LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Insight School of California

CDS Code: 15636280127209

School Year: 2021-22

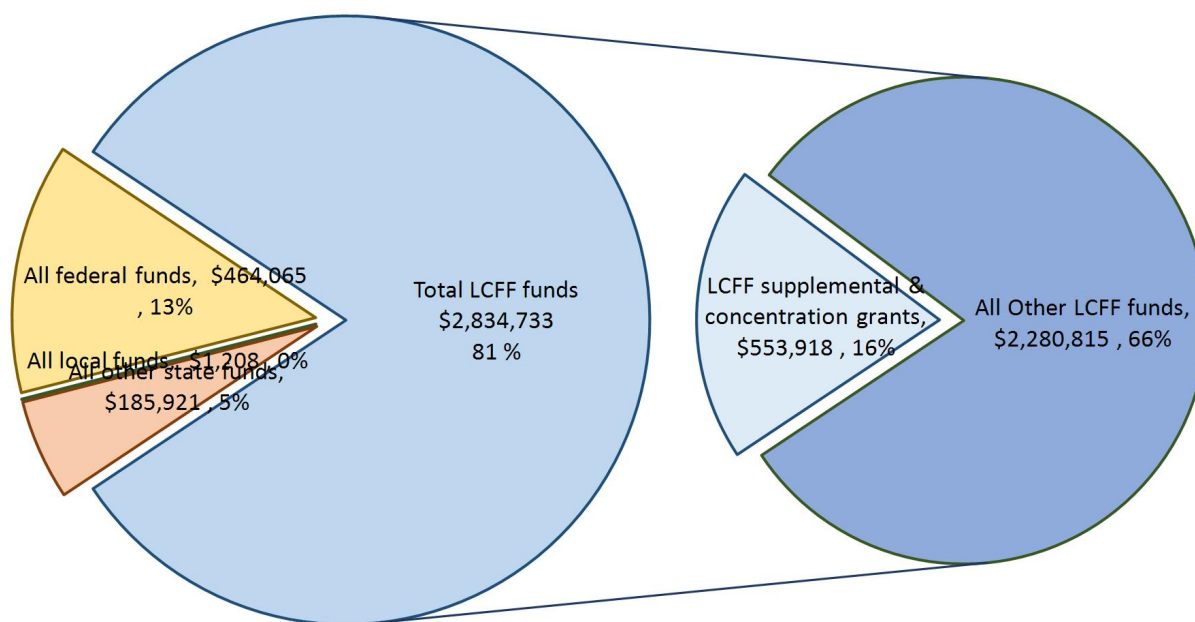LEA contact information:

Morgan Vincent

Academic Administrator

951-894-9089

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

All federal funds, $464,065 , 13%

All local funds, $1,208 , 0%

All other state funds, $185,921 , 5%

Total LCFF funds $2,834,733 81 %

LCFF supplemental & concentration grants, $553,918 , 16%

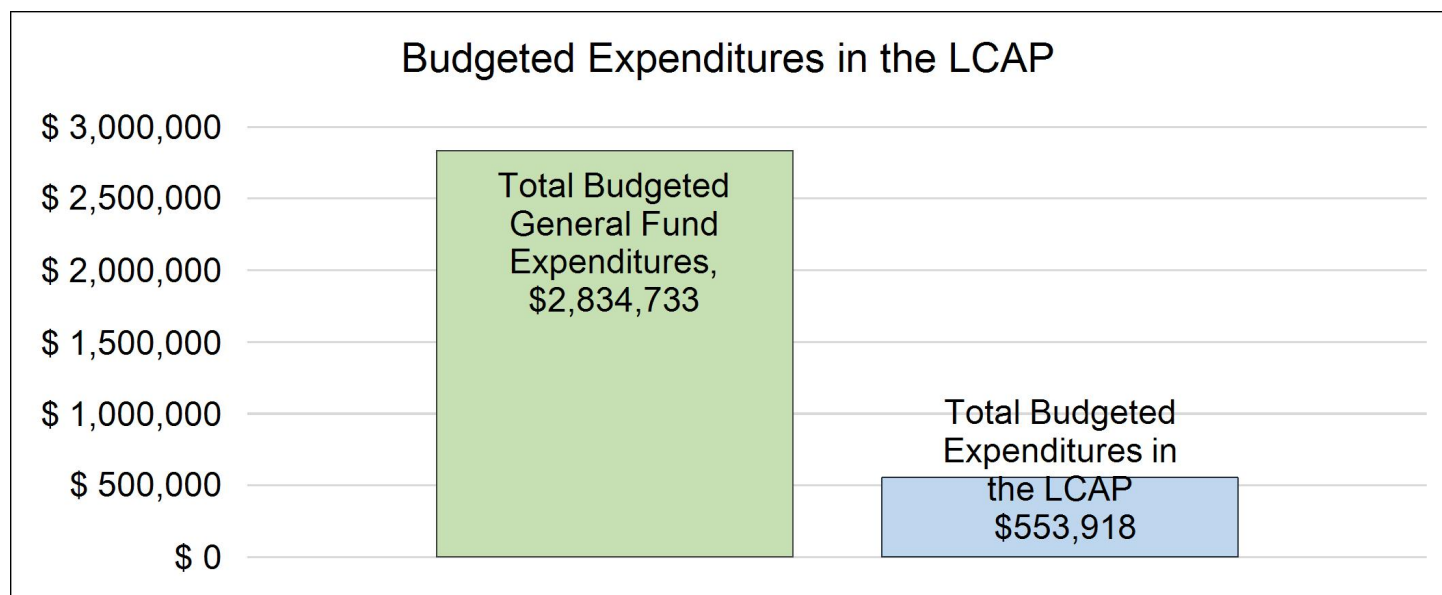All Other LCFF funds, $2,280,815 , 66%

This chart shows the total general purpose revenue Insight School of California expects to receive in the coming year from all sources.

The total revenue projected for Insight School of California is $3,485,927, of which $2834733 is Local Control Funding Formula (LCFF), $185921 is other state funds, $1208 is local funds, and $464065 is federal funds. Of the $2834733 in LCFF Funds, $553918 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

$ 3,000,000	
$ 2,500,000	
$ 2,000,000	Total Budgeted General Fund Expenditures, $2,834,733
$ 1,500,000	
$ 1,000,000	
$ 500,000	Total Budgeted Expenditures in the LCAP $553,918
$ 0	

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

Insight School of California plans to spend $2834733 for the 2021-22 school year. Of that amount, $553918 is tied to actions/services in the LCAP and $2,280,815 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
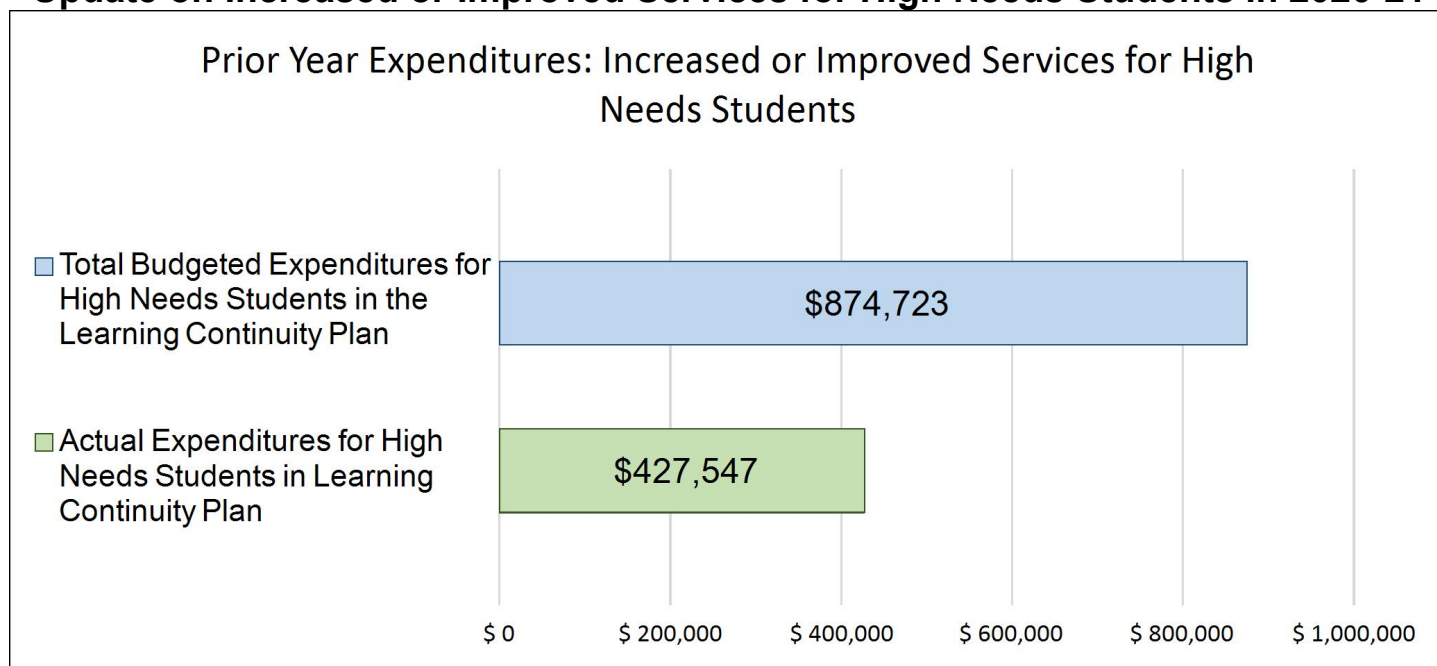
General funded instruction and instruction-related materials and services, certificated staff salaries and benefits, classified staff salaries and benefits, teaching supplies and materials, and general administrative support and facilities.

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

In 2021-22, Insight School of California is projecting it will receive $553918 based on the enrollment of foster youth, English learner, and low-income students. Insight School of California must describe how it intends to increase or improve services for high needs students in the LCAP. Insight School of California plans to spend $553918 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

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

Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan: **$874,723**

Actual Expenditures for High Needs Students in Learning Continuity Plan: **$427,547**

This chart compares what Insight School of California 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 Insight School of California 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, Insight School of California's Learning Continuity Plan budgeted $874723 for planned actions to increase or improve services for high needs students. Insight School of California actually spent $427547 for actions to increase or improve services for high needs students in 2020-21.

Even though the school was funded based on last year's P2 ADA, the school was not able to meet this goal's budgeted expenditures due to a material decrease in actual enrollment 2020-21. The school plans to utilize funds to provide additional programs and services that focus on core course completion for high school.

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

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

LEA Name	Contact Name and Title	Email and Phone
Insight School of California	Morgan Vincent Academic Administrator	movincent@k12insightca.org 951-894-9089

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

Increase student achievement for all students with academic interventions in place to eliminate barriers to student success

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator College/Career Readiness **Baseline** 2.2% prepared	1.1% prepared
Metric/Indicator SBAC Math grades 11 (Standards Exceeded or Met) **19-20** 5% decrease in number of points below standard in Math (176 points below) **Baseline** 1% of 11th grade students met or exceed Math Standards	No data available
Metric/Indicator SBAC ELA grades 11 (Standards Exceeded or Met) **19-20** 5% decrease in number of points below standard in ELA (62.4 points below) **Baseline** 21% of 11th grade students met or exceeded ELA Standards	No data available

Expected	Actual
Metric/Indicator % of pupils at/above grade level (HS level course) on Math Assessment (or other local measure) **19-20** 35% of students will be on or above grade level in math by the end of the school year based on Math Assessment **Baseline** 17.2% of students on or above grade level on Math Assessment	23.78% at/above grade level
Metric/Indicator % of pupils at/above grade level on Reading Assessment (or other local measure) **19-20** 35% of students will be on or above grade level in reading by the end of the school year based on Reading Assessment **Baseline** 2.8% of students were on or above grade level in reading on Reading Assessment	16.32% at/above grade level
Metric/Indicator Course Pass Rate **19-20** Maintain at least 80% overall passrate **Baseline** 77.6% Overall Student Passrate	57.4%
Metric/Indicator	44.4%

Expected	Actual
EL reclassification rate **19-20** 35% of EL students will be reclassified **Baseline** 5.6% EL student reclassified	
Metric/Indicator Percentage of English learner pupils who make progress toward English proficiency **19-20** Increase percentage of EL students at Levels 2, 3, and 4 by 2% each **Baseline** Fewer than 30 ELL students test for ELL progress and proficiency	Fewer than 30 ELL students test for ELL progress and proficiency
Metric/Indicator % of 4-year Cohort that Completed a-g requirements **19-20** Due to nature of our program students are not eligible to attend a UC or CSU system after graduation, they must first attend a community college and transfer in. **Baseline** N/A	n/a
Metric/Indicator	n/a

Expected	Actual
% of pupil who scored Ready on the Early Assessment Program (EAP) ELA Test **19-20** Due to nature of our program students are not eligible to attend a UC or CSU system after graduation, they must first attend a community college and transfer in. Therefore, the students would not satisfy entrance requirements or participate in the Early Assessment Program **Baseline** N/A	
19-20	
Metric/Indicator	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Professional Development that includes the 2019 RAPSA conference for additional supports in teaching methods for the at-risk population.	Training, materials, teachers LCFF Supplemental and Concentration 433,546.89 Professional Development Title II 11,692 Professional Development Title I 15,000	Training, materials, teachers LCFF Supplemental and Concentration 81,729.35 Professional Development Title II 11,700 Professional Development Title I 15,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Create an Individualized Graduation Plan for each student and utilize a Response to Intervention model to determine level of support each pupil needs. Verify pupils have access through their online learning system to standards aligned curriculum.	Student Information System (SIS) LCFF Supplemental and Concentration 10,332.45	Student Information System (SIS) LCFF Supplemental and Concentration 10,196.52
Review and Maintain Pacing Guide to ensure proper alignments for CCSS and curriculum		
Clear and early communication regarding testing window and test sites.		
Maintain instructional time with credentialed teacher. Regular and consistent evaluation of student work samples to identify gaps in skills, provide ongoing feedback, and determine appropriate supports and interventions.		
Teachers provide targeted tutoring and small group instruction. Instruction is based on targeted areas of deficiency as identified by curriculum assessments aligned to CCSS and the diagnostic and interim assessment.		
Comprehensive English Language development program addressing language and academic needs of diverse EL population. Develop a plan for supporting long-term ELs. Track the progress of each RFEP student and provide targeted interventions when students are not meeting standards.	ELD Support: Teachers (Lead), Clerk, Curriculum LCFF Supplemental and Concentration 11,015.03	ELD Support: Teachers (Lead), Clerk, Curriculum LCFF Supplemental and Concentration 8,196.80
Family Academic Support Liaisons: Family Academic Support Team (FAST) provides academic assistance, encouragement, and support to students and learning coaches when such support/assistance is deemed necessary to achieve academic success in the virtual school environment. The goal is to identify the root issue that is prohibiting the student from being successful in school, provide targeted support to build relationships, and bring about success and engagement.	Family Academic Support Liaisons LCFF Supplemental and Concentration 51,496.80 Family Academic Support Liaisons Title I 100,000	Family Academic Support Liaisons LCFF Supplemental and Concentration 39,936.13 Family Academic Support Liaisons Title I 100,000
Providing additional educational resources for students within the classroom to support student achievement.		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
College/Career Readiness will be supported in the community by providing in-person events to include visiting community college campuses and vocational education programs	Outings for vocational ed and community colleges ESSA Comprehensive Support and Improvement (CSI) Local Educational Agency (LEA) 10,000	Outings for vocational ed and community colleges ESSA Comprehensive Support and Improvement (CSI) Local Educational Agency (LEA) 1,000
Use Star 360 to administer diagnostic and interim assessments to measure student growth in ELA and math		
The school plans to provide evidence-based services including supplemental curriculum, professional development for teachers, and an increased school day and/or year for identified students. The increased time will support students with math and reading skills and support successful core course completion and credit recovery.	Summer School Staff Low-Performing Students Block Grant (LPSBG) 2500 Summer School Staff LCFF Supplemental and Concentration 38,578.89	Summer School Staff Low-Performing Students Block Grant (LPSBG) Summer School Staff Low-Performing Students Block Grant (LPSBG) 4,625.39
Work with a data consultant to determine the areas of need specific to credit deficient and low performing students and develop action steps at the teacher and student level.	Data Analysis ESSA Comprehensive Support and Improvement (CSI) Local Educational Agency (LEA) 3,000	Data Analysis ESSA Comprehensive Support and Improvement (CSI) Local Educational Agency (LEA) 3,000
Building capacity of teachers by providing math professional development in instructional techniques and strategies to improve student proficiency.	Math Consultant ESSA Comprehensive Support and Improvement (CSI) Local Educational Agency (LEA) 50,000 Math Conferences/PD ESSA Comprehensive Support and Improvement (CSI) Local Educational Agency (LEA) 15,000	Math Consultant ESSA Comprehensive Support and Improvement (CSI) Local Educational Agency (LEA) 2,000 Math Conferences/PD ESSA Comprehensive Support and Improvement (CSI) Local Educational Agency (LEA) 5,000
The leadership team will utilize in-person meetings to review data analysis results, graduation rates and proficiency in order to create a plan for supports throughout the year.	Meeting ESSA Comprehensive Support and Improvement (CSI) Local Educational Agency (LEA) 20,000	Meeting ESSA Comprehensive Support and Improvement (CSI) Local Educational Agency (LEA) 4,000

Goal Analysis

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

Funds were used to pay for instruction and instruction-related materials and services, certificated staff salaries and benefits, classified staff salaries and benefits, teaching supplies and materials, and general administrative support and facilities.

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

During the 19-20 school year, emphasis was placed on professional development and other measures intended to identify areas of academic need and to improve instruction in the classroom. Staff members attended the RAPSA conference in November to learn about methods and measures for supporting the at-promise population. A data consultant was brought in to analyze historical state testing data, and this data was shared during an in-person professional development meeting. Teachers created action plans for addressing standards that reflect consistent gaps in understanding. During this time, teachers also revised pacing guides and ensured alignment to CCSS standards. One area that was extremely challenging was approaching state testing, as all in-person testing was cancelled due to the Covid pandemic. Also challenging was meeting as a leadership team in-person, as the ability to do so was restricted by Covid guidelines.

Goal 2

Cultivate a positive school culture and system of supports for student personal and academic growth.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator School Attendance Rates **19-20** 89% overall attendance rate **Baseline** 79.6% attendance rate	P2 attendance rate of 88.7%, internal cumulative attendance rate of 73.67%
Metric/Indicator Chronic Absenteeism **19-20** Decrease chronic absenteeism by 5% (to 39.5%) **Baseline** Chronic Absenteeism not measured	34.1%
Metric/Indicator High School Dropout Rates **19-20** Decrease dropout rate by 2.5% **Baseline**	18% dropout rate

Expected	Actual
25.6% dropout rate	
Metric/Indicator High School Graduation Rates **19-20** 78% graduation rate **Baseline** 45.1% graduation rate	74.9% (per dashboard)
Metric/Indicator Pupil suspension rates **19-20** Maintain a 0% for both expulsion and suspension rates **Baseline** 0	0%
Metric/Indicator Pupil expulsion rates **19-20** Maintain a 0% for both expulsion and suspension rates **Baseline** 0	0%
Metric/Indicator Parents will utilize online access to student assignments and grades **19-20** Metric will no longer be measured in SY18-19. **Baseline**	n/a

Expected	Actual
% of parents accessing online system not measured in 2015-2016 school year.	
Metric/Indicator Number of withdrawals **19-20** Decrease percentage of withdrawals by 2% (to 20.7%) **Baseline** 79 withdrawals	140 withdrawals, 33% final withdrawal rate
Metric/Indicator Student participation in live sessions **19-20** 70% of students will access live sessions on a weekly basis **Baseline** Participation in live sessions not tracked for the 2015-2016 school year.	57.8% (down 0.8% from previous year)
Metric/Indicator Incorporate Parent Feedback in School Decisions **19-20** 100% of parents will be invited to provide school feedback via satisfaction surveys and quarterly school surveys. **Baseline** 84% of students, parents, community, and staff felt safe and connected to the school.	100% of parents were invited to provide school feedback via satisfaction surveys and quarterly school surveys.
Metric/Indicator Due to the nature of the program, the school does not have a program for students with exceptional needs.	n/a

Expected	Actual
19-20 Due to the nature of the program, the school does not have a program for students with exceptional needs. **Baseline** Due to the nature of the program, the school does not have a program for students with exceptional needs.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Professional Development		
Utilizing daily attendance reports and communication agents to support daily attendance.		
Utilization of Family Academic Support Team - Compliance Liaison Early identification of students not completing assignments, exhibiting low engagement; difficulty with specific content. Provide a support plan for students falling behind and/or not meeting expectations.	FAST - Compliance Liaison LCFF Supplemental and Concentration 51,496.80	FAST - Compliance Liaison LCFF Supplemental and Concentration 39936.13
Work with families who are contemplating withdrawal or drop out and work with them on a plan of action to maintain enrollment.		
Communication to all levels of staff regarding potential graduates for each quarter and several check points in each quarter to ensure academic success for those potential graduates.		
Move to Goal 3		
Create and deliver an Individualized Graduation Plan for each student within 4 weeks of enrollment.		
Building culture - student assemblies, clubs & support groups, college and career workshops, and newsletters.		
Build sense of community through newsletters, Learning Coach University, Outings (both virtual and in person).		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Quarterly Pulse Survey sent to families and teachers at the end of each quarter.		
Academic Advisors will hold Enduring Connection Calls each month and content teachers will hold parent teacher conferences each quarter as necessary.		
Provide interpreter and translation services so families who speak a language other than English will be engaged in school.	ELD: Interpreter & Translation Services (CLI/DocTrack) LCFF Supplemental and Concentration 766.27	ELD: Interpreter & Translation Services (CLI/DocTrack) LCFF Supplemental and Concentration 1523.09
Use ParentSquare as a communication tool to reach families for all school needs, including attendance notifications and reminders	Materials LCFF Supplemental and Concentration 68.00	Materials LCFF Supplemental and Concentration 3789.79
The Homeless Liaison is responsible for assuring that homeless children are fully integrated into the mainstream school setting and offered appropriate educational support as authorized under the McKinney-Vento Act for Homeless Education. The Homeless Liaison shall coordinate and collaborate with the state coordinator, community and school personnel responsible for the provision of education and related services to homeless students.	Homeless Liaison Title I 500	Homeless Liaison Title I 500
Lead Trauma Guidance Counselor is responsible for implementing a program to develop capacity to effectively support students whose lives have been affected by trauma.	Trauma Guidance Counselor LCFF Supplemental and Concentration 43,597.30	Trauma Guidance Counselor LCFF Supplemental and Concentration 32196.64

Goal Analysis

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

Funds were used to pay for instruction and instruction-related materials and services, certificated staff salaries and benefits, classified staff salaries and benefits, teaching supplies and materials, and general administrative support and facilities.

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

There were several obstacles to achieving this goal during the 19-20 school year, largely due to the impact of the Covid pandemic. In the midst of widespread school closures, Insight experienced challenges with communicating with families and engaging with students in the classroom. Academic Advisors continued to make enduring connection calls, but experienced difficulty reaching many families. Daily attendance suffered, though the leadership, FAST, and advisor teams reviewed attendance reports frequently and thoroughly. An area of strength was in communicating with and about potential graduates each term - the counseling team continued providing regular and frequent updates on the status of graduates throughout each term to help determine appropriate supports. School newsletters continued to provide families with information regarding upcoming student events, Learning Coach University sessions, and school announcements and reminders. However, all in-person school events were put on hold once the pandemic hit, and a plan was put into place for virtual events for the upcoming year as well.

Goal 3

All students are provided appropriately assigned and credentialed teachers, access to standards aligned courses, and 21st century technology.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                            Priority 2: State Standards (Conditions of Learning)
                            Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Basic (Teachers, Instructional Materials, Facilities) **19-20** 100% **Baseline** N/A	100%
Metric/Indicator % of students will have access and enrolled in required course of study **19-20** 100% **Baseline** 100%	100%
Metric/Indicator Implementation of State Academic Standards **19-20** 100% **Baseline** N/A	100%

Expected	Actual
Metric/Indicator % of students have access to targeted support programs. **19-20** 100% **Baseline** 100%	100%
Metric/Indicator % of programs and services will enable English Learners to access Common Core Standards and ELD standards to gain academic content knowledge and ELA proficiency. **19-20** 100% **Baseline** 100%	100%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Professional Development		
Calendar of action items for the school year which include, administration observations, professional development, best practice meetings, pacing guides, and other key components of the school year.		
Continue to offer increased time in Specialized Academic Instruction sessions, as well as monthly collaboration calls with all stakeholders (student with IEP, Learning Coaches, service providers, general education teachers, and special education teachers).		
Provide staff with Social Emotional training to support all students needs and to deliver live sessions for students to gain life long skills.	Social Emotional Support Program LCFF Supplemental and Concentration 21,406.08	Social Emotional Support Program LCFF Supplemental and Concentration 29254.81
Recruit, interview, and hire teachers who fit the needs of the school. Salary increases granted to better attract and retain highly qualified and credentialed instructional staff.	Teachers LCFF Supplemental and Concentration 132,478.89	Teachers LCFF Supplemental and Concentration 190272.10

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide faculty time to observe one another's classrooms for best practices.		
Provide all teachers with training modules for the entire year at the beginning of the year.		
Provide teachers with courses that are aligned to common core courses and the scope and sequence for all course to ensure pacing guides are properly set up and maintained.		
Professional development for teachers, administrators on how to scaffold the CCSS for access for English learners.		
Provide all students orientation and technical checks to ensure proper access to systems prior to the start of school		
Ensure all low income students have access to the Internet. They will receive a reimbursement twice a year.	ISP Reimbursement LCFF Supplemental and Concentration 16,554.60	ISP Reimbursement LCFF Supplemental and Concentration 15670.05
Provide students living in a homeless situation a Kajeet Hotspot so they can access their online classes during the day.	Hotspots Title I 500	Hotspots Title I 500

Goal Analysis

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

n/a

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

The school continues to be staffed by appropriately credentialed teachers who are provided with classroom curriculum that is aligned to the standards. New teachers underwent thorough training upon hire, and all teachers were assigned training modules at the start of the 19-20 school year on a variety of subjects and supports. A calendar was developed for the 19-20 school year, including all meeting dates and professional development opportunities. Throughout the school year, new students were provided multiple opportunities to attend orientation sessions, and welcome calls were made to new families to assist with orientation at the start of each

term. A challenge during the pandemic was in maintaining a close relationship with homeless families, as many families struggled with maintaining daily attendance requirements.

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
N/A Virtual independent study program	0	0	

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.

N/A

Analysis of In-Person Instructional Offerings

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

N/A

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
As an established non-classroom based, virtual charter school, all instruction continues to be offered virtually. The actions listed are supports for the 2020-2021 school year based on data and stakeholder engagement: • Synchronous and Asynchronous instruction via our online platforms • Daily required attendance in assigned live instructional sessions • Offline continued engagement plan provided to families in the event that internet service is lost • Low income families may receive internet reimbursement • Students experiencing homelessness may receive a hotspot • RAISE Team provides resources, information and supports for students and families • Instructional Coach to support teacher lessons and maximize student growth • ELD teachers provide EL students with synchronous ELD classes	4254759	4516599	Yes

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.

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.

As Insight continued to serve as a non-classroom based charter school this year, there was no disruption in the continuity of instruction caused by the Covid pandemic. Students continued to be offered synchronous and asynchronous instruction via the online classroom platform and in live class sessions. Daily attendance continued to be an expected part of the education program. All students were offered and provided with access to devices. Low-income families were able again to apply for internet reimbursement, and homeless families were in some cases provided with internet hotspots. The RAISE team provided support for struggling students as in previous years, although a shift was made to move away from a referral system to one in which RAISE members combed for students to add to their caseloads rather than waiting for teachers/staff members to refer them. An instructional coach position was created for the 20-21 school year to provide instructional support and resources to teachers.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
• STAR360 assessment identifies areas of strength and weaknesses in math and reading • Supplemental resources provided to students with significant learning gaps • Professional Learning Community focused on effectiveness of live instruction, lesson planning and common assessments • Instructional Coach monitors the effectiveness of live instruction and data-based lesson planning • Family Champion ensures students have continuous access to materials needed and provides resources	152572	0	Yes

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.

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.

During the 2020-2021 school year, Star 360 continued to be used as the internal tool for diagnostic, interim, and summative assessments. This data was used at each administration by content PLC teams to identify areas of strength and weakness in reading and math, and to create action plans for student improvement at the classroom level. Throughout the year, data-driven conferences were held between each content teacher and his/her supervisor to review lesson plans and ongoing assessment data to assess the effectiveness of these plans. An instructional coach was hired to work with teachers on instructional practices, to ensure that lesson planning is thorough, standards-based, and data-driven. An intervention specialist was hired for each reading and math to work with students on identified areas of weakness, as determined by the Star 360 assessments. Students with minor learning gaps were placed in Tier 2 of intervention, meeting with students once per week to review and re-assess concepts. Students with severe

learning gaps were placed in Tier 3 of intervention, where they met twice weekly with students to build missing foundational skills. The Retention and Academic Intuitive Support Experts (RAISE) Team, including the Academic Growth Advocates and the Student and Family Champion, continued to support students this school year by continuously identifying students struggling with coursework and providing back-on-track plans, virtual support sessions, and any other needed resources. Following the mid-year administration of the Star 360, the school leadership team performed an analysis of student performance and found that in reading, 47% of students improved from or remained at the same level as the beginning of year assessment. 53% of students' scores declined from the previous administration. In math, 52.65% improved from or remained at the same level as the beginning of year assessment and the remaining 47.35% of students decreased their performance from the previous administration.   From this data, individual standards were examined to identify the areas of most difficulty for students; these standards were shared with teachers for re-teaching and to examine the effectiveness of teaching strategies.

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.

During the 2020-2021 school year, a change to the master schedule was made to increase the frequency of homeroom live sessions from once weekly to daily. Academic Advisors continued to teach 7 Mindsets as the school's social-emotional learning curriculum, but the increased frequency enabled them to make better and more consistent connections with students. Leadership observations of these homeroom classrooms and input from Academic Advisors reveal that increased student connectedness to the classroom, to the teacher, and to each other, has been a success this school year. A clear challenge to supporting mental and social well-being was meeting the needs of habitually absent students. Following last year's pandemic, many students struggled with reconnecting to school, and although the live session attendance rate this school year improved over last, it has been a struggle to re-engage this population. The school's counseling team worked to find further means of supporting students' mental and emotional well-being by continuing to offer support groups in various areas - grief, anxiety, grit, LGBTQ+ - and by launching a new "lunch bunch" program enabling students to socialize during their lunch breaks. Additionally, student-let clubs were offered throughout the school year, creating a variety of opportunities for students to interact with their peers.

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.

Insight continued to make student and family outreach a priority in the 20-21 school year. In an effort to streamline communication as much as possible, students' Academic Advisors acted as the first point of contact for schoolwide communications, questions/concerns, and student/family connection calls. Content teachers, special programs teachers, counselors, the engagement coordinator, and the leadership team also communicated on an as-needed basis with students and families. A challenge that arose during the year was the decreased communication from content teachers with regards to student attendance in live sessions and course progress. As a result, the communication plan was re-examined and will be revised for the 21-22 school year. Another challenge arose as a result of the pandemic, in that in-person student outings for the school year had to be converted to online-only events. Though this removed the opportunity to see students and families face-to-face, it did afford the opportunity to offer events to students all throughout the state, regardless of proximity to certain locations. As a result, Insight was able to offer dozens of virtual activities throughout the school year, in the areas of college/career awareness, service, and education. Some of these events, including college/career tours and guest speakers, were well-attended, while others struggled to gain student interest. The school will continue to offer a plethora of virtual activities and strive to focus on the areas of student interest.

Analysis of School Nutrition

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

As a solely virtual program, the school does not offer nutrition services throughout the year.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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.

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.

As an entirely virtual-based learning program, distance learning in the 20-21 school year did not present as many challenges to Insight as it may have to other schools. That being said, several areas of the previous years' LCAP require modification for the 21-24 school years. Narrowing the goals and ensuring that all metrics are based on consistent and measurable data, for instance, will be a major focus in the drafting of the new LCAP. It is evident that students continue to struggle in making significant progress in the areas of math and reading, and so more detailed goals and clearer action steps are needed to address these gaps. The new LCAP will also need to address social and emotional learning and well-being in a more consistent and measurable way as well. The opportunity to offer purely virtual events this school year has also opened the door to the possibility of offering a variety of outing types to meet the needs of all students. Finally, re-engaging students with chronic absences has been a very difficult challenge this school year and should be addressed with clear and measurable action steps in the upcoming plan.

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

The school will continue to utilize Star 360 as its internal assessment tool, though state testing via the CAASPP will also provide data on learning loss. The school will continue to utilize the PLC model in each content department to analyze this data to find weak areas for instructional focus. The instructional coach will continue to work with teachers on best practices for addressing these gaps in live sessions, and teachers will continue to follow the data-driven instruction cycle to identify weak areas, address and reassess them, and repeat the cycle. Intervention specialists will continue to sweep for students based on Star 360 performance data and fill foundational gaps, with a focus on the 11th-grade population. Students with special needs will also benefit from interventions as appropriate to their IEP plans, but most importantly will continue to receive the services outlined in their plans.

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.

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.

- better metrics
- parent engagement (both actions/services and metrics). Monthly 1/1 connections
- opportunities for parent feedback - term surveys/feedback (min. 5 per year) and board meetings?
- invite to x number of parent nights

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.

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.

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.

- 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.

- 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,

- o Pupil Participation and Progress,
- o Distance Learning Professional Development,
- o Staff Roles and Responsibilities, and
- o 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.

- 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.

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

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	1,039,530.00	600,026.80
ESSA Comprehensive Support and Improvement (CSI) Local Educational Agency (LEA)	98,000.00	15,000.00
LCFF Supplemental and Concentration	811,338.00	452,701.41
Low-Performing Students Block Grant (LPSBG)	2,500.00	4,625.39
Title I	116,000.00	116,000.00
Title II	11,692.00	11,700.00
	11,692.00	11,700.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	1,039,530.00	600,026.80
	1,039,530.00	600,026.80

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	1,039,530.00	600,026.80
	ESSA Comprehensive Support and Improvement (CSI) Local Educational Agency (LEA)	98,000.00	15,000.00
	LCFF Supplemental and Concentration	811,338.00	452,701.41
	Low-Performing Students Block Grant (LPSBG)	2,500.00	4,625.39
	Title I	116,000.00	116,000.00
	Title II	11,692.00	11,700.00
		11,692.00	11,700.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	772,162.06	286,384.19
Goal 2	96,428.37	77,945.65
Goal 3	170,939.57	235,696.96

* Totals based on expenditure amounts in goal and annual update sections.

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

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings		
Distance Learning Program	$4,254,759.00	$4,516,599.00
Pupil Learning Loss	$152,572.00	
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$4,407,331.00	$4,516,599.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings		
Distance Learning Program	$4,254,759.00	$4,516,599.00
Pupil Learning Loss	$152,572.00	
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$4,407,331.00	$4,516,599.00

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
Insight School of California	Morgan Vincent Academic Administrator	movincent@k12insightca.org 951-894-9089

Plan Summary [2021-22]

General Information

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

Insight School of California serves 9 counties in the state of California: Inyo, Kern, Kings, Los Angeles, San Bernardino, San Luis Obispo, Santa Barbara, Tulare, and Ventura. ISCA specializes in serving at-risk high school students and operates as a DASS (Dashboard Alternative School Status) school. As a DASS school, students are not eligible to enter the UC/CSU system upon graduation; they must first attend a community college and then transfer into these institutions. ISCA is staffed by fully credentialed teachers, classified support staff, a counseling team, and an administrative team. While ISCA does have a physical office in Simi Valley, all instruction takes place online via a browser-based conferencing platform and online courses, and students and staff work primarily remotely.

For the 2020-2021 school year (as of October 2020), Insight School of California had 402 students enrolled. School demographics are as follows: 67.4% socioeconomically disadvantaged, 4.2% English learners, 21.6% students with disabilities, 0.2% foster youth, and 0.2% homeless.

Insight School of California works on a trimester system. Students take a minimum of 4 courses each trimester, based on what they need towards graduation. Students are supported by an academic advisor, who supports the whole student; their content teachers; a Retention and Academic Intuitive Support Experts (RAISE) team; a counseling department; special services providers, and administration. Each member of Team Insight is dedicated to ensuring the academic success for each of its students.

Reflections: Successes

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

Insight School of California continues to take steps toward increasing student engagement and success. In terms of dashboard indicators, ISCA is proud to be maintaining its graduation rate and suspension rate. At the same time, ISCA recognizes that there is room to grow in its graduation rate, especially for its students with disabilities subgroup. ISCA will be continuing its efforts to educate all students on their graduation plans and providing additional support to struggling potential graduates, but especially attempting early identification of struggling students with disabilities. For local data, ISCA has seen an increase in live session engagement as a result of its structured live session schedule, and is proud of its implementation of social-emotional learning in homeroom classrooms. ISCA hopes to see these factors lead to a continued increase in its ongoing attendance rate. ISCA is also proud of the student supports it has continued to offer, including academic interventions, mental health and well-being support groups, SEL, and virtual tours and activities. ISCA has restructured how teachers and staff meet as departments and teams to place emphasis on data analysis and resulting action plans. All teachers also meet individually with their lead teachers to review their personal instructional practices and ensure that lesson planning is directly related to and driven by student outcomes.

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.

Insight School of California recognizes several areas of need related to both dashboard and local data. First, academic performance in both ELA and math in both internal and state assessments is an area in need of significant improvement.

On the 2019 dashboard, ISCA's ELA performance received an orange performance color at 92.5 points below standard, reflecting a decline of 26.8 points. The only subgroups large enough to reflect in the dashboard were as follows:
Socioeconomically Disadvantaged – 84.5 points below
White – 102.1 points below

On the 2019 dashboard, ISCA's math performance received a red performance color at 208.8 points below standard, reflecting a decline of 23.5 points. The only subgroups large enough to reflect in the dashboard were as follows:
Socioeconomically Disadvantaged – 195 points below
White – 205.8 points below

On the 2020 dashboard, ISCA's College/Career indicator received a red performance color at 1% prepared (maintained -0.1%). The subgroups reflected in the dashboard in this indicator were as follows:
Socioeconomically Disadvantaged – 0.09%
White – 1.1%
Students with Disabilities – 0%
African American – 5.1%
English Learners – 0%

During the course of the 2020-2021 school year, ISCA turned its focus heavily onto classroom instruction, including frequent classroom observations and the restructuring of the data-driven instruction processes and frequency. Intervention specialists and an instructional coach were added to the team to ensure that students and teachers have all resources necessary to make significant growth. In the coming school year, ISCA will maintain these changes as well as implement professional development and training focused on ensuring that instruction is data-based, standards-aligned, and accessible for all students.

Second, student and family engagement is a large area of improvement. During the course of the 20-21 school year, ISCA put into place a structured bell schedule for its live classes and has already seen improvement in live session attendance as a result. ISCA will continue its efforts to identify unengaged students and to build connections with them. Finally, ISCA recognizes that college and career readiness has long been an area of significant struggle and is actively seeking ways to improve in this priority area. As an alternative school model, it has been the utmost priority for ISCA to support students unto graduation, but in the coming school year ISCA seeks to add to that support by increasing exposure to college and career options in a more structured, project-based format.

LCAP Highlights

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

In the 21-22 school year, Insight will continue to place its focus on the academic growth of its students, while supporting their social-emotional well-being. With the effects of the pandemic taking a toll on its student population, Insight will continue to offer social-emotional support to students via daily homeroom sessions, support sessions and clubs, and continue its efforts to build connections with students in all avenues. Insight will continue to monitor academic progress throughout the year with its internal assessment tool, Star 360, as well as via individual course progress and pass rates. Insight will continue to utilize its newly formed intervention program to support students with identified gaps in understanding. Teachers will continue modifying instructional practices, pacing, and curriculum to meet the needs of their students and adequately address standards. Insight will be actively working toward developing tools and resources to prepare students for college and careers.

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.

Insight School of California

Support for Identified Schools

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

Insight School of California (ISCA) is able to effectively complete all of the requirements related to the Every Student Succeeds Act (ESSA) status, including conducting a comprehensive needs assessment, engaging stakeholders in planning, selecting evidence-based interventions and identifying resource inequities.

ISCA developed a CSI plan to address low academic performance in Math and ELA (208.8 point below in Math and 92.5 points below in ELA) based on a school level needs assessment that included State Testing data analysis, STAR360 assessment data analysis, pass rate data, engagement data rates and stakeholder input through surveys and parent meetings. Teachers, support staff and administrators participated in data analysis, survey analysis and parent meetings.

Teacher analysis began in August 2020 at the in-person Back-to-School Professional Development and continued consistently through staff meetings and data conferences. Teachers worked in content groups (Math/Science, ELA/History and Academic Advisors) to create plans to support academic achievement in both Math and ELA. Evidence based interventions included a more robust data driven instruction model, student engagement support staff, introduction of SBAC-style questions throughout live sessions and additional Math/ELA support sessions.

After reviewing course pass rates and assessment data, it was determined that there was a significant need to focus on instructional practices to build capacity. Supports for teachers in the area of instruction and professional development surrounding data driven instruction will be provided through an instructional coach as well as professional development for teachers and support staff in trauma informed instructional practices/support to serve our at-risk population. It was indicated by the staff that an area for support is clear, consistent feedback on live, data driven instruction and lesson planning.

Through the needs assessment process, staff and administrators have indicated a need for an additional supplemental program in both Math and ELA. ISCA has seen a decline in both Math (red indicator) and ELA (orange indicator) performance data (ELA declined by 26.8 points and Math declined by 23.5 points). The supplemental support program will be offered to students enrolled in a Math and ELA course to provide additional instruction in areas of need. Due to the decline in assessment scores, ISCA has created Math and ELA Intervention Specialist positions in order to support students in small group settings, based on STAR360 assessment data given at the beginning of the year, middle of the year and end of the year. ISCA is providing tutoring opportunities for students who are deficient in credits and low performing in math and ELA.

Monitoring and Evaluating Effectiveness

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

The following measurable outcomes will be used to evaluate the implementation and effectiveness of our CSI plan to support student and school improvement:
- ELA SBAC Scores
- Math SBAC Scores

- ELA STAR360 Growth measures
- Math STAR360 Growth measures
- Student engagement
- Course pass rates

Administration, including the Head of School, will evaluate the following data on a trimester basis: course pass rates, STAR360 assessment data (given 3 times per year), engagement rate. If the interventions are effective, the school will see an increase in growth (STAR360 data), increased SBAC scores in both math and ELA and decreased students qualifying for intervention. In addition to the trimester monitoring, the administration will evaluate data at the end of the school year and share its findings with all stakeholders and decide if the data supports a continuation of the interventions/actions.

Stakeholder Engagement

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

ISCA values the feedback of its students, parents, and staff in building policies and procedures to support student achievement. ISCA welcomes input from all stakeholders and encourages ongoing and transparent communication. ISCA regularly surveys parents and students regarding their levels of satisfaction and preparation throughout the school year (surveys are sent at various checkpoints throughout the year, dependent on students' enrollment dates). Questions on these surveys aim to determine whether students and families are satisfied with the current level of support they are receiving, how prepared they felt after the onboarding process, and what feedback they can provide to improve our practices. ISCA also gauges student and family perception of teacher support and student connectedness at the end of each term via schoolwide surveys. Questions on these surveys aim to determine whether students have been adequately supported by their general and special education teachers, whether they feel connected to the school and partake in school outings, and what we can do to help build further connections. Students and families also have various other opportunities to provide feedback throughout the year via surveys and live meetings regarding Learning Coach support and learning opportunities, outing preferences, and feedback on school data and action plans. Additionally, teachers and staff members are surveyed anonymously throughout the year on satisfaction and preparation and have the opportunity to present suggestions, criticisms, and questions.

Survey results and feedback are reviewed regularly by the leadership team and are used to evaluate the effectiveness of schoolwide action plans and make adjustments to the plans. Stakeholder feedback on school processes, procedures, and student performance data is collected from teachers and staff throughout the year during staff meetings, department meetings, and data team conferences. To create and monitor the LCAP actions, each department reviewed the school's areas of need in depth, and each team strategized specific ways to modify curriculum and instructional practices to address needs. Parents and students had the opportunity to provide feedback throughout the year in monthly evening Learning Coach meetings, the most recent of which was dedicated to the development of the LCAP document.

A summary of the feedback provided by specific stakeholder groups.

Feedback from students and parents was primarily positive in that students felt supported by their teachers and had very few suggested improvements. Several students and families indicated a need for organization support, wanting either advanced notice of when live sessions would be or greater consistency in their schedules. In response to whether they felt connected, several families did lament the fact that their locations were too remote to participate in in-person offerings or that club or activity offerings were not to their liking. However, at least one student indicated her excitement about the school's shift toward truly student-driven and student-led clubs. More frequently, however, students and families indicated a lack of desire to participate at all, either due to a general lack of motivation or a desire to avoid social situations entirely.

Frequent input from stakeholders centered on the frequency and methods of communications used by school staff. Effective communication was discussed at department and staff meetings and was a frequent topic in parent and student feedback. Some families indicated that an overabundance of communications from the school led to feelings of apathy and irritation, whereas others indicated that they did not hear

from the school often enough. This is an area of focus for the school for the upcoming year, as a new communication plan will be implemented schoolwide.

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

In response to the feedback received, the following actions are being implemented:
- 10 additional minutes added to daily homeroom live classes to enable students to connect better with their academic advisors and their peers
- additions to summer onboarding, including welcoming phone calls and newsletters sent by RAISE team
- a 7 Mindsets committee will be established in the upcoming school year to further the implementation of SEL in all aspects of the school
- professional development opportunities will be offered to staff, centered on motivating students
- initial school onboarding has been revised and developed into a full week of offerings for students
- school contact information was added to the RAISE website
- a focus on social media presence to meet students/families where they are
- counseling website has been redesigned to make information more accessible to families

Goals and Actions

Goal

Goal #	Description
1	Increase student achievement and proficiency across all metrics for all sub-groups of pupils, including unduplicated pupils and those with disabilities. Priority 4: Pupil Achievement (Pupil Outcomes) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

All students are 92.5 points below standard on the 2019 SBAC ELA. Students declined 26.8 points from the previous year. The subgroup of white (102.1 points below) shows a need, as they are below the schoolwide rate. All students are 208.8 points below standard on the 2019 SBAC Math assessment. Students declined 23.5 points from the previous year. ISCA will continue to use Star 360 assessments as an internal measure of student proficiency and growth three times throughout the school year. Following the mid-year and end-of-year administrations, the SGP (Student Growth Percentile) calculated by Star 360 will be used to identify students in need of interventions and additional supports. (SGP is a calculation of student performance compared to his/her peers; an SGP of 50 means that the student's growth has exceeded the growth of 50% of his grade level academic peers with similar score history.)
There will be an increased focus on classroom instruction and on interventions that can be put into place to support student proficiency and growth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC Math Dashboard Score	208.8 points below standard				150 or fewer points below standard
SBAC ELA Dashboard Score	92.5 points below standard				50 or fewer points below standard
Star 360 Math Growth (% of students whose SGP increased from first to last administration)	37.26%				70%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Star 360 Reading Growth (% of students whose SGP increased from first to last administration)	41.12%				70%
Star 360 Math Performance (from EOY administration)	Level 1: 68.29% Level 2: 21.34% Level 3: 6.40% Level 4: 3.96%				At least 30% of students test in levels 3 and 4; at most 50% of students test at level 1
Star 360 Reading Performance (from EOY administration)	Level 1: 45.99% Level 2: 26.41% Level 3: 21.96% Level 4: 5.64%				At least 50% of students test in levels 3 and 4; at most 30% of students test at level 1
Average SY Course Pass Rates	70.5% average pass rate for all terms in SY20-21				75%
Average SY Student Pass Rates (students passing 60% or more of courses)	Whole school: 70.4% (Quarters 1 & 2 only due to COVID pandemic) Special ed: 70.3% (Quarters 1 & 2 only due to COVID pandemic) EL: 69.2% (Student pass rate for Quarters 1 & 2 only due to COVID pandemic)				75% across whole group and all subgroups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Proficiency	2019 ELPAC proficiency: 14.29%				20% proficient
College/Career Indicator	1.1%				15%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Lesson planning and standards alignment	Live sessions will include well thought out engaging lessons, that include multiple checks for understanding, independent practice, and meaningful closures that give students the opportunity to demonstrate mastery of the standard.	$0.00	No
2	Professional development	Regular professional development opportunities will be offered to teachers to introduce new teaching strategies and skills that can be put into action in the classroom, including Achieve Institute in August and Solution Tree's distance learning bundle at the start of the school year.	$136,645.21	Yes
3	SAI (Specialized Academic Instruction)	Specialized academic instruction provided to targeted small groups and individual students according to their needs and IEPs	$11,414.75	No
4	Intervention program	Intervention specialists, in partnership with content teachers and the academic leadership team, will use school assessment data as a guide to provide targeted intervention sessions that lead to increased academic achievement of students and identified student groups. Students will be identified based on a number of criteria, including performance level on Star 360 math and reading diagnostic assessments, performance in math and ELA courses, feedback from math and ELA teachers, and student grade level. Intervention direct instruction will be provided during live support sessions, and	$78,000.00	No

Action #	Title	Description	Total Funds	Contributing
		intervention specialists will collect growth data and communicate it to students and families.		
5	Data conferencing	Teachers will participate in regular, ongoing data conferencing throughout the year and use it to inform instructional decisions		No
6	Non-Instructional Days	Staff are provided a total of 18 non-instructional days. Teachers use these days to review and analyze classroom data to better support target populations, identify students on their caseload that need additional supports and intervention, engage and educate legal guardians in the schooling environment. Additionally, staff attends professional development to better understand and apply data through Professional Learning Communities	$242,174.51	Yes
7	Assessment data analysis	In-person meetings to analyze internal assessment results to identify target areas for support and create action plans for the school	$10,400.45	Yes
8	Independent work	Increased focus on student work during live classes	$47,011.94	No
9	Automatic progress updates	Ongoing automatic progress alerts sent to families on a weekly basis	$1,870.04	No
10	ELD Support	All Insight teachers have the appropriate Teacher EL Authorization. The base program consists of content teachers providing ELs with a structured English immersion program. Implement a comprehensive English Language Development (ELD) program addressing the language and academic needs of our diverse English Learner (EL) population. Identify EL students and create ELD goals based on English Language Proficiency Assessments of California (ELPAC) scores. Develop an English Language Plan (ELP)	$18,913.98	Yes

Action #	Title	Description	Total Funds	Contributing
		for each EL to include instructional model, service minutes, and academic supports. Track progress of students' language proficiency goals through common formative assessments and communicate progress to families, education specialists, and general education teachers. Monitor the academic success of each reclassified fluent English proficient (RFEP) student and provide targeted intervention when students are not meeting standards.		
11	Develop college and career readiness offerings	Develop program offerings to support student exploration of community college options and career pathways, including offering ASVAB to all students, and identify partners to implement and develop curriculum		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.

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

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 cycle.

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 cycle.

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 cycle.

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

Goals and Actions

Goal

Goal #	Description
2	Increase the level of student and family engagement with the school as measured by attendance rates, withdrawal rates, and suspension rates Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

With its at-risk population, the school has struggled with maintaining regular and frequent attendance from all students, as well as with family participation in school events and programs. The goal is to establish genuine connections with students and families, to maintain accountability for daily attendance, and to ensure that all students start the school program with a strong understanding of school expectations and policies. The overall graduation rate for the school in the previous year was 66%. The following subgroups show a need in grad rate, as they fell below the schoolwide rate:
Students with Disabilities – 65.6%
Hispanic – 58.5%
English Learners – 50%

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Yearly attendance rate (reported at P2 due to COVID pandemic)	88.70%				91%
Withdrawal rate	24.03%				21%
Live session attendance rate from	50.40%				75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
year-end engagement dashboard					
Suspension rate	0%				0%
Parent and Family Engagement	Met				Met
Local Climate Survey	Met				Met
Graduation rate	Graduation Rate 2020 – 66% African America – 79.5% White – 72.3% Socioeconomically Disadvantaged – 66.1% Students with Disabilities – 65.6% Hispanic – 58.5% English Learners – 50%				At least 79% across the school and in all subgroups
Student views of grad plans (average of the year)	62%				85%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Strong Start Orientation	All new LCs invited to Strong Start Orientation sessions outlining how their student can be successful, meet enrollment requirements, and also are provided SSO newsletter for further resources/documents		No

Action #	Title	Description	Total Funds	Contributing
2	Ongoing attendance/withdrawal monitoring by RAISE Team	RAISE Team monitors student attendance and withdrawals on a daily/weekly basis and supports students in a tiered support systems to actively engage students.	$65,205.71	Yes
3	Walk to Class Orientation	All students receive Walk-to-class sessions the first few days of enrollment start dates, are provided with video tutorial resources, and have explanation of attendance requirements (live sessions and course work)		No
4	Academic Advisor Role	Advisors deliver SEL/adulting curriculum to all students, furthering student social emotional strength and resilience throughout the year, and work to establish enduring connections with students and families throughout the year	$17,500.00	No
5	Ongoing attendance and withdrawal monitoring/training by Academic Advisors	Attendance and withdrawal metrics reviewed by Academic Advisor team on a weekly basis and used for training on win-back strategies and re-engagement		No
6	Consistent live session schedule	Master schedule developed to provide consistent structure for students and eliminate conflicts in their schedules		No
7	Data conferencing	Weekly tracking of live session attendance used for data conferencing with teachers to provide support to students missing live attendance and to guide the development of classroom climate		No
8	Automatic attendance alerts	Ongoing automatic attendance alerts sent to families on a daily basis		No
9	Interpreter and translation services	Provide interpreter and translation services so families who speak a language other than English will be engaged in school.	$897.30	Yes

Action #	Title	Description	Total Funds	Contributing
10	Learning Coach Support/Communication	Monthly live Learning Coach University sessions and monthly school newsletters		No
11	Student activities	Frequent and regular student outings (both virtual and in-person), virtual assemblies, clubs, and support groups	$648.84	Yes
12	Trauma Guidance Counselor	Leads and coordinates support programs for students, including mental health and grief support groups; communicates resources throughout the year to support student well-being; and provides training and support to the rest of the staff on trauma-informed practices.	$33,813.97	Yes
13	Student and Family Champion	Works directly with homeless, foster, and runaway youth and any other students experiencing crisis or difficult situations to ensure that they have access to community resources and school materials.	$17,500.00	No
14	Graduation Plans	All students are provided a graduation plan, detailing their credits and courses earned and deficient toward graduation, within 6 weeks of the beginning of each term. Communication and explanation of grad plans via multiple methods and at various times throughout the year		No
15	RAISE and Counseling Team Support for Potential Graduates	Potential graduates are prioritized for RAISE support, including providing back-on-track plans, re-engaging students, connecting students with resources, holding tutoring/small group live sessions, and frequently communicating with families and students. Counselors work individually with potential graduates to provide individualized guidance and support.	$10,038.04	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.

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

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 cycle.

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 cycle.

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 cycle.

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

Goals and Actions

Goal

Goal #	Description
3	Provide all pupils access to standards-aligned courses in well-rounded curriculum taught by appropriately assigned and credentialed teachers, by utilizing 21st Century technology and targeted programs and services. Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

With the needs of students and families consistently changing, we need to continue to focus on conditions of learning. We need to continue to ensure all students have equitable access to appropriately assigned, experienced, and effective teachers. Also, ensure programs and services enable all students to access the state academic content standards and enrolled in a broad course of study.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers of the school district are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching	SARC 100% of teachers are fully credentialed Teaching Outside Subject Area of Competence (with full credential) - 0 Teacher Misassignments - 0 Vacant Teacher Positions - 0				100%
Every pupil in the school district has sufficient access to	2020 Dashboard Implementation of State Standards Local Indicator				Met

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standards-aligned instructional materials.	All courses are aligned to the appropriate standards via pacing guides. These guides are reviewed on a trimester basis and at the end of the year to ensure proper alignment. Teachers receive ongoing training on standards. Through their trainings, teachers create materials to support students in mastering the standards.				
School facilities are maintained in good repair	N/A Virtual independent study charter school with no brick and mortar school sites.				N/A
Implementation of the academic content and performance standards adopted by the state board	2020 Dashboard Implementation of State Standards Local Indicator Standard Met				Met
How the programs and services will enable English learners to access the	14.3% making progress towards English language proficiency				20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency					
A broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable	SARC 100% of Pupils in the school have sufficient access to the standards aligned instructional materials				100%
Programs and services developed and provided to unduplicated pupils	SARC 100% of these student populations have access to all broad course of study and/or programs.				100%
Programs and services developed and provided to individuals with exceptional needs	SARC 100% of students with disabilities have access to all broad course of study and/or programs				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student ISP Reimbursement	Provide an internet subsidy for students who qualify for free and reduced lunch.	$13,783.26	Yes
4	McKinney Vento and Foster Youth Liaison	McKinney Vento and Foster Youth Liaison will ensure students living in homeless situations and/or foster youth have full and equal access to school programs, support to meet academic standards, and resources to remove barriers so they can engage with school. These supports are need based, and include providing students living in a homeless situation a Kajeet Hotspot so they can access their online classes.	$2,200.00	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.

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

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 cycle.

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 cycle.

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 cycle.

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 [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
24.29%	$553,918

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.

Goal 1: Pupil Outcomes

In our analysis of the performance of our English Learners and low-income students on our internal assessment (Star 360) over the course of the 19-20 school year, we found that 44% of low-income students and 41% of English learners made any growth in reading, and that 67% of low-income students and 23% of English learners made any growth in math. While our numbers in these subgroups are quite small, we recognize the need to focus on the performance gaps of these students. In order to address these needs, we instituted a robust data analysis process, in which teachers focused on identifying students' learning gaps so that they can be remediated (Action 7). An instructional coach was hired to work with teachers to improve instructional practices, and both of these practices will continue into next school year. Teachers will utilize non-instructional days to create action plans for their pacing and instruction based on their analysis of the data, as well as to create formative assessments within their PLC groups to assess student growth throughout each term (Action 6). Additionally, professional development is planned for the next school year, focused on addressing learning gaps across all contents, which should benefit all students. PD topics will include assessment and rubrics, SEL, and instructional best practices like differentiation, engagement strategies, and tools for monitoring and assessing independent work (Action 2). However, because of the lower proficiency rates for EL and low-income students, we expect the math and ELA proficiency rates for these subgroups will increase significantly more than the average proficiency of all students, thus closing the gap. EL Learners will continue to receive differentiated instruction in core classes as well as supplemental instruction via the ELD program (Action 10).

Goal 2: Engagement

In our analysis of graduation rates on our dashboard, we found that our socioeconomically disadvantaged students performed in the yellow category, while other subgroups performed higher, and that our English learner subgroup was too small to be assigned a category. However, we found that our English learners demonstrate slightly higher rates of chronic absenteeism than the rest of our population. In order to address these conditions, we implemented engagement support through monitoring daily attendance through the student information system and following up with students missing three or more days on at least a weekly basis. (Action 2) Academic Advisors focused their data dig meetings on reducing missed attendance in target subgroups and implementing specific actions to immediately impact engagement and attendance. The RAISE team will continue to work with students to identify the root causes of students' lack of academic success, develop school habits, and establish relationships with students and families, in conjunction with the trauma guidance counselor (Action 2 & 12). The RAISE team will continue providing action plans for individual students to increase their engagement and communication with the school, and the trauma counselor will continue coordinating support services for students. We will also offer engagement opportunities to all students, including outings, clubs, and support groups, which we expect will benefit all students (Action 11). However, because of the current disparity in rates for these students, we expect the chronic absenteeism to decrease and graduation rate to increase at a greater rate for our EL and low-income students than for all students.

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

In addition to the schoolwide actions described above, in order to address the condition for EL in pupil outcomes and engagement, we continue to increase ELD instruction and extra support for EL through supplemental resources and ELD specific coursework. EL will receive this in addition to what is offered to all students. Language assistance will be provided to all families when needed. To ensure equitable access to our online curriculum, low-income students may receive an internet reimbursement (Goal 3, Action 1). We expect this to provide equitable services to low-income which in turn will close the achievement gap between low-income and all students.

The school calculates its minimum proportionality percentage will be 24%. This percentage is the benchmark with which we will measure our plan to increase or improve services to unduplicated pupils as compared to services provided to all pupils. Through the goals set forth in Goals and Actions section, we believe sufficient services will be provided to meet or exceed the mandated minimum percentage.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$553,918.00			$154,100.00	$708,018.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$609,591.42	$98,426.58

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Lesson planning and standards alignment					$0.00
1	2	English Learners Foster Youth Low Income	Professional development	$124,745.21			$11,900.00	$136,645.21
1	3	Students with Disabilities	SAI (Specialized Academic Instruction)	$11,414.75				$11,414.75
1	4	Low Preforming Students	Intervention program				$78,000.00	$78,000.00
1	5	All	Data conferencing					
1	6	English Learners Foster Youth Low Income	Non-Instructional Days	$242,174.51				$242,174.51
1	7	English Learners Foster Youth Low Income	Assessment data analysis	$10,400.45				$10,400.45
1	8	All	Independent work	$47,011.94				$47,011.94
1	9	All	Automatic progress updates	$1,870.04				$1,870.04
1	10	English Learners	ELD Support	$18,913.98				$18,913.98
1	11	All	Develop college and career readiness offerings					
2	1	All	Strong Start Orientation					
2	2	English Learners Foster Youth Low Income	Ongoing attendance/withdrawal monitoring by RAISE Team	$38,205.71			$27,000.00	$65,205.71

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	3	All	Walk to Class Orientation					
2	4	Low Preforming Students	Academic Advisor Role				$17,500.00	$17,500.00
2	5	All	Ongoing attendance and withdrawal monitoring/training by Academic Advisors					
2	6	All	Consistent live session schedule					
2	7	All	Data conferencing					
2	8	All	Automatic attendance alerts					
2	9	English Learners	Interpreter and translation services	$897.30				$897.30
2	10	All	Learning Coach Support/Communication					
2	11	English Learners Foster Youth Low Income	Student activities	$648.84				$648.84
2	12	English Learners Foster Youth Low Income	Trauma Guidance Counselor	$33,813.97				$33,813.97
2	13	Low Preforming Students	Student and Family Champion				$17,500.00	$17,500.00
2	14	All	Graduation Plans					
2	15	English Learners Foster Youth Low Income	RAISE and Counseling Team Support for Potential Graduates	$10,038.04				$10,038.04
3	1	Low Income	Student ISP Reimbursement	$13,783.26				$13,783.26
3	4	Students with Disabilities MKV/Foster Youth	McKinney Vento and Foster Youth Liaison				$2,200.00	$2,200.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$493,621.27	$532,521.27
LEA-wide Total:	$0.00	$0.00
Limited Total:	$19,811.28	$19,811.28
Schoolwide Total:	$473,809.99	$512,709.99

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**2**	Professional development	Schoolwide	English Learners Foster Youth Low Income	All Schools	$124,745.21	$136,645.21
1	**6**	Non-Instructional Days	Schoolwide	English Learners Foster Youth Low Income	All Schools	$242,174.51	$242,174.51
1	**7**	Assessment data analysis	Schoolwide	English Learners Foster Youth Low Income	All Schools	$10,400.45	$10,400.45
1	**10**	ELD Support	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$18,913.98	$18,913.98
2	**2**	Ongoing attendance/withdrawal monitoring by RAISE Team	Schoolwide	English Learners Foster Youth Low Income	All Schools	$38,205.71	$65,205.71
2	**9**	Interpreter and translation services	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$897.30	$897.30
2	**11**	Student activities	Schoolwide	English Learners Foster Youth Low Income	All Schools	$648.84	$648.84
2	**12**	Trauma Guidance Counselor	Schoolwide	English Learners	All Schools	$33,813.97	$33,813.97

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			
2	15	RAISE and Counseling Team Support for Potential Graduates	Schoolwide	English Learners Foster Youth Low Income	All Schools	$10,038.04	$10,038.04
3	1	Student ISP Reimbursement	Schoolwide	Low Income	All Schools	$13,783.26	$13,783.26

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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)).

o   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.