



Sacramento Academic & Vocational Academy

Diploma Today. Career Tomorrow!

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sacramento Academic and Vocational Academy

CDS Code: 34765050114272

School Year: 2022-23

LEA contact information:

Summer Ash

Principal

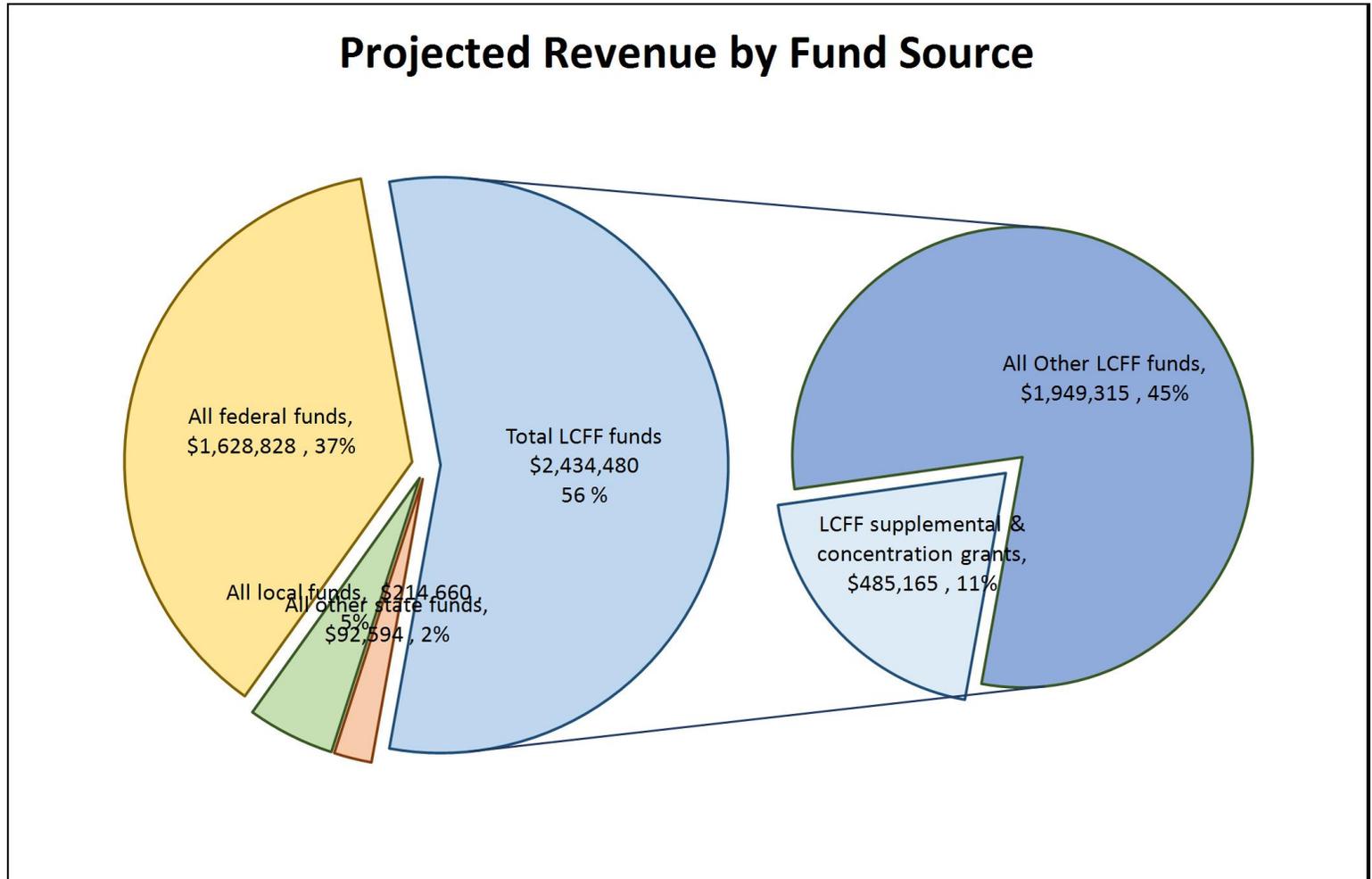
summer.ash@gcccharters.org

916-275-0325

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 2022-23 School Year

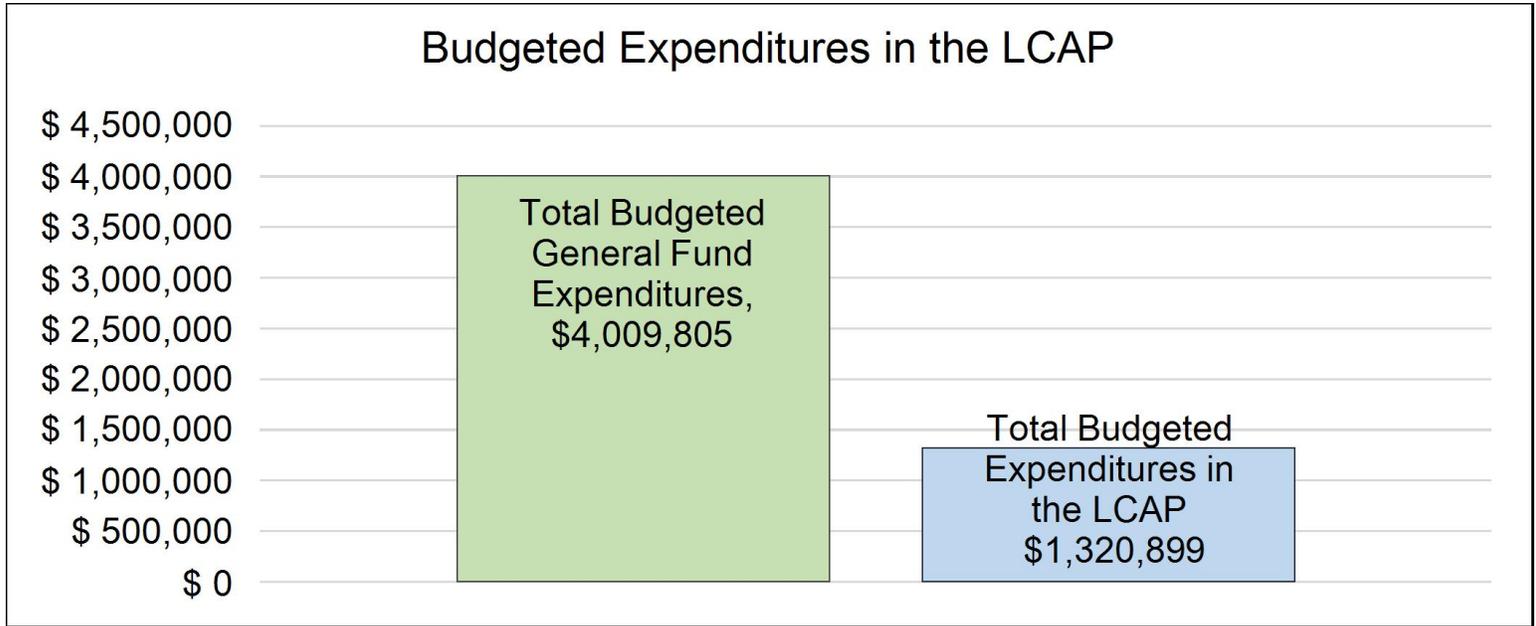


This chart shows the total general purpose revenue Sacramento Academic and Vocational Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sacramento Academic and Vocational Academy is \$4,370,562, of which \$2,434,480 is Local Control Funding Formula (LCFF), \$92,594 is other state funds, \$214,660 is local funds, and \$1,628,828 is federal funds. Of the \$2,434,480 in LCFF Funds, \$485,165 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 Sacramento Academic and Vocational Academy plans to spend for 2022-23. 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: Sacramento Academic and Vocational Academy plans to spend \$4,009,805 for the 2022-23 school year. Of that amount, \$1,320,899 is tied to actions/services in the LCAP and \$2,688,906 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Funds to support regular school activities such as administrative salaries, Special Education, building rents/leases, building maintenance expenses and administrative salaries as well as other general fund expenses that are not specific to LCAP goals.

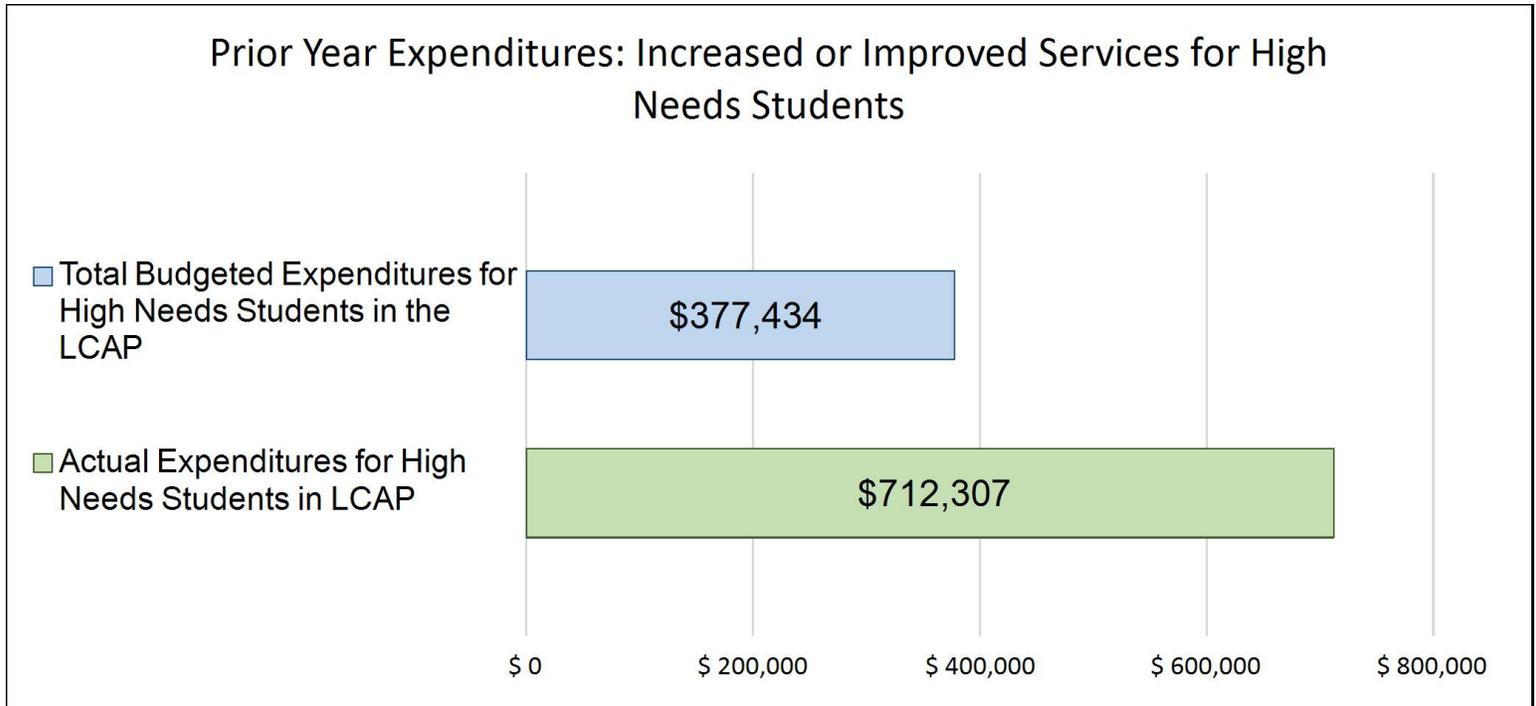
Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Sacramento Academic and Vocational Academy is projecting it will receive \$485,165 based on the enrollment of foster youth, English learner, and low-income students. Sacramento Academic and Vocational Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Sacramento Academic and Vocational Academy plans to spend \$488,583 towards meeting this requirement, as described in the LCAP.

With the continued influx of special funds (Federal and State) to support schools that have specific funding timelines, services to high needs students typically funded in the LCAP have been funded using those one time funds. The students are still being served with those Federal and State dollars. In future years, those expenditures will be paid for with LCFF Supplemental and Concentration Grant Funds.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



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

The text description of the above chart is as follows: In 2021-22, Sacramento Academic and Vocational Academy's LCAP budgeted \$377,434 for planned actions to increase or improve services for high needs students. Sacramento Academic and Vocational Academy actually spent \$712,307 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$(334,873) had the following impact on Sacramento Academic and Vocational Academy's ability to increase or improve services for high needs students:

SAVA's expenditures to increase or improve service to high needs students well exceeded the planned budget for the 2021-2022 school year.



Sacramento Academic & Vocational Academy

Diploma Today. Career Tomorrow!

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sacramento Academic and Vocational Academy	Morri Elliott, Director	morri.elliott@gcccharters.org 916-286-1920

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

All funds in the Budget ACT of 2021 were included in the 21-22 LCAP with the exception of the additional concentration funds. The stakeholder engagement to align the additional funds received was as follows:
 Sacramento Academic and Vocational Academy has included parents, community members, pupils, staff members, and other stakeholders in the following manner: School Site Council annual review at including parents. Student/Staff/Parent groups were either surveyed or gathered into focus groups to answer the same questions provided to the School Site Council. Following this, the school administration met with the School Leadership Team to draft elements of the LCAP based on the input from stakeholders.(March 2021/April 2021) In addition, the school administration and leadership team completed a matrix relating to how goals in their updated SPSA, WASC recommendations, Gateway Community Charters (GCC) Blueprint for excellence, and the charter petition, aligned with the eight State priorities under the LCAP.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Sacramento Academic and Vocational Academy plans to provide additional social emotional and academic support to students by hiring additional social workers, paraprofessionals and teachers with specialized academic skills to provide direct services to support learning loss and the needs of low income students , English Language Learners and Foster Youth.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The LEA provided the following groups an opportunity to meet and consult and provide public input in the development of the plan. Each group had the opportunity to review the elements of the plan, ask questions to both administrative and instructional staff and provide input and suggested changes. The dates included were not the only opportunities for input but were the meetings with the broadest attendance.

School Site Council: September 23, 2021

DELAC: September 23, 2021 (families and students of English Learners)

Community Groups: Mutual Assistance Network, local tribal council, Sacramento Urban League, Partnership for Youth Development, Pro Youth and Families Coalition - October 6, 2021

Staff: 8/10/2021

SELPA- El Dorado Charter SELPA - October 6, 2021

Gateway Community Charters Board of Directors and Public Comment- October 12, 2021

During the consultation sessions, stakeholders affirmed the importance of providing all the necessary interventions to ensure student needs are met. There was support for the actions included in the plans but asked the schools to share their plans for ongoing progress monitoring and understood that the plan may need to be adjusted depending on the data collected during the progress monitoring. Actions were added based on the input specifically to ensure that mental health supports as well as academic supports are accessible for all students.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The LEA will use the funds received as part of the ESSER funding plan to support additional staffing and extra time for students to attend tutoring sessions, extended school hours as well as extended learning during the summer to support learning loss. Funds will be used to provide social emotional support by the hiring of additional social workers and counselors. Funds will support additional sanitary measures including air purification and additional janitorial services and other COVID prevention protocols. Additional health services and data processing staff to support COVID contact tracing, health protocols and other data collection needs related to both academic needs but required data related to the pandemic will be provided using the ESSER funds.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Fiscal resources will be allocated based on feedback from all educational partners as they have been consulted in the development of the 21-22 LCAP, Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan. To the extent possible funds were designated as part of the 21-22 LCAP and then extended to provide additional services to support needs that were already identified in initial plan development. As the needs of the LEA’s change, educational partners will be engaged to ensure that plans are aligned. Changes will be made and communicated as needed to all partners to ensure that the funds are being used to serve the current needs based on the current conditions.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students

at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA 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.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: *“A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”*

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



Sacramento Academic & Vocational Academy

Diploma Today. Career Tomorrow!

Local Control 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
Sacramento Academic and Vocational Academy	Summer Ash Principal	summer.ash@gcccharters.org 916-275-0325

Plan Summary [2022-23]

General Information

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

Sacramento Academic and Vocational Academy (SAVA) is a 7-12th grade charter school located in the city of Sacramento. It is one of nine charter schools operated and overseen by Gateway Community Charters, a 501c3 non-profit charter management organization (CMO). SAVA is designed to deliver a comprehensive educational program through various instructional structures (i.e., independent study, online, career-focused, project-based learning, CTE, and concurrent enrollment in community college, when appropriate). Though all students in grades 7 through 12 may benefit from the program, SAVA’s primary focus is on working with underserved students whose academic needs have not been met by the traditional education environment. SAVA maximizes instructional and support services to a diverse and academically challenged student population using a non-classroom-based model of instructional delivery. Although SAVA is an independent study program, the school functions as a hybrid model where most students are on campus two to three days a week taking part in different classes or in individual meetings with their assigned teacher of record. The school is unique in that all graduates are required to complete at least twenty credits (four quarters) of career and technical education (CTE) classes in order to earn a diploma. As a school, we believe that preparing students with career focused skills is essential to success after high school and educating students through a hybrid learning model is one key step in preparing our students for future success.

The El Dorado Charter SELPA supports SAVA in meeting the needs of students with disabilities by providing professional learning to staff and administrators, Alternative Dispute Resolution tools and assistance, facilitation of root cause analysis for Program Indicator Review and other Special Education accountability measures, and access to program specialists and other technical experts to assist with specific student needs.

Reflections: Successes

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

Current state and local school data for the 2020-2021 school year shows success in the following areas:

Local performance indicators regarding school culture are strong. Staff surveys as well as student, parent and community surveys show a strong collaborative culture where students feel safe and the community see's the positive impact the school is making for students in the Sacramento region. 97% percent of students surveyed feel that they are cared about and treated respectfully at SAVA. In the current school year, we were selected as a National Showcase School for our "Capturing Kids' Hearts" program. As a National Showcase school, other schools throughout the region will come visit our campus to learn best practices about creating a positive school culture. Our students are also asked to participate in conferences throughout the region to talk about the safe, positive culture at SAVA.

One year graduation rate data showed that 87 % of eligible seniors graduated during the 2020-2021 school year. This is a successful data point, as this was a significant increase in our graduation rate from previous years.

During the 2021-2022 school year, as we came out of distance learning during the COVID-19 pandemic, SAVA offered the following opportunities for students to transition from a virtual setting to fully back on campus and to increase student engagement and enhance learning opportunities: Community Job Shadow Days, CTE classes, leadership classes, and mentoring opportunities. In addition to these student opportunities, SAVA has also worked this year to engage parents with our school and with their student's education. To support parent engagement we have provided quarterly parent workshops and added a parent liaison position.

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.

SAVA's CAASPP proficiency levels for both math and ELA are focus areas for improvement. The average new student enrolling at SAVA tests three to four years below grade level on both math and reading diagnostic tests upon enrollment. SAVA will put a strong focus on writing, literacy and math. SAVA will have an action plan focused on increasing proficiency levels for students across all subgroups and plans to invest significant time and dollars into professional development training for teachers and curriculum geared towards helping student achieve proficiency in these key areas.

SAVA is also focused on increasing the one year graduation rate for our seniors. Intervention processes have been put in place through the creation of the schools Coherence action plan to support increasing the school's graduation rate. SAVA will also implement a new on-campus onboarding program in the 2021-2022 school year to support new students' transition to our school with the objective of preparing students with skills needed to succeed in a hybrid non-classroom based instructional model program.

LCAP Highlights

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

SAVA has a special and unique mission and vision of educating under-served, socio-economically disadvantaged students as a school of choice in Sacramento. The majority of students who enroll as new SAVA students have core academic skills three to four years below grade level, on average. Although SAVA does not yet have a complete dashboard to analyze data, the SAVA leadership team and school stakeholders have collaborated throughout the last year and identified the following areas of focus that have been incorporated into the LCAP:

1. Interventions for students who are credit deficient and achieving far below grade level in Reading/ELA & Math.
2. Interventions/on-site support classes targeted for EL students.
3. Dedicate resources towards professional development for standards-aligned instructional strategies
4. Hire positions dedicated to serving underserved students
5. Implement on-site math classes and support labs
6. Increase CTE offerings

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

September 2021 - LCAP goals and action shared with staff and other stakeholders at School site Council

February 2022 - CSP and LCAP plans discussed at school staff meeting, staff feedback provided

March 2022 - LCAP survey made available to the public on SAVA website

April 2022 - Review LCAP progress with School Site Council

May 2022 - School staff discussion and feedback on 2022 LCAP draft

Sacramento Academic and Vocational Academy has included parents, community members, students, staff members, and other stakeholders in the following manner during the 2021-2022 school year: At the beginning of the school year, school administration met with the school staff and community stakeholders at the School Site Council meeting to review LCAP goals and action items. Throughout the 2021-2022 school year, updates and progress reports on LCAP were made available to stakeholders through School Site Council, and other parent engagement events. Student and parent groups were provided a survey to gather feedback on the progress of the LCAP goals and to provide input on future LCAP goals in March of 2022.

The following data sources were made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process: Graduation rate projections, Retention rates, ELPAC data, EL Reclassification rates, CTE enrollment, local assessments: Iready testing results.

After receiving feedback from these groups, the school leadership team made revisions and completed all required annual updates to the LCAP plan taking into consideration the input from the various stakeholder groups (March-May 2022). This draft was then submitted to Gateway Community Charters leadership for additional input (May 2022). The final draft of the LCAP was then submitted to the Board of Directors of Gateway Community Charters for a public hearing June 21, 2022 and GCC board adoption June 22, 2022.

A summary of the feedback provided by specific educational partners.

A majority of this year's feedback focused on meeting the social emotional needs of SAVA students. Stakeholders want to see us creating an environment where students feel safe as they come back to campus, provide opportunities for learning that are hands-on and engaging and offer as many extracurricular opportunities as possible to help students connect with each other and with SAVA staff. Specifically, School Site Council students, guardians and staff input focused on the increased anxiety and depression of students during this school year and the need for support in SEL, hands on courses (including CTE, Arts and Project Based Learning). The School Site Council also discussed ways to increase parent involvement and engagement at SAVA. Other stakeholder input included SAVA community partners, staff and

administration and included feedback on increasing College and Career Ready students. This input focused on providing staff the materials and skills needed for teaching students workforce readiness, increasing our pathway options and the increased offers of college readiness tests (SAT, ASVAB).

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

The majority of this year's feedback focused on the social emotional needs of SAVA students, aligning with Goal 3, which focuses on specific actions to support engagement and retention of students. There was overwhelming feedback for increased opportunities for students to experience hands-on learning. Goal 1 and 3 actions fund professional development for staff to implement effective SEL strategies, as well as dollars for updated instructional materials and supplies for CTE, Art, and project-based learning classes. Stakeholders also supported funding for field trips and stakeholder engagement events to increase family awareness and support for student opportunities to take college and career preparatory tests (ie ASVAB, PSAT, SAT).

Goals and Actions

Goal

Goal #	Description
1	Conditions of Learning: SAVA will provide conditions of learning that will develop College and Career Ready students (priority 1, 2, 7)

An explanation of why the LEA has developed this goal.

The percentage of students at the "prepared" level on the dashboard college and career indicator is well below the state average. There is also an achievement gap showing white students significantly outperforming African American, Hispanic and Low Income students on this indicator.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers are appropriately assigned and fully credentialed (priority 1 A)	All teachers are appropriately assigned	100% of teachers are appropriately assigned and credentialed.			All teachers are appropriately assigned
All Students have access to standards aligned materials (priority 1B, 2A)	All students currently have access to standards aligned materials. Additional standards aligned curriculum options are needed for science and CTE courses	CTE pathways are 75% standards aligned and complete.			All students will have access to multiple standards aligned curriculum options for all subjects areas.
School facilities are in good repair (priority 1C)	School facilities are kept and maintained in good repair	School is in good repair.			School facilities will be in good repair

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Language Acquisition Programs (priority 2B, 7B)	EL Language Acquisition Programs are available to all students who qualify	EL programs are available to all students, 60% participated in the programs.			All qualified EL's will have access to EL Language Acquisition Programs throughout the school year
EL Professional Learning (priority 2B)	Internal and external targeted PD to support EL's available to all school staff including teachers, administrators and paraeducators	ELD Specialist attended GLAD trainings.			All certificated staff will have access to PD focused on EL's each school year
Programs to support Foster Youth, Homeless, SED, SPED (priority 7B, C)	Basic school needs (supplies, technology, food and clothing through community resources) are provided to all students in need.	Provide school supplies for students in need (classroom supplies, technology) for all students Home visits by student support specialists and counselors follow intervention process One on one and small group tutoring is offered to all students School receives multiple food donations from organizations.			Basic school needs (supplies, technology, food and clothing through community resources) will continue to be provided to all students in need.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Technology (chromebooks and hotspots) provided to all students who are in need</p> <p>Counselors and social workers providing SEL support to students</p> <p>Support staff connects families to additional community resources</p>			

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Fund Certificated Teachers	Funding teachers to support reduced classroom teacher/student ratios and to provide increased academic support classes on campus with appropriately credentialed teachers for each content area. With reduced class loads, teachers will also have more hours built into their schedule to provide additional academic support classes for EL, homeless, foster, SPED and low-income students which will in turn help increase proficiency levels for students.	\$614,956.00	Yes
1.2	Fund Classified Support Staff	Fund classified support staff to support academic intervention programs and tutoring on campus for EL, homeless, foster, SPED and low-income students. Providing additional academic support to these students will increase student achievement and help close the achievement gap for the schools underperforming subgroups.	\$221,196.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Staff Professional Development	Fund professional development to support teacher/staff development to increase knowledge of state standards and academic intervention practices that will support EL, homeless, foster, SPED and low-income students. School staff will be trained in effective teaching strategies, including culturally relevant teaching practices, to ensure quality instruction is delivered to all students.	\$36,366.00	No
1.4	Classroom Materials and Supplies	Provide supplemental material for differentiating instruction and providing interventions for EL, homeless, foster, SPED and low-income students.	\$13,994.00	Yes
1.5	Summer School	Funding teachers, classified support staff, materials and supplies for summer school will provide standards-aligned instruction to ensure a quality standards-based implementation of curriculum, as well as supplemental material and instructional support to ensure differentiation for EL, homeless, foster, SPED and low-income students. Providing additional academic support during the summer to these students will increase student achievement and help close the achievement gap for the school's underperforming subgroups.	\$15,892.00	Yes
1.6	Instructional Technology	Funding technology for instructional use will ensure that all students have adequate access to standards aligned curriculum. Computers, tablets, laptops, chromebooks and hotspots will be available for all students to use both on campus and at home throughout the school year.	\$88,143.00	No
1.7	Facility Health and Safety	For students to learn and thrive, they must come to a safe campus. All students need to have facilities in good repair and to have their safety a priority. As we see an increase in depression and anxiety this is even more important for students who are homeless, foster, SPED	\$11,302.00	No

Action #	Title	Description	Total Funds	Contributing
		and low-income. Funding will go to facility repair and maintaining a healthy environment. This also includes putting in place sanitization, air filtration systems and other ways to keep students and staff healthy and safe.		
1.8	Curriculum Development	Provide funding for standards-aligned curriculum development to ensure a quality standards based implementation of curriculum across all content areas.		No

Goal Analysis [2021-22]

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.

- 1.1 Fund Certificated Teachers: Additional teachers hired beyond what was originally planned to meet increased enrollment needs and intervention support needs.
- 1.2 Fund Classified Support Staff: Para educator positions funded out of different funding sources and for 21-22 school year, services were met.
- 1.3 Staff Professional Development: All PD still provided, training done virtual instead of in person, therefore cost was less expensive than anticipated school wide.
- 1.4 Classroom materials and supplies: Used different funding sources to provide materials and supplies. For 21-22 this action was met.
- 1.5 Summer School: Used different funding sources to provide summer school for students. For 21-22 this action was met.
- 1.6 Instructional Technology: Used different one-time funding sources to provide all needed technology for students. For 21-22 this action was met.
- 1.7 Facility Health and Safety: Used different one-time funding sources to meet all facility health and safety needs for students. For 21-22 this action was met.
- 1.8 Curriculum development: Increased curriculum development hours for curriculum specialists to redesign curriculum from a culturally responsive lens.

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.

- 1.1 Fund Certificated Teachers: SAVA spent \$160,000 more than originally budgeted to support increased staffing needs.

1.2 Fund Classified Support Staff: Para educator positions funded out of different funding sources and for 21-22 school year, services were met.

1.3 Staff Professional Development: All PD still provided, training done virtual instead of in person, therefore cost was less expensive than anticipated school wide.

1.4 Classroom materials and supplies: Used different funding sources to provide materials and supplies. For 21-22 this action was met.

1.5 Summer School: Used different funding sources to provide summer school for students. For 21-22 this action was met.

1.6 Instructional Technology: Used different one-time funding sources to provide all needed technology for students. For 21-22 this action was met.

1.7 Facility Health and Safety: Used all ESSER funds to meet all facility health and safety needs for students. For 21-22 this action was met.

1.8 Curriculum development: Increased curriculum development spending by approximately \$20,000 for curriculum specialists to redesign curriculum from a culturally responsive lens.

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

SAVA Funded Certificated teachers and classified staff to deliver instructional strategies for target students. This also included funding two Social Workers for SAVA to support in SEL strategies, counseling and resources for students and families. This action was somewhat effective, with the teacher shortage, even though there were teacher positions open to create smaller case loads of students per teacher, SAVA was not able to fill all of these open positions.

SAVA staff participated in Staff PD that aligned with SEL/ Trauma Informed practices to increase student/ family engagement. SAVA also engaged in culturally relevant PD and started implementing culturally relevant strategies with students. SAVA sent staff to virtual conferences that focused on (teaching strategies and CRTL) and curriculum development

SAVA focused on funding for classroom materials and supplies meant to re-engage students in hands-on, on-campus opportunities after distance learning. This included training aids for CTE courses, math manipulatives, and technology that allowed them to collaborate in meaningful ways through online learning platforms. This action was effective and measured by the increase in number of students attending live, synchronous courses each week.

In order to address the learning loss and SEL needs that resulted from the COVID-19 pandemic, SAVA approved funding for summer school for all students, with no wait list or cap. This ensured that students maintained connections and support with their teachers over the summer while allowing them to complete core academic courses. SAVA will be evaluating the effectiveness of this action once summer school session has concluded.

Facility health/safety (covid, depression/anxiety)

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.

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.

No Changes

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

Goals and Actions

Goal

Goal #	Description
2	Pupil Outcomes: SAVA will increase student academic achievement school-wide and across all significant subgroups. (Priorities 4 and 8)

An explanation of why the LEA has developed this goal.

The percentage of students receiving counselor support and needing IEP/ 504 support based on anxiety, depression, emotional disturbance is high at SAVA. SAVA students also have high numbers of Adverse Childhood Experiences (ACE's) and need extra support focused on Social Emotional Learning (SEL). Research has shown that implementing SEL strategies has increased student achievement and created positive school cultures.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic Indicator: CAASPP ELA (priority 4A)	<ul style="list-style-type: none"> All Students: 102.4 points below standard Significant Subgroups: <ul style="list-style-type: none"> African American: 104.2 points below standard White: 92.3 points below standard 	Data not yet available			All students and all subgroups of students will decrease distance from standard by 10%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> • English Learners: 131.2 points below standard • Foster Youth: NA • Hispanic: 108.8 points below standard • Homeless: NA • Socioeconomically Disadvantaged: 105.5 below standard • Students with Disabilities: 142.6 points below standard 				
Academic Indicator: CAASPP Math (priority 4A)	<ul style="list-style-type: none"> • All Students: 185.2 points below standard Significant Subgroups: <ul style="list-style-type: none"> • African American: 185.7 points 	Data not yet available			All students and all subgroups of students will decrease distance from standard by 7%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>below standard</p> <ul style="list-style-type: none"> • White: 150.1 points below standard • English Learners: 211.2 points below standard • Foster Youth: NA • Hispanic: 200.1 points below standard • Homeless: NA • Socioeconomically Disadvantaged: 189.5 below standard • Students with Disabilities: 236.9 points below standard 				
CSU and UC and CTE pathway completion percentage (priority 4B)	CSU and UC completion CTE Pathway completion 30%	Data not yet available			SAVA will increase CTE pathway completion by 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Progress Indicator (priority 4C)	50% of ELL students are making progress towards English Proficiency	Data not yet available			55% of students will be making progress towards English Proficiency.
EL Reclassification Rate (priority 4D)	SAVA TRUSD 11% EL Reclasification Rate	Data not yet available			SAVA will increase this rate by 5%.
Percentage of pupils who passed an AP exam with 3 or better (priority 4E)	Zero students registered for AP exams in 2020-2021 school year	Zero students registered for AP exams in 2021-2022 school year			SAVA will increase the number of students passing an AP exam by 2 students each year.
Percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program (priority 4F)	ELA: 5.9% Math: No students took assessment	Data not yet available			SAVA will increase the ELA percentage by 5%.
College Career Indicator (8)	Proficient: 10.1% Approaching Proficient: 13.4% Not Proficient: 76.5%	Data not yet available			SAVA will increase College and Career Indicators by 5% for proficient and 6% for Approaching Proficient.
Other student outcomes (8): Retention Data	Setting baseline data in 2020-21 school year	Data not yet available			Increase 2% annually or maintain 70% or higher

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Data and Student Information Systems	Aeries/Illuminate/Renaissance, iReady and other data systems to support ongoing assessment and data collection and analysis	\$18,140.00	No
2.2	Coherence	Professional learning, coaching and leadership support to ensure connections of all systems and programs to support student learning outcomes.	\$12,538.00	No

Goal Analysis [2021-22]

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.

2.1 Data and Student Information Systems: No substantive differences in planned actions.

2.2 Coherence: With two new administrators at SAVA, more funding was dedicated to professional learning, coaching and leadership support to ensure connections of all systems and programs to support student learning outcomes.

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.

2.1 Data and Student Information Systems: SAVA used additional dollars (\$5000 more than budgeted) on data systems to better analyze student data to support academic growth.

2.2 Coherence: SAVA used additional dollars beyond what was originally budgeted (\$8,000 more than budgeted) to support PD for new school administrators.

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

SAVA's instructional framework focuses on a continual cycle of inquiry and data analysis for all instructional staff to follow. SAVA focused on Math as a target area of growth and by looking at the data and running four week cycles of inquiry, staff were able to share best practices and determine instructional strategies that supported student growth in Math.

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.

No Changes.

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

Goals and Actions

Goal

Goal #	Description
3	Engagement: Increase engagement with students and families. (Priorities 3, 5, 6)

An explanation of why the LEA has developed this goal.

Over 70% of SAVA's student population has experienced factors that make them highly at-risk of dropping out of school. Increasing student enrollment into Career Technical Education (CTE) and providing a wide variety of learning opportunities and supports. will ensure student engagement and increase graduation rates.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent involvement all students (priority 3A)	Parent survey shows 75% of families say they have opportunities to have their voices heard and provide input into the school program	82%			Parent surveys will show that 80% feel they were given opportunity to have their voices heard and provide input into direction of school programming.
Parent involvement EL, Homeless, FY, SED(priority 3B)	Parent survey shows 70% of EL, Foster, Homeless, SED families feel engaged and involved with the school	80%			Parent survey results will show 80% of parents of EL/Homeless, FY students feel involved and engaged in school culture
Parent involvement students with	Survey results show 70% of parents of	75%			Survey results will show 80% of parents

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
exceptional needs (priority 3C)	students with special needs feel involved and engaged in school culture				of students with special needs feel involved and engaged in school culture
School attendance rates as a percentage (priority 5 A)	94%	92.43%			Increase attendance rate to 95% or higher
Chronic Absenteeism rates as a percentage (priority 5B)	12.3% in 2019, no data for 2020	Data not yet available			Reduce Chronic Absenteeism Rate to less than 10%
Middle School dropout rates as a percentage (priority 5C)	N/A	N/A			N/A
High School graduation rates as a percentage (priority 5D)	81.1%	Data not yet available			Maintain High School Graduate Rate above 70% or higher
Suspension rates as a percentage (priority 6A)	0%	Data not yet available			Maintain Suspension rate under 5%
Expulsion rates as a percentage (priority 6B)	0%	Data not yet available			Maintain Expulsion rate under 2%
School Safety or other school connectedness activities (priority 6C)	Survey results show 80% of stakeholders (or their children) feel safe at school	85%			Survey results show 90% of stakeholders (or their children) feel safe at school

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Capturing Kids Hearts	Staff training: CKH 1, CKH 2, Process Champions	\$32,307.00	Yes
3.2	Diversity/Equity/Inclusion/Access SEL (Hanover)	Professional learning for staff and supports for students that align with programs to support Diversity/Equity/Inclusion/Access and SEL	\$2,400.00	Yes
3.3	Staff Professional Development	SAVA will fund professional development opportunities both on and off site that will develop staff capacity to serve low-income, EL and Foster/Homeless youth who have struggled to engage in school. PD will focus on intervention strategies to re-engage students in learning, creating innovative new curriculum options, preparing students with essential skills for careers and building student perseverance and motivation.	\$15,000.00	Yes
3.4	Materials and Supplies	Provide materials and supplies for CTE classes, , PBL projects, makerspace labs, sports and extracurricular programs to help re-engage low-income, foster/homeless and EL students in learning. Providing resources for these classes and programs will lead to increased retention and engagement for these student subgroups.	\$5,624.00	Yes
3.5	Field Trips	Provide field trip opportunities focused on academics, team building and mentorship to enhance the learning experience for all students. Field trips will align with core academic and CTE standards and provide learning opportunities for students to increase engagement at school. Field trips will be focused on building relationships with peers, and connecting with community members to create networks of support to increase academic and school engagement.	\$10,000.00	No
3.6	Provide Academic and SEL Support Services	Fund Certificated staff (counselors and social workers) and Intervention programs and services to support academic growth, engagement and retention in school for foster, EL and low income students. These services will include support/tutoring services,	\$214,321.00	Yes

Action #	Title	Description	Total Funds	Contributing
		student workshops focusing on SEL, health and well-being topics (ie student safety, self-esteem, bullying, responsibility, growth mindset). Providing these services will increase graduation and retention rates and will support our efforts to close the achievement gap for foster, EL and low income students.		
3.7	Host Family/Community Engagement Events	Provide student/parent workshops focused on retention and engagement strategies to support students' success, both in school and at home, which will promote a culture of collaboration between school staff and families. Increase participation of community stakeholders through mentorship programs and work based learning involvement (ie Job Shadow, advisory boards). Create partnerships to align CTE programs to industry standards.	\$10,629.00	Yes
3.8	CTE Instructors and Mentors	Fund instructors for CTE classes to increase engagement for low income, foster and EL students.	\$53,091.00	Yes

Goal Analysis [2021-22]

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.

3.1 Flippen Group: Increased in person training for staff to focus on reengagement and relationship building for students. Goal and action was met for 21-22 school year.

3.3 Staff Professional Development: All PD still provided and the need for more due to the focus on SEL, diversity/ equity and reengagement was needed.

3.4 Materials and Supplies: Used different funding sources to provide materials and supplies. For 21-22 this action was met.

3.5 Field Trips: SAVA was not able to start taking students on in person Field Trips until later in the Spring semester due to COVID. At that time, we did offer multiple different options for students to have learning experiences outside of the classroom.

3.6 Provide Academic and SEL Support Services: Funded Certificated staff (counselors and social workers) and Intervention programs and services to support academic growth, engagement and retention in school for foster, EL and low income students. We were able to use different funding to provide some of these services, the action and goal was met.

3.7: Host Family/Community Engagement Events: Due to COVID restrictions, SAVA was able to host events virtually and in person, with the virtual events not costing as much as the in-person events. This action was met.

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.

3.1 Flippen Group: Increased in person training for staff to focus on reengagement and relationship building for students. Goal and action was met for 21-22 school year.

3.3 Staff Professional Development: All PD still provided and the need for more due to the focus on SEL, diversity/ equity and reengagement was needed.

3.4 Materials and Supplies: Used different funding sources to provide materials and supplies. For 21-22 this action was met.

3.5 Field Trips: SAVA was not able to start taking students on in person Field Trips until later in the Spring semester due to COVID. At that time, we did offer multiple different options for students to have learning experiences outside of the classroom.

3.6 Provide Academic and SEL Support Services: Funded Certificated staff (counselors and social workers) and Intervention programs and services to support academic growth, engagement and retention in school for foster, EL and low income students. We were able to use different funding to provide some of these services, the action and goal was met.

3.7: Host Family/Community Engagement Events: Due to COVID restrictions, SAVA was able to host events virtually and in person, with the virtual events not costing as much as the in-person events. This action was met.

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

Staff training and professional development led to an increase in focus on data, student achievement and providing an equity lens for our programs. PD on SEL also increased the engagement from both staff and students and also increased relational capacity building between all stakeholders. Because of this, SAVA had successfully attended SSC, home visits occurred based on families needs, parent workshops were held monthly in the second semester and families attending in person events.

Materials were provided to classrooms to increase the level of engagement in classes. SAVA had a record number of students enroll in the Career Technical Education classes offered on campus, the Middle School program implemented the start of project based learning with students and will continue to build out units for hands-on learning. SAVA started its first Ultimate Frisbee team and students created clubs outside of school. As SAVA transitioned back from COVID we had an increase in overall ADA from 2020-2021 to 2021-2022.

Students participated in the Sacramento State Ropes Course to build teamwork and engagement. Students had opportunities to take a field trip to San Francisco to build upon their photography skills and students had the opportunity to join the SAVA Ultimate Frisbee team and travel within sacramento for tournaments, these are a few examples of how students increase engagement in school through field trips.

SAVA staff participated in Staff PD that aligned with SEL/ Trauma Informed practices to increase student/ family engagement. SAVA also engaged in culturally relevant PD and started implementing culturally relevant strategies with students. SAVA sent staff to virtual conferences that focused on (teaching strategies and CRTL) and curriculum development

SAVA has over 30 CTE classes and 12 pathways for students to participate in. SAVA funded CTE teachers to deliver hands-on, work based learning skills and high engagement outcomes for all of the SAVA CTE courses. SAVA had a record amount of students enrolled in CTE courses this school year.

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

No Changes.

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 [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
485,165	36,373

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
24.89%	0.00%	\$0.00	24.89%

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.

Goal 1 Action 3: Staff Professional Development

This action provides funds for professional development to support teacher/staff development to increase knowledge of state standards and academic intervention practices that will support EL, homeless, foster, SPED and low-income students. School staff will be trained in effective teaching strategies, including culturally relevant teaching practices, to ensure quality instruction is delivered to all students. Our most vulnerable students often experience anxiety and depression and have a difficult time maintaining adequate academic progress throughout the school year. These EL, low income and foster students also have high numbers of Adverse Childhood Experiences (ACE's) and need extra support focused on Social Emotional Learning (SEL). This goal will also provide staff with developed knowledge around state standards directly tying this to EL curriculum and other core content areas for direct support for EL, foster and homeless youth.

Goal 2 Action 2: Data Systems

This action provides funds for use of data systems such as Aeries, Illuminate, and iReady to support ongoing assessment, data collection and analysis of academic and SEL needs specific to EL, foster, and low-income students. This data will be used to plan interventions,

program changes, and increased services for these populations. The percentage of students receiving counselor support and needing IEP/504 support based on anxiety, depression, and/or emotional disturbance is high at SAVA. SAVA students also have high numbers of Adverse Childhood Experiences (ACE's) and need extra support focused on Social Emotional Learning (SEL). SAVA staff will use these data systems to continually evaluate the effectiveness of implementation of academic and SEL supports for special populations.

Goal 2 Action 2: Coherence

This action provides funds for professional learning, coaching and leadership support to ensure connections of all systems and programs within the SAVA organization to support student learning outcomes. SAVA has a high percentage of EL, low income and foster students needing academic and counselor support. These students often experience anxiety and depression and have a difficult time maintaining adequate academic progress throughout the school year. These EL, low income and foster students also have high numbers of Adverse Childhood Experiences (ACE's) and need extra support focused on Social Emotional Learning (SEL). Providing professional learning to school staff through our "coherence" work will help ensure that the systems of support we put in place for these students is effective, efficient and helps to create positive learning outcomes for our most vulnerable student populations.

Goal 1 Action 7: This action provides funds for facility health and safety. Safety is a top priority for SAVA and if students do not feel safe, they cannot learn. This is especially important for students of low-income and foster youth where school might be their only stable and safe place. During the COVID pandemic and as SAVA transitioned students back in person, the first students offered the opportunity to come on campus were students with IEPs, Foster, Homeless and English Learner students as SAVA recognized the need for in person instruction and a safe and healthy environment to learn in and thrive. SAVA also recognized that students in foster care, homeless or ELs may not have the resources to stay safe during the pandemic, SAVA provided masks, individual screen protectors, and information on safe practices for not spreading the virus.

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

Sacramento Academic and Vocational Academy's estimated Supplemental and Concentration grant funding calculated on the number of unduplicated low income, foster youth, and English learner pupils is \$36,373. In the LCAP, there are services directed towards low income students, foster youth and EL's; however, since SAVA's unduplicated count is so high, many of the services in the plan will affect other students. SAVA is providing more than 24.89% of increased or improved services above the base program. The specific actions listed below identify how services will be increased or improved to support the academic success of low income, foster youth and English Language Learners.

Goal 1: Conditions of Learning: SAVA SCUSD will provide conditions of learning that will develop College and Career Ready students (priority 1, 2, 7)

A. Teacher salaries: Teacher salaries will be funded to increase small group and one on one support for struggling students. This will include extra support classes being offered and lower teacher-student loads.

B. Para educators on campus: Para educator salaries will be funded to provide additional academic support and tutoring opportunities to students on campus.

C. Professional development: Professional development will be provided on key initiatives including CKH, Coherence, CCSS, NGSS, and ELD standards to ensure increased academic performance for all students, with an emphasis on unduplicated students.

D. Student and Family Engagement: Addressing Chronic Absenteeism. Actions will be measured by improvement in the number of students who are chronically absent while being principally directed towards the unduplicated count of 88.2%

Goal 2: Pupil Outcomes: SAVA SCUSD will analyze data from assessments to inform decision making that will maximize pupil outcomes. The data will be used to develop plans and create programs to increase student achievement (Priorities 4 and 8)

A. This action provides funds for use of data systems such as Aeries, Illuminate, and iReady to support ongoing assessment, data collection and analysis of academic and SEL needs specific to EL, foster, and low-income students. This data will be used to plan interventions, program changes, and increased services for these student groups. .

B. With a 74.27% UPP the funds are principally directed to support English Learners, Low Income and Foster Youth while serving all students. Actions will be measured by improved assessment scores in both math and ELA.

Goal 3: Engagement: Foster positive relationships with staff, students, parents, and the community as part of a successful learning environment. (Priorities 3, 5, 6)

A. Professional Development: PD will be given to all SAVA staff focused on cultural awareness and meeting the academic, social and emotional needs of students, with a specific focus on the unduplicated pupils.

B. Drop out prevention: SAVA will provide staffing to implement home outreach visits for struggling students or students that have already dropped out of school. Counselors and support staff will provide resources to assist students and families get back on track to graduate.

C. At-Risk Specialist: SAVA will provide funding for an At-Risk specialists who will be responsible as "teacher of record" for students struggling to stay in school. This teacher caseload will consist of students with extreme behavioral or truancy issues.

D. School Counselor: School counselor will lead parent workshops and improve communication with parents of unduplicated pupils.

E. Family Engagement Events: SAVA will host multiple events throughout the school year to engage students and families. Building relationships with students and families is vital to a strong partnership that will lead to academic success for all students, especially our most vulnerable.

F. Safe and Healthy Learning Environment: Addressing School Facilities and School Safety - With an 74.27% UPP the funds are principally directed to support English Learners, Low Income and Foster Youth by providing a safe and healthy learning environment for all students. Actions will be measured by a decrease in student absences.

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

The additional add-on funding will support funding classified staff and will go directly to para educators who would support academic growth and services for ELL, foster and homeless youth.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	n/a	1:21
Staff-to-student ratio of certificated staff providing direct services to students	n/a	1:10

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$530,165.00	\$55,352.00		\$790,382.00	\$1,375,899.00	\$1,103,369.00	\$272,530.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Fund Certificated Teachers	English Learners Foster Youth Low Income	\$331,805.00			\$283,151.00	\$614,956.00
1	1.2	Fund Classified Support Staff	English Learners Foster Youth Low Income	\$45,000.00			\$176,196.00	\$221,196.00
1	1.3	Staff Professional Development	All	\$9,227.00	\$806.00		\$26,333.00	\$36,366.00
1	1.4	Classroom Materials and Supplies	English Learners Foster Youth Low Income	\$3,512.00	\$9,604.00		\$878.00	\$13,994.00
1	1.5	Summer School	English Learners Foster Youth Low Income	\$8,461.00	\$7,431.00			\$15,892.00
1	1.6	Instructional Technology	All	\$4,289.00			\$83,854.00	\$88,143.00
1	1.7	Facility Health and Safety	All				\$11,302.00	\$11,302.00
1	1.8	Curriculum Development	All					
2	2.1	Data and Student Information Systems	All	\$16,102.00			\$2,038.00	\$18,140.00
2	2.2	Coherence	All	\$11,964.00			\$574.00	\$12,538.00
3	3.1	Capturing Kids Hearts	English Learners Foster Youth Low Income	\$4,588.00	\$23,587.00		\$4,132.00	\$32,307.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.2	Diversity/Equity/Inclusion/Access SEL (Hanover)	English Learners Foster Youth Low Income	\$2,400.00				\$2,400.00
3	3.3	Staff Professional Development	English Learners Foster Youth Low Income	\$15,000.00				\$15,000.00
3	3.4	Materials and Supplies	English Learners Foster Youth Low Income		\$3,924.00		\$1,700.00	\$5,624.00
3	3.5	Field Trips	All		\$10,000.00			\$10,000.00
3	3.6	Provide Academic and SEL Support Services	English Learners Foster Youth Low Income	\$14,097.00			\$200,224.00	\$214,321.00
3	3.7	Host Family/Community Engagement Events	English Learners Foster Youth Low Income	\$10,629.00				\$10,629.00
3	3.8	CTE Instructors and Mentors	English Learners Foster Youth Low Income	\$53,091.00				\$53,091.00

2022-23 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
\$1,949,315	485,165	24.89%	0.00%	24.89%	\$488,583.00	0.00%	25.06 %	Total:	\$488,583.00
								LEA-wide Total:	\$488,583.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Fund Certificated Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: SAVA 7-12	\$331,805.00	
1	1.2	Fund Classified Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: SAVA 7-12	\$45,000.00	
1	1.4	Classroom Materials and Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: SAVA 7-12	\$3,512.00	
1	1.5	Summer School	Yes	LEA-wide	English Learners Foster Youth Low Income		\$8,461.00	
3	3.1	Capturing Kids Hearts	Yes	LEA-wide	English Learners Foster Youth Low Income	7-12	\$4,588.00	
3	3.2	Diversity/Equity/Inclusion/Access SEL (Hanover)	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: SAVA 7-12	\$2,400.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.3	Staff Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: SAVA 7-12	\$15,000.00	
3	3.4	Materials and Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: SAVA 7-12		
3	3.5	Field Trips				Specific Schools: SAVA 7-12		
3	3.6	Provide Academic and SEL Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: SAVA 7-12	\$14,097.00	
3	3.7	Host Family/Community Engagement Events	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: SAVA 7-12	\$10,629.00	
3	3.8	CTE Instructors and Mentors	Yes	LEA-wide	English Learners Foster Youth Low Income		\$53,091.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,608,030.19	\$1,522,573.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Fund Certificated Teachers	No	\$405,031.23	567,500
1	1.2	Fund Classified Support Staff	Yes	\$158,074.60	65,896
1	1.3	Staff Professional Development	No	\$19,797.93	8,602
1	1.4	Classroom Materials and Supplies	Yes	\$126,659.53	109,669
1	1.5	Summer School	Yes	\$15,981.48	11,596
1	1.6	Instructional Technology	No	\$278,404.27	186,337
1	1.7	Facility Health and Safety	No	\$22,500.00	0
1	1.8	Curriculum Development	No	\$2,000.00	22,130
2	2.1	Data and Student Information Systems	No	\$7,315.98	12,694
2	2.2	Coherence	No	\$5,000.00	13,003

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Capturing Kids Hearts	Yes	\$15,000.00	41,970
3	3.2	Diversity/Equity/Inclusion/Access SEL (Hanover)	Yes	\$5,000.00	5,139
3	3.3	Staff Professional Development	Yes	\$10,000.00	15,000
3	3.4	Materials and Supplies	Yes	\$10,000.00	0
3	3.5	Field Trips	Yes	\$5,000.00	0
3	3.6	Provide Academic and SEL Support Services	Yes	\$423,599.47	367,297
3	3.7	Host Family/Community Engagement Events	Yes	\$1,000.00	280
3	3.8	CTE Instructors and Mentors	Yes	\$97,665.70	95,460

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
377434	\$442,817.20	\$712,307.00	(\$269,489.80)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Fund Classified Support Staff	Yes	\$158,074.60	\$65,896		
1	1.4	Classroom Materials and Supplies	Yes	\$77,825.05	\$109,669		
1	1.5	Summer School	Yes	\$15,981.48	\$11,596		
3	3.1	Capturing Kids Hearts	Yes	\$5,000.00	41970		
3	3.2	Diversity/Equity/Inclusion/Access SEL (Hanover)	Yes	\$5,000.00	5139		
3	3.3	Staff Professional Development	Yes	\$10,000.00	15000		
3	3.4	Materials and Supplies	Yes	\$10,000.00	0		
3	3.5	Field Trips	Yes	\$5,000.00	0		
3	3.6	Provide Academic and SEL Support Services	Yes	\$57,270.37	367297		
3	3.7	Host Family/Community Engagement Events	Yes	\$1,000.00	280		
3	3.8	CTE Instructors and Mentors	Yes	\$97,665.70	95460		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1552427	377434	0	24.31%	\$712,307.00	0.00%	45.88%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

California Department of Education
January 2022