and Inclusion): Estimated actual expenditure: \$18,371; Budgeted expenditure: \$27,322. This is a decrease of 33% of budgeted expenditure. This action was decreased due to reduced cost in the purchase price of classroom library books.

Action 5 (Special Education): Actual expenditure: \$191,292; Budget Expenditure \$102,692. This is an increase of 86% of budgeted expenditure. This action was increased due to the costs of service providers and needs of students.

Action 6 (Intervention): Actual expenditure: \$29,400; Budget Expenditure \$63,429. This is a decrease of 54% of budgeted expenditure. This action was decreased due to the decreased cost of payroll of the Intervention teacher and paraprofessionals salaries and benefits.

Action 7 (After-School Tutoring/Intersession): Actual expenditure: \$22,000; Budget Expenditure \$175,000. This is a decrease of 87% of budgeted expenditure. This action was decreased due to the costs including two hours of afterschool TK-K supervision and math tutoring.

Action 8 (English Language Development): Actual expenditure: \$24,209; Budget Expenditure \$16,200. This is an increase of 49% of budgeted expenditure. This action was increased due to the cost of payroll of paraprofessional wages and benefits.

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

As 2022-23 is the baseline year for SBAC data, it will provide the foundation for growth for the 2023-24 school year. The goal is to realize a 60 point growth for all students and significant subgroups. The focus on the Waldorf Instructional Model, Professional Development, Intervention, DEI, Data Informed Instruction, Special Education, After-School Tutoring/Intersession, and English Language Development will work together to determine effective strategies to meet 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.

There were no changes made to this goal, expected outcomes, metrics, or actions. The baseline data was updated with data from 2022-23 for all metrics.

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.

Goal 2

Goal #	Description
2	SCCCS will support the social emotional well-being of all students aligned to the tenets of Waldorf and enrichment activities in a safe, inclusive, personalized learning environment which fosters a strong relationship between teachers and students.

An explanation of why the LEA has developed this goal.

The feedback from the stakeholders, especially parents, guardians, and caregivers as well as from the teachers and staff indicated the need to prioritize the social emotional well-being of the students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	91% 2020-21 P-2 Attendance	98.54% Data Year: 2020-21 Data Source: SIS Attendance Reports 94.17% Data Year: 2021-22 Data Source: P2	94.2% Data Year: 2021-22 Data Source: P-Annual 94.4% Data Year: 2022-23 Data Source: P-2		>95% 2023-24 P-2 Attendance

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absence Rate	TBD% 2021-22 CA Dashboard	All Students: 1.5% EL: 0% SED: 4.8% SWD: 0% Hispanic/Latino: 0% Two or More Races: 4.2% White: 1.8% Data Year: 2020-21 (distance learning) Data Source: DataQuest Absenteeism	All Students: 19.7% EL: 25.0% SED: 21.6% SWD: 19.0% Hispanic: 18.2% Two or More Races: 14.8% White: 21.8% Data Year: 2021-22 Data Source: CA Dashboard Chronic Absenteeism Rate		<10% 2022-23 CA Dashboard
Middle School Dropout Rate	<1% 2019-20 DataQuest	0% Data Year: 2020-21 Data Source: Calpads 8.1c	0% Data Year: 2021-22 Data Source: Calpads 8.1c		<1% 2022-23 DataQuest

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	<2% 2019-20 CA Dashboard	0% Data Year: 2020-21 Data Source: DataQuest Suspension	All Students: 0.7% EL: 0% SED: 0% SWD: 0% Hispanic/Latino: 0% Two or More Races: 0% White: 1.8% Data Year: 2021-22 Data Source: CA Dashboard Suspension Rate		<1% 2022-23 DataQuest
Expulsion Rate	<1% 2019-20 DataQuest	0% Data Year: 2020-21 Data Source: DataQuest Expulsion	0% for all students and all significant student subgroups Data Year: 2021-22 Data Source: DataQuest Expulsion		<1% 2022-23 DataQuest
Facilities in Good Repair	Good 2020-21 FIT Report	Good Data Year: 2021-22 Data Source: FIT Report	Good Data Year: 2022-23 Data Source: FIT Report		Good 2023-24 FIT Report
% of students with access and enrolled in a broad course of study	100% of students have access to broad course of study 2020-21 Master Schedule	100% Data Year: 2021-22 Data Source: Local Data	100% Data Year: 2022-23 Data Source: Local Data		100% of students have access to broad course of study 2023-24 Master Schedule

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Professional Development	2021 Baseline of Agendas, Reflections, and Sign-in Sheets 2020-21 Agenda/Sign-in sheets	Positive growth from professional development Data Year: 2021-22 Data Source: Local Data	86% of teachers will value the PLCs as evidenced by reflections Data Year: 2022-23 Data Source: Climate Survey		80% of teachers will value the PLCs as evidenced by reflections 2023-24 Agenda/Sign-in Sheets
% of parents who feel school is safe (moved from Goal 3)	More than 80% of students/teachers/parents sense of school safety and connectedness 2020-21 Climate Survey	73.2% Data Year: 2021-22 Data Source: Climate Survey	100% Data Year: 2022-23 Data Source: Climate Survey		80% 2023-24 Climate Survey
% of students who feel school is safe (moved from Goal 3)	More than 80% of students/teachers/parents sense of school safety and connectedness 2020-21 Climate Survey	77.4% Data Year: 2021-22 Data Source: Climate Survey	100% Data Year: 2022-23 Data Source: Climate Survey		80% 2023-24 Climate Survey
% of staff who feel school is safe (moved from Goal 3)	More than 80% of students/teachers/parents sense of school safety and connectedness 2020-21 Climate Survey	100% Data Year: 2021-22 Data Source: Climate Survey	100% Data Year: 2022-23 Data Source: Climate Survey		80% 2023-24 Climate Survey

Actions

Action #	Title	Description	Total Funds	Contributing
1	Healthy, Clean, and Safe School Facility	Ensure the facility is clean, in good repair as measured by the FITT report and conducive to learning. Ensure universal precautions by all staff to ensure the health of students.	\$160,528	N
2	Campus Supervision	Provide supervision by school staff to provide a safe, healthy environment for students to support the social emotional well-being of students to improve social emotional skills and mental health. Priority for before and after school care will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	\$125,755	N
3	Attendance Support	<p>Implement a culture of positive on-time attendance five days per week through attendance incentives, positive recognition, and awards to ensure positive daily attendance.</p> <p>Implement the Attendance Policy through parent phone calls, parent meetings, attendance contracts, letters, and interventions.</p> <p>Implement a prioritized system for identifying and serving students for are chronically absent based on results of each student's average daily attendance.</p> <p>Implement School Attendance Review Team ("SART") process with parent contact, parent letters, parent meetings, staff trainings on attendance, and immunizations.</p>	\$27,300	N
4	Waldorf Tenets	A positive and rewarding school environment with music, arts, gardening, handwork, movement, and games.	\$122,760	N
5	Restorative Justice	Implement restorative justice practices, professional development on trauma-informed instruction and positive classroom management practices, student counseling, and alternatives to suspension for all students especially Foster Youth, Homeless Youth, English Learners, and SED students.	\$1,000	N

Action #	Title	Description	Total Funds	Contributing
6	School Supplies	Provide Waldorf related school supplies to students to ensure continuity of learning and increase student achievement. Priority for computers will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	\$12,000	Y
7	Counseling	Provide all students with counseling opportunities twice a week, especially Socioeconomically Disadvantaged Students, English Learners and Homeless Youth, to include group counseling, individual counseling, and community supports to increase student achievement, attendance, connectedness, and self-esteem.	\$5,040	N
8	Student Activities	Provide student engagement opportunities to include music, theater, art, student council, and various competitions (Model United Nations, Sports (volleyball), Math, Clubs) during the school day with practice after-school.	\$14,908	N

Goal Analysis for 2022-23

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

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

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

Successes: SEL is embedded in Waldorf philosophy. College and Career Readiness programs have been occurring with 8th graders. Trauma informed instruction PD has been provided through various resources for teachers.

The Waldorf Tenets are fully implemented, and it is refreshing to have the full program this year with Strings for 4th-8th graders and tutoring for Strings provided for those students who came to us later than 4th grade. Handwork occurs in some classes 3-4 times a week and physical education instruction occurs at least twice a week with the PE teachers.

The Counselors comes twice a week and has helped a lot with the social emotional well-being of students. We have had some students with urgent mental health and behavioral needs that she has been able to address. She has also facilitated full classroom groups and small groups with older students thinking about non-cognitive skills like planning. The SELPA conducted a training Verbal De-Escalation Training.

Chronic absenteeism continues to be a concern, and we continue to address it with families by tracking tardies/absences with the reason and working on integration with the front office to track and follow-up on absences.

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

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

Action 1 (Healthy, Clean, and Safe Facility): Actual expenditure: \$88,639; Budget Expenditure \$159,436. This is a decrease of 44% of budgeted expenditure. This action was decreased due to the abatement of the pandemic and less funds spent on janitorial services and PPE.

Action 2 (Campus Supervision): Actual expenditure: \$39,965; Budget Expenditure \$31,242. This is an increase of 28% of budgeted expenditure. This action was increased due to the cost of payroll of one third of Executive Director salary and benefits.

Action 3 (Attendance Support): Estimated actual expenditure: \$20,574; Budgeted expenditure: \$13,770. This is an increase of 49% of budgeted expenditure. This action was increased due to the cost of payroll of one half of office staff personnel wages and benefits.

Action 5 (Restorative Justice): Actual expenditure: \$1,000; Budget Expenditure \$0. This is an increase of 100% of budgeted expenditure. This action was increased to support Restorative Justice practices at the school.

Action 6 (School Supplies): Actual expenditure: \$0; Budget Expenditure \$8,030. This is a decrease of 100% of budgeted expenditure. This action was decreased due to the school supplies being donated.

Action 7 (Counseling): Actual expenditure: \$5,040; Budget Expenditure \$0. This is an increase of 100% of budgeted expenditure. This action was increased to support student emotional health well-being.

Action 8 (Student Activities): Actual expenditure: \$13,574; Budget Expenditure \$10,300. This is an increase of 32% of budgeted expenditure. This action was increased due to the cost of student activities, sports equipment, and field trips.

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

The Healthy, Clean, and Safe School Facility action has been effective as evidenced by a “Good” facility rating on annual inspections. The Waldorf Tenets has been successful as evidenced by 100% of students being enrolled in a broad course of study.

The Campus Supervision, Waldorf Tenets, Restorative Justice, School Supplies, Counseling, and Student Activities are effective as evidenced by suspension rate, 0% expulsion, and 0% middle school dropout rates. The Charter School will continue to focus on improving attendance and decreasing chronic absenteeism.

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

There were no changes made to this goal, expected outcomes, metrics, or actions. The baseline data was updated with data from 2022-23 for all metrics.

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.

Goal 3

Goal #	Description
3	SCCCS’s students, parents/guardians, teachers, staff, and community members will be actively engaged in the school community as partners in education, communication, and collaboration to provide students with a well-rounded education as evidenced by events, surveys, and meeting minutes.

An explanation of why the LEA has developed this goal.

The feedback received from the stakeholders indicated that there were additional opportunities for communication and collaboration with parents/guardians, teachers, staff, and community members.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students feeling a sense of connectedness to the school community	More than 80% of students/teachers/parents sense of school safety and connectedness 2020-21 Climate Survey	83.9% Data Year: 2021-22 Data Source: Climate Survey	85% Data Year: 2022-23 Data Source: Climate Survey		80% of students/teachers/parents sense of school safety and connectedness 2023-24 Climate Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of staff feeling a sense of connectedness to the school community (modified language to clarify metric)	More than 80% of teachers and staff feel content, supported, and included at work 2020-21 Climate Survey	100% Data Year: 2021-22 Data Source: Climate Survey	71.4% Data Year: 2022-23 Data Source: Climate Survey		80% of teachers and staff feel content, supported, and included at work 2023-24 Climate Survey
% of parents feeling a sense of connectedness to the school community	More than 80% of students/teachers/parents sense of school safety and connectedness 2020-21 Climate Survey	70.7% Data Year: 2021-22 Data Source: Climate Survey	85% Data Year: 2022-23 Data Source: Climate Survey		80% of parents sense of school safety and connectedness 2023-24 Climate Survey
% of parents satisfied with the educational program at SCCCS	More than 80% of parents are satisfied with the (in-person) educational program at SCCCS 2020-21 Climate Survey	79% Data Year: 2021-22 Data Source: Climate Survey	80% Data Year: 2022-23 Data Source: Climate Survey		80% of parents are satisfied with the educational program at SCCCS 2023-24 Climate Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
# of Parent Workshops	6 Parent Workshops 2020-21 Agenda/Sign-in Sheets	8 Parent Workshops Data Year: 2021-22 Data Source: Agenda/Sign-in Sheets	8 Parent Workshops (Coffee Chats, Waldorf Biography, Waldorf Professor, Class Meetings) Data Year: 2022-23 Data Source: Agenda/Sign-in Sheets		8 Parent Workshops 2023-24 Agenda/Sign-in Sheets
# of Parent Community Council meetings	SCCCS will host 6 PCC meetings per year 2020-21 Agenda/Sign-in Sheets	10 meetings Data Year: 2021-22 Data Source: Agenda/Sign-in Sheets	10 meetings Data Year: 2022-23 Data Source: Agenda/Sign-in Sheets		SCCCS will host 6 PCC meetings per year 2023-24 Agenda/Sign-in Sheets

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Education and Engagement	<p>Provide family conferences/workshops on Understanding State Standards and assessments including CAASPP and ELPAC, Title I Parent Rights Meetings, How to Help your Child be Successful, How to Prepare for Parent Conferences, How to be an Educational Partner, Social Emotional Skills including bullying and suicide prevention, Using Educational Technology, and the Waldorf model which will ensure social emotional and mental health well-being for increased student engagement, attendance, connectedness, achievement, and self-esteem.</p> <p>Host various meetings and committees to engage and involve parents, guardians, and community members to advise the school program to include Parent Community Council. Special attention will address the needs of Foster Youth, Homeless Youth, English Learners, and Socioeconomically Disadvantaged students.</p>	\$30,591	N
2	Family Communication	<p>Provide consistent communication to students, families, teachers, and staff through a Communication Application.</p> <p>Host Orientation, festivals, and other school events for the community.</p> <p>Provide publications and advertising to visitors and the community.</p>	\$9,907	N

Goal Analysis for 2022-23

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

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

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

The parents have been actively engaged in parent education and in school activities and events. The Parent Community Council has met regularly to advise the school on key issues. The Parent Committee continues to plan amazing events and encourages all parents to be a part of the SCCCS family.

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

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

Action 1 (Parent Education and Engagement): Actual expenditure: \$39,965; Budget Expenditure \$28,050. This is an increase of 42% of budgeted expenditure. This action was increased due to the cost of payroll of one third of Executive Director salary and benefits.

Action 2 (Family Communication): Actual expenditure: \$6,062; Budget Expenditure \$4,067. This is a decrease of 33% of budgeted expenditure. This action was decreased due to the reduced expenditures for the website and postage.

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

The Parent Education and Engagement Communication actions were effective as evidenced by positive parent survey results.

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

There were no changes made to this goal, expected outcomes, metrics, or actions. The baseline data was updated with data from 2022-23 for all metrics.

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 for 2023-24

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$128,751	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7%	0%	\$0	7%

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

Required Descriptions

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

Needs, Conditions, Circumstances: In reviewing the 2021-22 NWEA MAP assessment data indicates that Math and ELA achievement are areas of need for all students with only 37% of students meeting their annual growth goals. Our 2021-22 SBAC Data indicated that all students were 46.1 points below standard in ELA and 80.8 points below standard in Math. Our highest need students require additional support to meet their growth goals.

Actions:

Additional information about the services is included in the Goal sections.

The contributing action titles are:

- Goal 1, Action 3 Data Informed Instruction
- Goal 1, Action 4 Diversity, Equity, and Inclusion
- Goal 1, Action 6 Intervention
- Goal 1, Action 8 English Language Development

Goal 2, Action 6 School Supplies

Expected Outcomes:

We expect at least 50% of our socioeconomically disadvantaged students, English Learners, and Foster Youth to meet their ELA and Math growth goals on the MAP assessments in 2023-24. We expect our English Learner reclassification rate to increase to at least 15%, and our English Learner progress rate to reach 55%.

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

Sycamore Creek Community Charter School will increase services approximately 8.08% through the following LEA-wide actions:

- Goal 1, Action 3 Data Informed Instruction \$32,754 = 2.95%
- Goal 1, Action 4 Diversity, Equity, and Inclusion \$40,000 =4.2%
- Goal 1, Action 6 Intervention \$23,400 = 2.57%
- Goal 1, Action 8 English Language Development \$33,075 = 3%
- Goal 2, Action 6 School Supplies \$12,000 =1%

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.

Sycamore Creek Community Charter School is a single school LEA with an unduplicated student population of less than 55%.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Sycamore Creek Community Charter School 1:38	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 certificated staff providing direct services to students	Sycamore Creek Community Charter School 1:20	N/A

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,082,232	\$ 460,383	\$ -	\$ 69,551	1,612,166	\$ 1,190,599	\$ 421,567

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Waldorf Instructional Model	All	\$ 289,154	\$ 237,457	\$ -	\$ -	\$ 526,611
1	2	Professional Development	All	\$ 50,583	\$ 23,192	\$ -	\$ 2,246	\$ 76,021
1	3	Data Informed Instruction	All	\$ 32,754	\$ -	\$ -	\$ -	\$ 32,754
1	4	Diversity, Equity, and Inclusion	All	\$ 40,000	\$ -	\$ -	\$ -	\$ 40,000
1	5	Special Education	SPED	\$ 136,041	\$ 129,471	\$ -	\$ 27,541	\$ 293,053
1	6	Intervention	All	\$ 23,400	\$ -	\$ -	\$ -	\$ 23,400
1	7	After School Tutoring/Intersession	All	\$ 7,200	\$ 70,263	\$ -	\$ -	\$ 77,463
1	8	English Language Development	All	\$ 33,075	\$ -	\$ -	\$ -	\$ 33,075
2	1	Healthy, Clean, and Safe School Facility	All	\$ 160,528	\$ -	\$ -	\$ -	\$ 160,528
2	2	Campus Supervision	All	\$ 125,755	\$ -	\$ -	\$ -	\$ 125,755
2	3	Attendance Support	All	\$ 27,300	\$ -	\$ -	\$ -	\$ 27,300
2	4	Waldorf Tenets	All	\$ 82,996	\$ -	\$ -	\$ 39,764	\$ 122,760
2	5	Restorative Justice	All	\$ 1,000	\$ -	\$ -	\$ -	\$ 1,000
2	6	School Supplies	All	\$ 12,000	\$ -	\$ -	\$ -	\$ 12,000
2	7	Counseling	All	\$ 5,040	\$ -	\$ -	\$ -	\$ 5,040
2	8	Student Activities	All	\$ 14,908	\$ -	\$ -	\$ -	\$ 14,908
3	1	Parent Education and Engagement	All	\$ 30,591	\$ -	\$ -	\$ -	\$ 30,591
3	2	Family Communication	All	\$ 9,907	\$ -	\$ -	\$ -	\$ 9,907

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 1,792,197	\$ 128,751	7.18%	0.00%	7.18%	\$ 141,229	0.00%	7.88%	Total:	\$ 141,229
								LEA-wide Total:	\$ 141,229
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

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	Waldorf Instructional Model	No	LEA-wide		Elementary Schools	\$ -	0.00%
1	2	Professional Development	No	LEA-wide		High Schools	\$ -	0.00%
1	3	Data Informed Instruction	Yes	LEA-wide	All	All Schools	\$ 32,754	0.00%
1	4	Diversity, Equity, and Inclusion	Yes	LEA-wide	All	All Schools	\$ 40,000	0.00%
1	5	Special Education	No	LEA-wide		All Schools	\$ -	0.00%
1	6	Intervention	Yes	LEA-wide	All	All Schools	\$ 23,400	0.00%
1	7	After School Tutoring/Intersession	No	LEA-wide		All Schools	\$ -	0.00%
1	8	English Language Development	Yes	LEA-wide	All	All Schools	\$ 33,075	0.00%
2	1	Healthy, Clean, and Safe School Facility	No	LEA-wide		All Schools	\$ -	0.00%
2	2	Campus Supervision	No	LEA-wide		All Schools	\$ -	0.00%
2	3	Attendance Support	No	LEA-wide		All Schools	\$ -	0.00%
2	4	Waldorf Tenets	No	LEA-wide		All Schools	\$ -	0.00%
2	5	Restorative Justice	No	LEA-wide		All Schools	\$ -	0.00%
2	6	School Supplies	Yes	LEA-wide	All	All Schools	\$ 12,000	0.00%
2	7	Counseling	No	LEA-wide		All Schools	\$ -	0.00%
2	8	Student Activities	No	LEA-wide		All Schools	\$ -	0.00%
3	1	Parent Education and Engagement	No	LEA-wide		All Schools	\$ -	0.00%
3	2	Family Communication	No	LEA-wide		All Schools	\$ -	0.00%

2022-23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 1,302,506.00	\$ 1,186,595.03

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	Waldorf Instructional Model	No	\$ 474,388	\$ 502,611
1	2	Professional Development	No	\$ 24,313	\$ 7,631
1	3	Data Informed Instruction	Yes	\$ 33,200	\$ 42,026
1	4	Diversity, Equity, and Inclusion	Yes	\$ 27,322	\$ 18,371
1	5	Special Education	No	\$ 102,692	\$ 191,292
1	6	Intervention	Yes	\$ 63,429	\$ 29,400
1	7	After School Tutoring/Intersession	No	\$ 175,000	\$ 22,000
1	8	English Language Development	Yes	\$ 16,200	\$ 24,209
2	1	Healthy, Clean, and Safe School Facility	No	\$ 159,436	\$ 88,639
2	2	Campus Supervision	No	\$ 31,242	\$ 39,965
2	3	Attendance Support	No	\$ 13,770	\$ 20,574
2	4	Waldorf Tenets	No	\$ 129,072	\$ 136,230
2	5	Restorative Justice	No	\$ -	\$ 1,000
2	6	School Supplies	Yes	\$ 8,030	\$ -
2	7	Counseling	No	\$ -	\$ 5,040
2	8	Student Activities	No	\$ 10,300	\$ 13,574
3	1	Parent Education and Engagement	No	\$ 28,050	\$ 39,965
3	2	Family Communication	No	\$ 6,062	\$ 4,067

2022-23 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 100,606	\$ 124,304	\$ 123,006	\$ 1,298	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	3	Data Informed Instruction	Yes	\$ 33,200	\$ 42,026.11	0.00%	0.00%
1	4	Diversity, Equity, and Inclusion	Yes	\$ 27,322	\$ 18,371.25	0.00%	0.00%
1	6	Intervention	Yes	\$ 39,552	\$ 29,400.00	0.00%	0.00%
1	8	English Language Development	Yes	\$ 16,200	\$ 24,209.00	0.00%	0.00%
2	6	School Supplies	Yes	\$ 8,030	\$ -	0.00%	

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 1,454,256	\$ 100,606	0.00%	6.92%	\$ 123,006	0.00%	8.46%	\$0.00 - No Carryover	0.00% - No Carryover

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 students
- 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/fq/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/fq/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