

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sierra Charter School

CDS Code: 10-62166-0114355

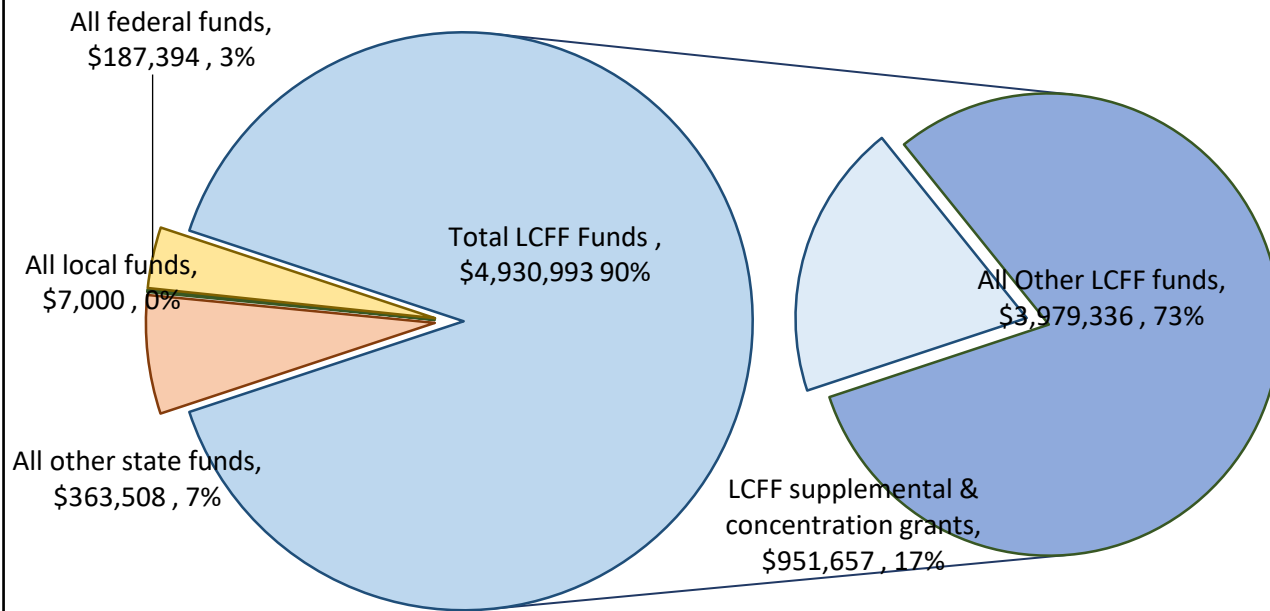
School Year: 2021 – 22

LEA contact information: Sherry lida

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 2021 – 22 School Year

Projected Revenue by Fund Source

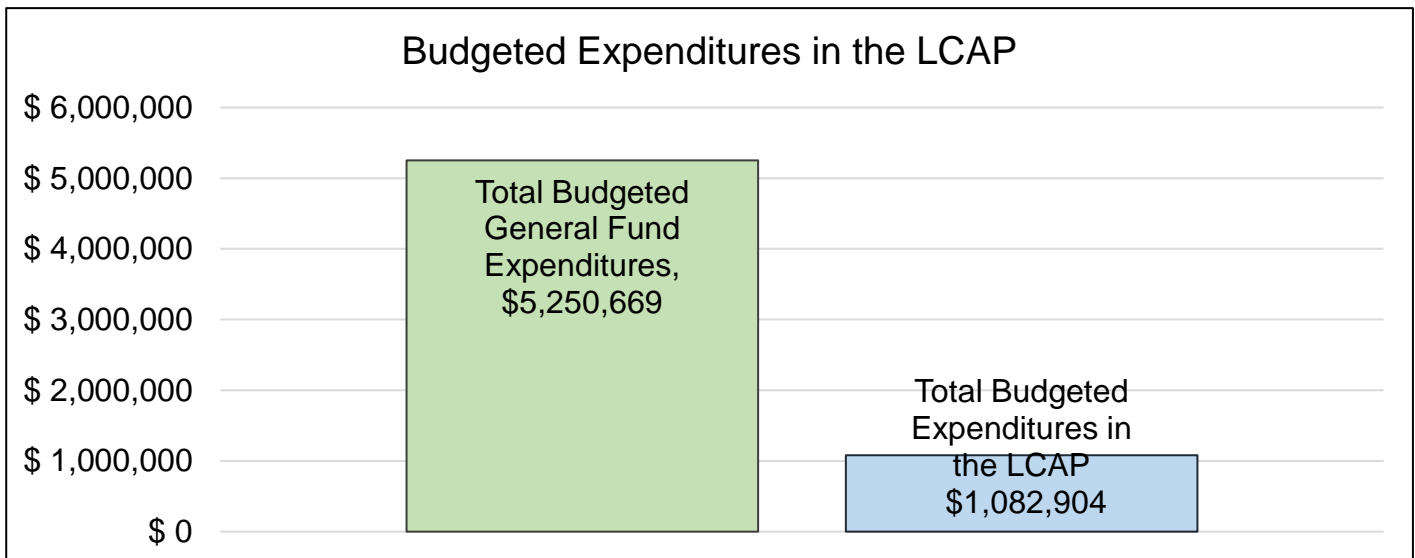


This chart shows the total general purpose revenue Sierra Charter School expects to receive in the coming year from all sources.

LCFF Budget Overview for Parents

The total revenue projected for Sierra Charter School is \$5,488,895.00, of which \$4,930,993.00 is Local Control Funding Formula (LCFF), \$363,508.00 is other state funds, \$7,000.00 is local funds, and \$187,394.00 is federal funds. Of the \$4,930,993.00 in LCFF Funds, \$951,657.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



This chart provides a quick summary of how much Sierra Charter School plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Sierra Charter School plans to spend \$5,250,669.00 for the 2021 – 22 school year. Of that amount, \$1,082,904.00 is tied to actions/services in the LCAP and \$4,167,765.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Salaries/benefits: teachers, support & classified staff, instr. materials, liability, insurance, utilities, facilities, contracted serv (speech, OT, FMS), online curr licences, legal, phone/internet & oversite fees

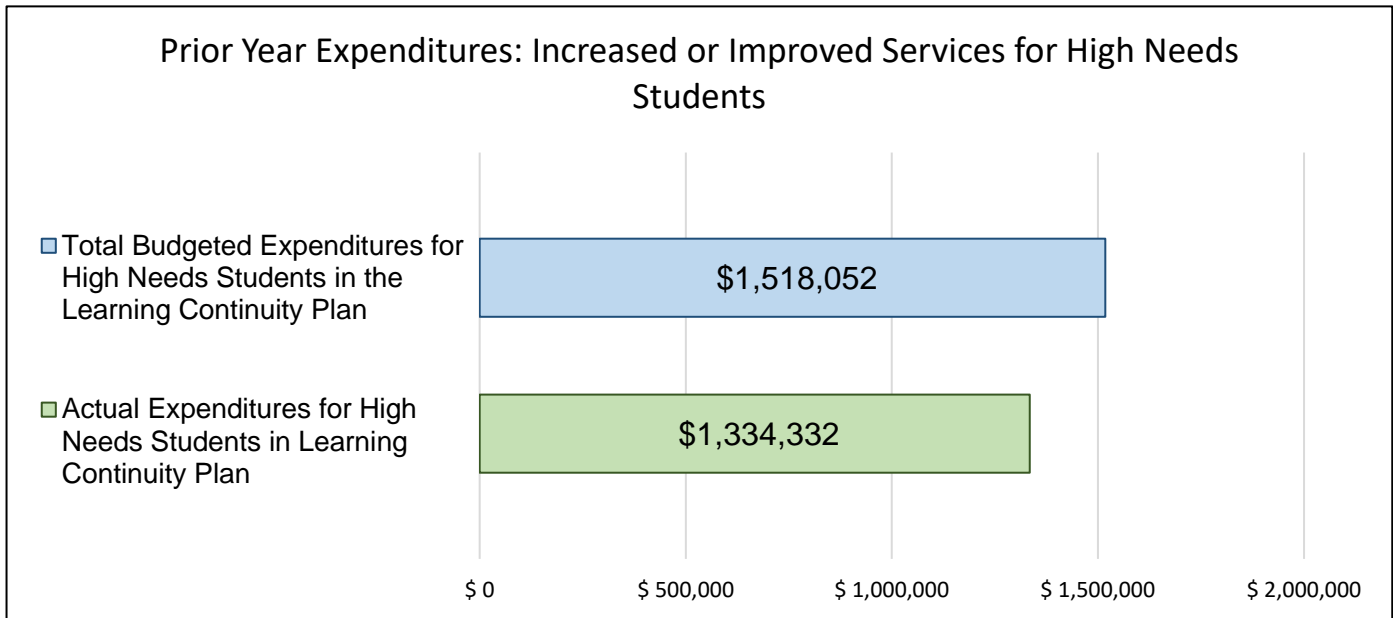
LCFF Budget Overview for Parents

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Sierra Charter School is projecting it will receive \$951,657.00 based on the enrollment of foster youth, English learner, and low-income students. Sierra Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Sierra Charter School plans to spend \$951,657.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



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

In 2020 – 21, Sierra Charter School's Learning Continuity Plan budgeted \$1,518,052.00 for planned actions to increase or improve services for high needs students. Sierra Charter School actually spent \$1,334,332.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of \$183,720.00 had the following impact on Sierra Charter School's ability to increase or improve services for high needs students:

The budgeted expenditures included all funding sources as contributing. Only \$1,079,846 was contributing and \$438,206 was not contributing, which included EPA = \$141,168, Sp Ed = \$70,676, Title I = \$29,152, ESSER I = \$121,229, CR = \$34,110, and GF Learning Loss = \$41,871. Therefore, the actual expenditures to improve services for high needs students is \$254,486 more than the budgeted expenditures for the planned action and services. (Supplemental & Concentration funds were \$946,755 at 3rd Interim)

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sierra Charter School	Lisa Marasco, Principal/CEO	lmarasco@sierracharter.org (559) 476-3401

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Professional development will be provided yearly in the areas of curriculum planning and analysis, resources and support.

State and/or Local Priorities addressed by this goal:

State Priorities: #s 1, 2, 7

Local Priorities: Professional Development (Basics)

Annual Measurable Outcomes

Expected	Actual
93% Teachers fully credentialed and assigned appropriately	91% Teachers fully credentialed and assigned appropriately
100% participation of identified staff in PD (regular year)	100% participation of identified staff in PD (regular year)

Expected	Actual
100% participation of identified staff in PD (summer)	100% participation of identified staff in PD (summer)
100% access to all grade level instructional materials	100% access to all grade level instructional materials
100% of science curriculum aligned to NGSS	100% of science curriculum aligned to NGSS
100% EL access to CCSS	100% EL access to CCSS
50% identified ELD standards embedded into the General-Ed curriculum when applicable	50% identified ELD standards embedded into the general-ed curriculum when applicable
35% graduates satisfied A-G requirements	

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
1. Professional Development on Fridays	\$26,842 LCFF \$2,930 SPED \$1,622 Title I \$6,069 EPA \$916 ESSA-CSI	\$25,780 LCFF \$2,701 SPED \$716 Title I \$4,217 EPA \$0 ESSA-CSI
2. Summer curriculum hours for all certificated staff	\$69,976 LCFF \$19,826 EPA \$5,297 Title I \$5,953 SPED	\$67,836 LCFF \$16,028 EPA \$2,340 Title I \$3,893 SPED
3. ELD training for teachers provided by EL Department Chair	\$5,368 LCFF \$324 Title I \$1,214 EPA \$586 SPED \$183 ESSA-CSI	\$4,905 LCFF \$143 Title I \$809 EPA \$475 SPED \$0 ESSA-CSI
4. EL Teacher daily instruction, tutoring and curriculum development	\$91,562 LCFF	\$97,409 LCFF

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Actions/Services were moved to other goals.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Campus closure due to COVID-19.

Goal 2

Students will be provided with more academic support through one-on-one, small group and classroom instruction by all certificated staff to increase pupil achievement outcomes.

State and/or Local Priorities addressed by this goal:

State Priorities: #s 4, 8

Local Priorities: SCS assessments (Academic Standards)

Annual Measurable Outcomes

Expected	Actual
100% participation of identified staff for data analysis training for SBAC and LGL	100% participation of identified staff for data analysis training for SBAC and LGL
Increase reading comprehension on LGL post-tests by 5%	All tests/assessments were suspended in 2020
Decrease the number of points below Level 3 in grades 3-8, 11 for ELA	All tests/assessments were suspended in 2020
Decrease the number of points below Level 3 in grades 3-8, 11 for Math	All tests/assessments were suspended in 2020
20% achieve Level 4 Well Developed on ELPAC	All tests/assessments were suspended in 2020
100% participation in ELA on SBAC	All tests/assessments were suspended in 2020
100% participation in Math on SBAC	All tests/assessments were suspended in 2020
Increase % of students meeting "Prepared Level" to 15% on the College/Career Indicator	All tests/assessments were suspended in 2020

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
1. Pre and post LGL testing	\$7,000 Lottery Unrestricted	\$7,000 Lottery Unrestricted
2. Training on analyzing test scores for SBAC and LGL (beginning prep days)	\$24,792 LCFF \$2,587 SPED \$1,513 Title I \$5,665 EPA \$794 ESSA-CSI	\$24,494 LCFF \$2,976 SPED \$699 Title I \$3,775 EPA \$0 ESSA-CSI
3. Using Friday staff development days develop and implement strategies to increase pupil achievement outcomes	\$5,368 LCFF \$586 SPED \$324 Title I \$1,214 EPA \$183 ESSA-CSI	\$5,063 LCFF \$475 SPED \$143 Title I \$809 EPA \$0 ESSA-CSI
4. Providing Dual Enrollment/CTE classes on campus to increase College/Career preparedness	\$81,039 (CTE) Title I	\$85,300 (CTE) Title I
5. Student Support from additional staff	\$647,763 LCFF	\$666,744 LCFF \$3,178 SPED \$1,910 Title I \$13,084EPA
6. ESSA-CSI tutoring service to raise test scores and graduation rates	\$38,851 ESSA-CSI \$25,688 Low Performing Grant	\$0 ESSA-CSI \$0 Low Performing Grant

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Tutoring services were not implemented due to campus closure

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Campus closure due to COVID-19.

Goal 3

The school campus will be a safe and calm environment that will promote student trust and ownership and continued parent involvement that leads to increased enrollment and decrease mobility.

State and/or Local Priorities addressed by this goal:

State Priorities: #s 3, 5, 6

Local Priorities: Safe school campus

Annual Measurable Outcomes

Expected	Actual
98% P2 attendance	99% P2 attendance
2% Chronic absenteeism	Dashboard suspended in 2020
0% Expulsions	Dashboard suspended in 2020
Increase Graduation Rate by 8%	Dashboard suspended in 2020
0-1% Middle School Dropout Rate	Dashboard suspended in 2020
Decrease High School Dropout Rate by 11%	Dashboard suspended in 2020
Student Mobility to 40%	Dashboard suspended in 2020
0% conditions needing attention during “school safety walk”	0% conditions needing attention during “school safety walk”
100% attendance in beginning of year orientations	100% attendance in beginning of year orientations

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
1. Professional development on Fridays	\$16,105 LCFF \$1,758 SPED \$973 Title I \$3,642 EPA \$549 ESSA-CSI	\$10,312 LCFF \$1,217 SPED \$286 Title I \$1,616 EPA \$0 ESSA-CSI
2. Instructional aides for identified grades	\$18,890 Title I \$20,150 LCFF	\$19,041 Title I \$20,310 LCFF
3. Daily monitoring of campus by identified staff	\$21,879 LCFF	\$21,886 LCFF
4. Periodic review of safety plan and procedures	\$4,257 LCFF \$3,079 LCFF	\$4,205 LCFF \$3,359 LCFF
5. Student Support from additional staff	\$647,764 LCFF	\$346,048 LCFF \$3,178 SPED \$1,910 Title I \$13,084 EPA
6. ESSA-CSI tutoring service to raise test scores and graduation rates	\$62,306 ESSA-CSI	\$90,709 ESSA-CSI
7. Tracking system to monitor	\$62,163 ESSA-CSI	\$17,240 ESSA-CSI
8. Credit recovery curriculum	\$9,122 ESSA-CSI	\$14,012 ESSA-CSI

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Increase in Actions/Services moved from Goal 1.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Campus closure due to COVID-19.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<ul style="list-style-type: none"> • Credit Recovery Classes • Intervention Classes • Safe Classroom Equipment through daily disinfecting 	\$342,554	\$380,199 \$190,772	Y N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

<p>Credit Recovery Classes (on-site) - \$21,174 Intervention Classes (not on-site, virtual) - \$483,305 Safe Classroom - Daily cleaning, hand sanitizer & air purifiers - \$66,492</p>
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Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

<p>The school was not allowed to open for in-person instruction during the 2020-21 school year. Co-horts were allowed the last 6 weeks of the year and credit recovery was offered to them.</p>

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Due to the closed campus, computers and hotspots were purchased to provide all students with connectivity for the SCS Independent Study program.	\$186,681	\$184,919 \$134,178	Y N
The Maintenance Technician is being given a stipend to assist students with technology issues.	\$6,554	\$6,560	Y N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Actions added due to school campus closure for the 2020-21 school year:

Teacher Tablets - \$75,032

Webinars-Trainings - \$32,826

Software – Assessment = \$7,000 & On-Line Science Labs = \$5,000

Assessments - \$79,333

Postage – \$12,965

Computers & Hotspots - \$106,941

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

2020 summer project (60 hours) allowed all teachers to prepare curriculum (videos) that would instruct the students during the 2020-21 school year if the campus was not allowed to reopen.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Teachers and High School Advisor availability for weekly support.	\$858,618	\$551,518 \$346,807	Y N
Zoom meetings provided by EL Teacher and Instructional Aide for identified EL students.	\$119,670	\$108,716	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Actions added due to school campus closure for the 2020-21 school year:

Teacher's Weekly Support - \$733,955

High School Advisor - \$85,058

Counselor - \$59,143 added

School Psychologist - \$20,169

EL Teacher & Instructional Aide - \$108,716 (Instr. Aide resigned)

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The intervention classes were still provided virtually and helped to reduce learning loss. Summer school was provided in the summer of 2021 to also reduce learning loss.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

School Psychologist was available to all students, families and staff

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The School Psychologist reached out to families in need.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

N/A

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	Instructional aide must remain at home to provide for special needs daughter due to closure of daughter's adult services program.	\$3,975	\$3,673 \$108,980 \$ 41,995	N Y N

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Actions added due to school campus closure for the 2020-21 school year:
 Curriculum Development Days (7) - \$118,748
 Summer Project (60 hours) - \$32,227

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The instructional staff will continue to refine the courses they teach and implement more strategic methods when providing curriculum through google classroom.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pre and post Let's Go Learn and SBAC assessments will be analyzed in all grade levels. Summer school will be offered in 2021 and 2022.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The curriculum development and summer project implemented contributed towards meeting the increased or improved services requirement.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Pupil learning loss will be monitored the next few years and services will be provided when the need is identified.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sierra Charter School	Lisa Marasco, Principal/CEO	Imarasco@sierracharter.org (559) 476-3401

Plan Summary [LCAP Year]

General Information

A description of the LEA, its schools, and its students.

Sierra Charter School (SCS) is a K-12 Personalized Learning Public Charter School utilizing a unique definition of Independent Study to teach students. The demographic breakdown as of 2020 CBEDS of 405 students was 70% Hispanic or Latino, 9% White, 7% African American, 7% American Indian or Alaska Native, 4% Asian and 3% for Filipino and Pacific Islander. Our Socio-economically Disadvantaged was 68%, Special Education 13% and English Language Learners 6%. In keeping with the schoolwide student goals; literacy, math, science, social science and technology are the school’s main areas of focus. This is why the direction of the school has changed from a traditional Independent Study format. With the focus towards implementing a hybrid model of mastery learning, alignment to the CCSS, digital education, small group instruction, peer collaboration, evidenced-driven intervention and more required time on campus, increased achievement results are projected.

Reflections: Successes

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

All teachers at SCS should be commended on their quick response to developing and implementing a remote learning program for the 2020-21 school year. Their creativeness and unique ideas allowed them to develop engaging lessons that prevented the majority of the students to have learning loss during the COVID-19 pandemic. In addition summer school will be offered in 2021 and 2022.

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.

1. Professional development will be provided yearly in the areas of curriculum planning and analysis, resources and support.
2. Students will be provided with more academic support through one-on-one, small group and classroom instruction by all certificated staff to increase pupil achievement outcomes.

3. The school campus will be a safe and calm environment that will promote student trust and ownership and continued parent involvement that leads to increased enrollment and decrease mobility.

LCAP Highlights

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

Based on suggestions from all stakeholders the following goals were identified.

Goal 1 - Professional development will be provided yearly in the areas of teacher improvement, curriculum planning and analysis, resources and support.

Goal 2 - Students will be provided with more academic support through one-on-one, small and large group instruction by certificated staff to increase pupil achievement outcomes.

Goal 3 - Lower suspension rates and increase student enrollment, graduation rate and attendance in a safe environment.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

School board members and school staff were involved through zoom meetings. Teachers communicated information to parents through phone calls or emails.

A summary of the feedback provided by specific stakeholder groups.

- Identify learning loss and provide supplemental instruction
- Provide a safe environment for staff and students
- Offer an in-person quality independent study program

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Stakeholder input was considered when developing the goals and actions.

Goals and Actions

Goal

Goal #	Description
1	Professional development will be provided yearly in the areas of teacher improvement, curriculum planning and analysis, resources and support.

An explanation of why the LEA has developed this goal.

The goal was developed due to the need for professional development and trainings to increase the number of effective teachers at the school, guarantee standards-aligned instructional materials for all students and provide ELD standards into the general-ed curriculum for all EL students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately assigned and fully credentialed teachers	In 2021-22, 85% of the teachers were fully credentialed and 4% of the teachers are misassigned.				100% of the teachers will be fully credentialed and 100% appropriately assigned for the students they are teaching.
Professional Development days	In 2021-22, 100% of the teaching staff will participate in professional development that is appropriately assigned for their grade level and course taught.				100% of the teaching staff will participate in professional development that is appropriately assigned for their grade level and course taught.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Summer curriculum development days	In 2021-22, 100% of the teaching staff will participate in summer curriculum development days.				100% of the teaching staff will participate in summer curriculum development days.
Access to standards aligned instructional curriculum.	In 2021-22 100% of the teaching staff will participate summer curriculum development days.				100% of the teaching staff will participate summer curriculum development days.
Implement state standards, including ELD, for all students.	In 2021-22, 100% of the students will receive curriculum that includes state and ELD standards.				100% of the students will receive curriculum that includes state and ELD standards.

Actions

Action #	Title	Description	Total Funds	Contributing
1.	Teacher Induction/CLAD Certificate	Staff that needs to clear their preliminary credential will be enrolled in the 2-year teacher induction program or CLAD certification program.	\$15,857	N
2.	Professional Development	Training will be provided to instructional staff on SPED, 504 and SEL.	\$15,160 Total	
			\$10,410	Y
			\$ 4,750	N
3.	Curriculum Development	Designated days during the summer will be scheduled for developing the curriculum.	\$47,076 Total	
			\$31,857	Y
			\$15,219	N

Action #	Title	Description	Total Funds	Contributing
4.	ELD Standards	Instructional staff will be provided with training on embedding ELD standards into the curriculum.	\$5,036 Total \$3,470 \$1,566	Y N
5.	EL Support	EL teacher provides daily instruction, tutoring, and curriculum development.	\$102,866	Y

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal

Goal #	Description
2	Students will be provided with more academic support through one-on-one, small and large group instruction by certificated staff to increase pupil achievement outcomes.

An explanation of why the LEA has developed this goal.

This goal was developed based on prior years' California Dashboard scores.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard ELA	<p>In 2019, on the ELA CAASPP, scores increased 22.2 points.</p> <p>The 2020 CAASPP assessments were waived due to the COVID-19 pandemic.</p> <p>2021 Data will become the baseline.</p>				Points will be increased.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard Math	<p>In 2019, on the Math CAASPP, scores increased 14.6 points.</p> <p>The 2020 CAASPP assessments were waived due to the COVID-19 pandemic.</p> <p>2021 data will become the baseline.</p>				Points will be increased.
CA Dashboard EL Progress	<p>In 2019, 28% made progress towards English language proficiency.</p> <p>Due to the COVID-19 pandemic, reporting of progress was suspended on the CA Dashboard.</p> <p>2021 data will become the baseline.</p>				Percentage of students progressing will be increased.
CA Dashboard College/Career	<p>In 2019, 12.3% of students were prepared for college or career.</p> <p>Due to the COVID-19 pandemic, reporting of progress was suspended on the CA Dashboard.</p> <p>2021 data will become the baseline.</p>				Percentage of students prepared will be increased.

Actions

Action #	Title	Description	Total Funds	Contributing
1.	Let's Go Learn (LGL) Software	Yearly subscription of LGL software will be purchased.	\$7,000	Y
2.	Pre- and Post-Testing of LGL and SBAC	Instructional staff will monitor the pre- and post-testing of the LGL assessment in ELA and math	\$33,623 Total \$26,716 \$ 6,907	Y N
3.	LGL and SBAC Analysis Training	Instructional staff will be trained at the beginning of the year on analyzing test scores and using the results to drive curriculum.	\$10,072 Total \$ 6,940 \$ 3,132	Y N
4.	Professional Development	Monday afternoons will be used for grade level teams to develop and implement strategies to increase pupil assessment outcomes.	\$5,036 Total \$3,470 \$1,566	Y N
5.	Dual Enrollment/CTE	Provide Dual enrollment/CTE classes on campus to increase College/Career preparedness.	\$37,075 Total \$29,821 \$ 7,254	Y N
6.	Intervention Support	Provide intervention support for students not staying on pace.	\$364,058 Total \$339,506 \$ 24,552	Y N
7.	High School Counselor	Counselor will provide resources for students on college and career.	\$62,288	Y
8.	Teacher Aide	Aide to support teacher at identified grade(s)	\$20,759	Y

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Goal

Goal #	Description
3	Lower suspension rates and increase student enrollment, graduation rate and attendance in a safe environment.

An explanation of why the LEA has developed this goal.

This goal was developed because it is the belief of the school’s Administrative team that by providing a safe and calm school campus with continuing parent involvement, student’s trust and ownership will be promoted which should impact enrollment, attendance and graduation rate.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard Chronic Absenteeism	In 2019, 1.9% of the students were chronically absent. Due to the COVID-19 pandemic, reporting of progress was suspended on the CA Dashboard. 2021 data will become the baseline.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Decrease in percentage of students chronically absent.
CA Dashboard Suspension Rate	In 2019, 0% of the students were suspended Due to the COVID-19 pandemic, reporting of progress was suspended on the CA Dashboard. 2021 data will become the baseline.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Maintain 0 percent of students suspended.
CA Dashboard Graduation Rate	In 2019, 67.9% of the students in their cohort graduated. Due to the COVID-19 pandemic, reporting of progress was suspended on the CA Dashboard. 2021 data will become the baseline.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Increase the percentage of students in the cohort graduating.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Safe School Report	In 2019, 0% conditions needing attention during “school safety walk”. In 2020, the school campus was closed due to the COVID-19 pandemic. 2021 data will become the baseline.				0% of conditions need attention during the “school safety walk”.
Parent Involvement	In 2019, 100% of students’ parents attended the school orientation upon enrollment. In 2020, the school campus was closed due to the COVID-19 pandemic. 2021 data will become the baseline.				100%of students’ parents attended the school orientation upon enrollment.

Actions

Action #	Title	Description	Total Funds	Contributing
1.	Professional Development	Monday afternoons will be used for grade level teams to develop and implement instructional strategies.	\$96,657 Total \$67,961 \$28,696	Y N

Action #	Title	Description	Total Funds	Contributing
2.	Safety Training	Staff will be trained on campus safety protocol.	\$5,625 Total \$4,059 \$1,566	Y N
3.	Campus Safety	Campus monitoring will be performed daily by identified staff.	\$23,354	Y
4.	Safety Plan	Periodic review of safety plan and procedures will occur.	\$ 7,738	Y
5.	Credit Recovery	Support classes will be offered to keep students on pace for graduation.	\$134,031 Total \$113,849 \$ 20,182	Y N
6.	High School Advisor	The high school advisor will work with the 12 th grade instructional team to increase the graduation rate.	\$89,593	Y

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
23.91%	\$951,657

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures 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.

Sierra Charter School was identified as School-wide, therefore providing services to all. Every teacher has a caseload that averages around 27 students which allows them to personalize their support based on need. They are informed which of those students that are identified as SPED, EL and Foster Youth. If they require additional support, the teacher can then adjust the instruction based on need.

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

EL Teacher - \$102,866

ELD Training - \$3,470

Other (teacher aide, trainings, CTE, high school advisor, counselor, curriculum development, intervention, credit recovery, assessments, additional weekly support, safety plan, safe campus, professional development) - \$845,321

Total - \$951,657

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders 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 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 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 stakeholders 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 stakeholder engagement tool.

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 stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 students and community. 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, stakeholder input, 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? 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders 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 stakeholder groups 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 stakeholder 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 stakeholder engagement 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 stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder 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 stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests 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 stakeholder 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 stakeholders 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 stakeholders 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 stakeholders. 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 stakeholders, 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.

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 2020–2021 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 .

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 expenditure 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 expenditure 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. Minor variances in expenditures 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 stakeholders. 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 stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

For 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% 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% 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%: For school districts with an unduplicated pupil percentage of 55% 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%: For school districts with an unduplicated pupil percentage of less than 55%, 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% 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% 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. 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.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** 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 K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **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.

Annual Update Table Year 1 - Sierra Charter School 2021-22

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:	\$ 1,082,904	\$ -

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
1	1	Teacher Induction/CLAD Certificate	No	\$ 15,857	
1	2A	Professional Development	Yes	\$ 10,410	
1	2B	Professional Development	No	\$ 4,750	
1	3A	Curriculum Development	Yes	\$ 31,857	
1	3B	Curriculum Development	No	\$ 15,219	
1	4A	ELD Standards	Yes	\$ 3,470	
1	4B	ELD Standards	No	\$ 1,566	
1	5	EL Support	Yes	\$ 102,866	
2	1	Let's Go Learn (LGL) Software	Yes	\$ 7,000	
2	2A	Pre- and Post-Testing of LGL and SBAC	Yes	\$ 26,716	
2	2B	Pre- and Post-Testing of LGL and SBAC	No	\$ 6,907	
2	3A	LGL and SBAC Analysis Training	Yes	\$ 6,940	
2	3B	LGL and SBAC Analysis Training	No	\$ 3,132	
2	4A	Professional Development	Yes	\$ 3,470	
2	4B	Professional Development	No	\$ 1,566	
2	5A	Dual Enrollment/CTE	Yes	\$ 29,821	
2	5B	Dual Enrollment/CTE	No	\$ 7,254	
2	6A	Intervention Support	Yes	\$ 339,506	
2	6B	Intervention Support	No	\$ 24,552	
2	7	High School Counselor	Yes	\$ 62,288	
2	8	Teacher Aide	Yes	\$ 20,759	
3	1A	Professional Development	Yes	\$ 67,961	
3	1B	Professional Development	No	\$ 28,696	
3	2A	Safety Training	Yes	\$ 4,059	
3	2B	Safety Training	No	\$ 1,566	
3	3	Campus Safety	Yes	\$ 23,354	
3	4	Safety Plan	Yes	\$ 7,738	
3	5A	Credit Recovery	Yes	\$ 113,849	
3	5B	Credit Recovery	No	\$ 20,182	
3	6	High School Advisor	Yes	\$ 89,593	