

LCFF Budget Overview for Parents

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

CDS Code: 15-63628-0127209

School Year: 2022-23

LEA contact information:

Morgan Vincent

Academic Administrator

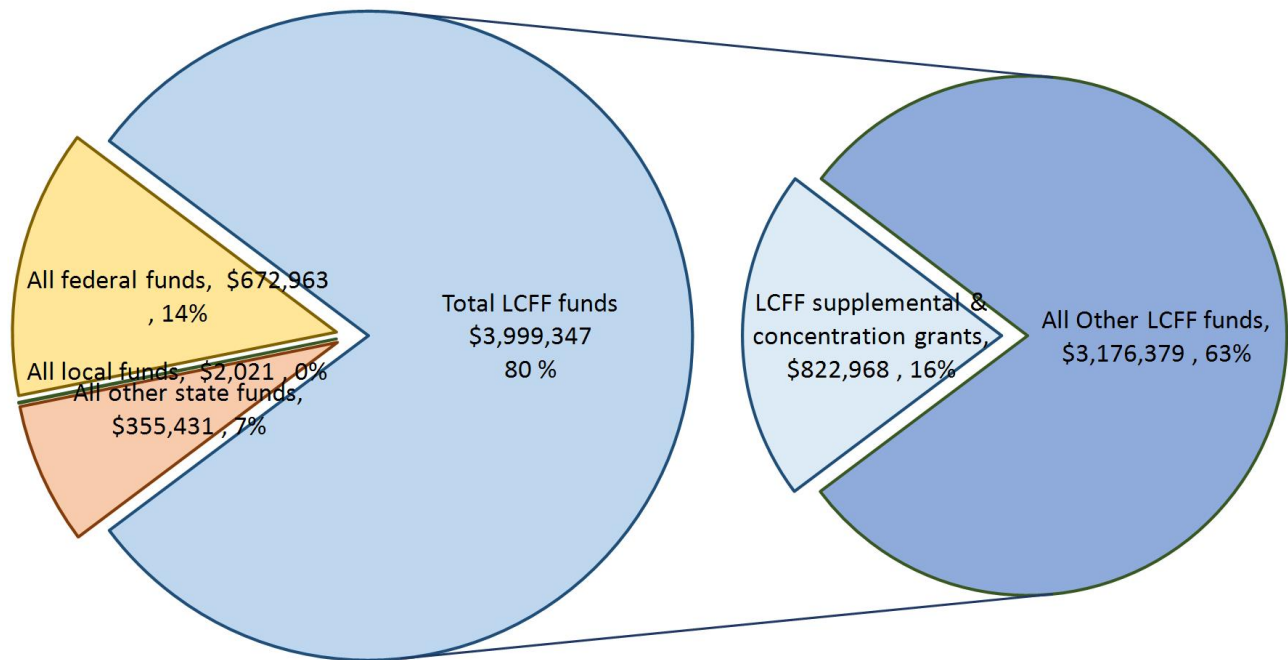
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951-894-9089

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 2022-23 School Year

Projected Revenue by Fund Source



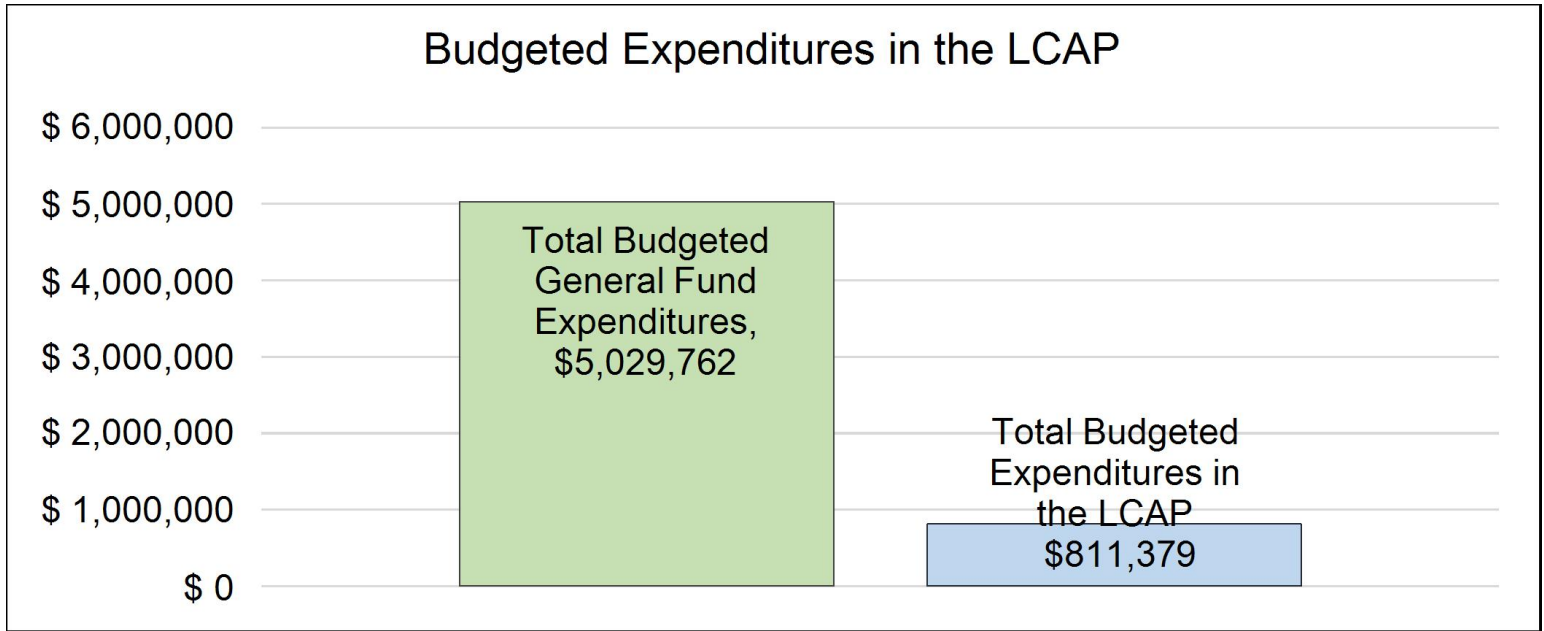
This chart shows the total general purpose revenue Insight School of California expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Insight School of California is \$5,029,762, of which \$3,999,347 is Local Control Funding Formula (LCFF), \$355,431 is other state funds,

\$2,021 is local funds, and \$672,963 is federal funds. Of the \$3,999,347 in LCFF Funds, \$822,968 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Insight School of California plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Insight School of California plans to spend \$5,029,762 for the 2022-23 school year. Of that amount, \$811,379 is tied to actions/services in the LCAP and \$4,218,383 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.

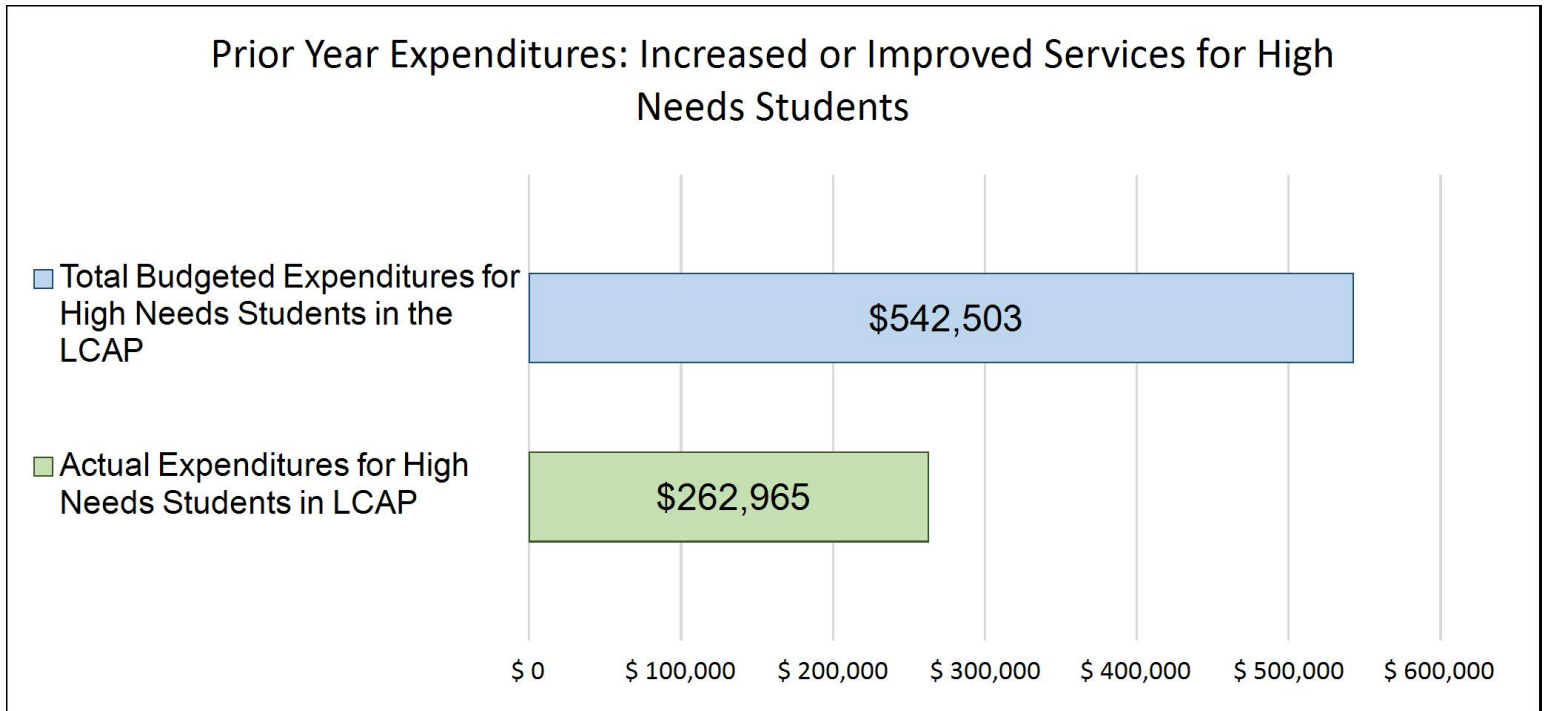
Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Insight School of California is projecting it will receive \$822,968 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 \$441,459 towards meeting this requirement, as described in the LCAP.

The School continues to reach out to its educational partners, assess student needs, and continues to engage its stakeholders to identify additional programs and areas that will benefit its high needs students

LCFF Budget Overview for Parents

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



This chart compares what Insight School of California budgeted last year in the LCAP 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.

The text description of the above chart is as follows: In 2021-22, Insight School of California's LCAP budgeted \$542,503 for planned actions to increase or improve services for high needs students. Insight School of California actually spent \$262,965 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$-279,538 had the following impact on Insight School of California's ability to increase or improve services for high needs students:

The school experienced an increase in actual enrollments in the 21-22 school year, and will carry forward and will utilize unspent funds in 2022-23 to provide additional programs and services that focus on core services for high needs students.

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

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

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

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

Educational partners were engaged when developing the plan for the Educator Effectiveness Block Grant funds.

The school sent a survey out to all educational partners (students, parents, learning coaches and staff) that inquired about educational needs of the school.

An engagement meeting was held with educational partners (students, parents, learning coaches and staff) at the end of November to review the survey results discuss the best use of the grant funds.

Staff were provided opportunity to provide feedback and ideas for additional professional development needs. These were added to the staff PD plans.

A public hearing was held in November before the Educator Effectiveness Block Grant Expenditure Plan was approved at a board meeting in December 2021.

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

Insight School of California doesn't receive the concentration grant add-on because their enrollment of students who are low-income, English learners, and/or foster youth at the chartering district is less than 55 percent.

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

Below is a description of how the school engaged its educational partners on the use of one-time federal funds.

A survey was sent to all parents, students, learning coaches, teachers, and staff on 8/24/21.

Engagement meetings were held on August 30, 2021 to determine the priority of need.

Special education administration was asked how the pandemic had impacted the department.

Administration and the teachers' union discussed the needs during their regularly scheduled meetings.

School personnel disaggregated student assessment data to identify learning gaps.

Insight at San Diego evaluated its stakeholder engagement opportunities and determined that civil rights groups, tribes and other advocate groups are neither present nor served by the LEA.

The governing board approved this ESSER plan on September 13, 2021 at a public meeting.

ESSER III Plan can be found on the school website at <https://fw.unitymg.com/rdr/D:3172>

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

In order to address the academic impact of lost instructional time, the school provided extended learning for at-risk students and struggling learners, during summer school in 2021. Students had the opportunity to take credit recovery courses that will decrease credit deficiency for students who have previously failed core courses. Due to the success of this program, we plan to offer it again in Summer 2022. To support students with afterschool instruction, we provide access to Tutor.com using CSI funds, this is currently meeting student needs. If this changes, we will add additional services using ESSER III funds.

Additional school counselors were hired (lowering the counselor-student ratio) to address student academics, mental health, social emotional needs, career awareness, and putting plans in place to help bridge the educational gap. This has been successful, and we plan to continue this for next year.

The school has a professional development on social emotional learning planned for spring. This opportunity will support staff and families and has a three-year plan.

The school was able to hire Intervention specialists that partnership with content teachers and the academic leadership team to provide targeted intervention sessions with students. The current position is paid with CSI funds. We have been attempting to hire additional teachers for this position, however, no one has applied for the position. We will continue to keep the position posted.

The challenges the school has come up against while implementing the ESSER Expenditure plan is spending the entire entitlement in one year. We do anticipate being able to spend it in multiple years by following the ESSER III Expenditure Plan. Like most California schools, we have had a challenging hiring additional teachers. We will continue to try to hire teachers, so class sizes remain appropriate.

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

The ESSER III Expenditure plan is consistent with the school's LCAP. Below are the LCAP goals and each ESSER expenditure that align to the goal.

Goal 1 - Increase student achievement and proficiency across all metrics for all sub-groups of pupils, including unduplicated pupils and those with disabilities. (Pupil Outcomes): Summer school, After school instruction, Intervention Specialists (Action 4), Teachers (Action 6)

Goal 2 - Increase the level of student and family engagement with the school as measured by attendance rates, withdrawal rates, and suspension rates (Engagement): Student Social Emotional Well-Being

Goal 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. (Conditions of Learning): School Counselors (Action 2), Curriculum and Materials

LCAP - <https://fw.unitymg.com/rdr/D:3019>

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

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s

Introduction

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

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

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

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

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

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

Instructions

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

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

Prompt 1: *"A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided"*

through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP)."

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

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021

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 [2022-23]

General Information

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

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. For the 2021-2022 school year (as of October 2021), Insight School of California had 371 students enrolled. School demographics were as follows: 70.6% socioeconomically disadvantaged, 4.6% English learners, 24.3% students with disabilities, and 0.3% foster youth.

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 have made significant growth in both ELA and math proficiency versus the previous administration (in the 2018-19 school year). Standard met or exceeded in ELA was 32.14% and standard met or exceeded in math was 4.42%. In 2019, only 20.51% met or exceeded in ELA and only 0.87% met or exceeded in math. At the same time, ISCA recognizes that there is room to grow, especially for its students with disabilities subgroup. Only 10.71% of students with disabilities met or exceeded standard in ELA, and only 3.45% met or exceeded standard in math. ISCA will continue to provide students with disabilities specialized academic instruction and will work toward greater collaboration between general education and special education teachers to best meet the needs of these learners. 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. Additionally, ISCA combined its structured bell schedule for live classes with an auto-dialer alert system and saw tremendous improvement in live session attendance. ISCA will continue its efforts to identify unengaged students and to build connections with them.

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, ISCA saw a decrease in its graduation rate from the prior year. In SY20-21, 55.4% of students completed graduation requirements, including only 35.7% of English learners and 49.2% of students with disabilities. ISCA recognizes this as a priority and 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.

Despite the recent year's growth, academic performance in both ELA and math in both internal and state assessments continues to be an area in need of significant improvement. There were no performance colors produced on the most recent dashboard, but previous years' data is listed below:

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 2021-2022 school year, ISCA continued to focus heavily on classroom instruction, including frequent classroom observations and the restructuring of the data-driven instruction processes and frequency. Intervention specialists and an instructional coach continued to ensure that students and teachers have all resources necessary to make significant growth. ISCA also implemented professional development and training focused on ensuring that instruction is data-based, standards-aligned, and accessible for all students.

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 upcoming 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.

An Instructional coach was hired in the Fall of 2020 to support teachers and their teaching practice. The instructional coach provided additional resources and feedback throughout live sessions that drove changes in engagement and pass rates (data listed in section below). Teachers were provided professional development in the areas of instruction and lesson planning as well as trauma informed practices throughout the year. Data driven instruction process was updated and live observations were conducted monthly to provide consistent feedback to teachers in order to improve their practice. Course pass rates in 20-21 increased 2% to 70.5%. We will continue to focus on instructional practices in 21-22

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.

In the Fall of 2020, ISCA began utilizing an additional support program in both Math and ELA as well as hired an ELA and Math Intervention specialist. The supplemental program was assigned to students through their math and ELA course and all students had access to utilize the program at any time. The intervention specialists worked with students based on STAR360 scores as well as in-class performance. The ELA intervention specialist also provided students with writing workshops to support students struggling with writing assignments in their ELA courses.

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 (no update as 2021 scores are still embargoed)
- Math SBAC Scores (no update as 2021 scores are still embargoed)
- ELA STAR360 Growth measures - 37.26% of students showed one year of growth or more
- Math STAR360 Growth measures - 41.12% of students showed one year of growth or more
- Student engagement- Live session attendance increased by 24.32% to 68.29% for the 2020-2021 school year
- Course pass rates- 70.5% overall average pass rate for the 2020-2021 school year

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.

With teacher support/training, interventions and instructional coach in place ISCA is showing a trend in increased academic growth in both Math and ELA as well as increased engagement in live sessions. The supports provided are successful based on evaluation and the school will continue to implement the programs.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this 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. Live meetings to gather feedback were held October 18, 2021, December 1, 2021 and May 16, 2022 (One per Trimester). 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 educational partners.

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 highlighted particular supports from teachers, including personalizing communications, providing resources, keeping students "on track," and being available. In response to whether they felt connected, several families indicated that their students were too busy with their personal calendars to do any more, or that their students simply weren't interested in attending any events or were more focused on academics than anything else. A couple of students did suggest interest in other clubs/classes that would have caught their attention, such as theater.

Communication from teachers and school staff throughout the year indicated that the automated alerts system has been largely successful throughout the year, and that communications between school and family have been more streamlined. Some parents have continued to indicate that they are overwhelmed by communications at certain points in the year (such as during state testing), but overall this seems to have been an area of improvement.

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

In response to the feedback received, the following actions were 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 established to further the implementation of SEL in all aspects of the school
- professional development opportunities 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	<p>Broad/Maintenance Goal</p> <p>Increase student achievement and proficiency across all metrics for all sub-groups of pupils, including unduplicated pupils and those with disabilities.</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>

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
d1. SBAC Math Dashboard Score	208.8 points below standard	2021 Dashboard 4.4% Met or Exceed Standards Low-income 1.4% Student with Disabilities 3.5% White 5.7% Hispanic 8.7%			150 or fewer points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
d1. SBAC ELA Dashboard Score	92.5 points below standard	2021 Dashboard 32.1% Met or Exceed Standards Student with Disabilities 10.7% White 23.5% Low-income 24.7% Hispanic 35.1%			50 or fewer points below standard
h1. Star 360 Math Growth (% of students whose SGP increased from first to last administration)	37.26%	45.86%			70%
h1. Star 360 Reading Growth (% of students whose SGP increased from first to last administration)	41.12%	43.72%			70%
h1. Star 360 Math Performance (from EOY administration)	Level 1: 68.29% Level 2: 21.34% Level 3: 6.40% Level 4: 3.96%	Level 1: 74.82% Level 2: 13.83% Level 3: 7.09% Level 4: 4.26%			At least 30% of students test in levels 3 and 4; at most 50% of students test at level 1
h1. Star 360 Reading Performance (from EOY administration)	Level 1: 45.99% Level 2: 26.41% Level 3: 21.96% Level 4: 5.64%	Level 1: 40.21% Level 2: 31.62% Level 3: 20.96% Level 4: 7.22%			At least 50% of students test in levels 3 and 4; at most 30% of students test at level 1

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
h1. Average SY Course Pass Rates	70.5% average pass rate for all terms in SY20-21	64.44%			75%
h1. 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)	Whole school: 60.15% Sped: 52.63% EL: 33.54%			75% across whole group and all subgroups
d5. EL Proficiency	2019 ELPAC proficiency: 14.29%	44.1% EL pass rate 2021 Dashboard English Language Proficiency Well Developed on ELPAC (Level 4) 6.3%			20% proficient
d. College/Career Indicator	1.1%	Data not available on SY20-21 dashboard			15%
d1. California Science Test Source: Dataquest	8.82% Met or Exceeded Standard (*SY18-19, no data for SY19-20))	10.82% Met or Exceeded Standard			15% Met or Exceeded Standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
d6. EL Reclassification Rate Source: Dataquest	40%	41.2% *Comparison to Prior Year Counts The 2020–21 Reclassified Fluent English Proficient (RFEP) student enrollment counts may be lower due to difficulties experienced by local educational agencies (LEAs) while transitioning to remote administration of the initial and summative English Language Proficiency Assessments for California (ELPAC) during “distance- learning” resulting from the COVID-19 pandemic.			50%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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.	\$14,492.27	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	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.	\$89,161.89	Yes
1.3	SAI (Specialized Academic Instruction)	Specialized academic instruction provided to targeted small groups and individual students according to their needs and IEPs		No
1.4	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 intervention specialists will collect growth data and communicate it to students and families.	\$153,000.00	No
1.5	Data conferencing	Teachers will participate in regular, ongoing data conferencing throughout the year and use it to inform instructional decisions		No
1.6	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		No

Action #	Title	Description	Total Funds	Contributing
1.7	Assessment data analysis	In-person meetings to analyze internal assessment results to identify target areas for support and create action plans for the school	\$3,547.29	Yes
1.8	Independent work	Increased focus on student work during live classes, in order to ensure students have necessary support to succeed and to encourage active engagement with the online high school platform.	\$2,297.27	Yes
1.9	Automatic progress updates	Ongoing automatic progress alerts sent to families on a weekly basis, in order to keep parents informed of students' progress and to open avenues of communication for student support.	\$799.27	Yes
1.11	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.

All actions were implemented as planned in the 21-22 school year, with the exception of action 1.7, Assessment Data Analysis, which was changed to virtual meetings rather than in-person meetings due to the Covid-19 pandemic.

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

N/A

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

Action 1.2 Professional development: Based on informal observations throughout the school year, teachers have been implementing the strategies learned from the Solution Tree professional development workshops.

Action 1.3 SAI (Specialized Academic Instruction): Students have been invited to SAI sessions per their agreed-upon IEPs. There has been a positive correlation between attendance at SAI sessions and academic performance.

Action 1.4 Intervention program: Comparison data between mid-year STAR360 assessment results and beginning-of-year results shows a difference of 16% of students who increased their reading score having been enrolled in the intervention program. For students in math intervention, there was a difference of 3% compared to students who were not involved in the program.

Action 1.6 Non-Instructional Days: These days were used for outreach to educate students and families on the online high school and to troubleshoot technical issues before the start of school; as a result more than 98% of students logged in to school on time throughout the year. Additionally, intervention specialists used these days to identify students in need of support so that they were able to begin the school year with a caseload.

Action 1.7 Assessment data analysis: These were very effective days. The leadership team had the opportunity to break down mid-year assessment data for student progress on math and ELA power standards. From these standards, focus standards were identified and distributed to teachers to ensure they were included appropriately in planning and pacing.

Action 1.8 Independent work: The online high school continues to provide a platform for students to access and interact with standards-aligned curriculum. Teachers continue to assign work via the online high school, which students are able to access at any time. Students are held accountable for submitting work via this platform, and students and learning coaches have the ability to track student progress and performance at any time.

Action 1.9 Automatic progress updates: Automatic alerts led to a reduction of the number of students in the lower two levels of engagement/academic performance as measured by our online high school data. The automatic alerts provided consistency of notifications and supports offered to families on a weekly basis.

Action 1.10 ELD Support: Based on graduation rate data for EL students, we determined that this action needed greater focus in order to be fully implemented. We decided to create a focus goal for graduation rate, and to focus specifically on EL students, moved the ELD support action to Goal 4. An ELD Coordinator position was created and filled for the upcoming school year.

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

The goal, metrics, desired outcomes, and actions remain mostly unchanged for the upcoming school year. A few notable adjustments are as follows:

- California Science Test and EL reclassification rate were added as metrics for this goal. Math and ELA proficiency per CAASPP had been included previously, but we had neglected to include science. Likewise, EL proficiency and pass rates had been included previously but reclassification rate was added this year as an additional layer of measurement.
- Because of the impact of the Covid pandemic on CAASPP testing, score reporting looked somewhat different for last year's SBAC assessments. As a result, Year 1 data is reported as percentages of students in each performance band rather than by points below or above standard. Depending on how results are reported for Year 2, the desired outcome may be adjusted to reflect percentages in performance bands to match.
- Action 1.2 Professional Development will be an ongoing action for the upcoming school year, but we will offer a different type of PD than was offered in SY21-22. We are currently researching other PD options that will meet the needs of our students, teachers, and staff.
- It is anticipated that Action 1.7 Assessment Data Analysis will be an ongoing action in the upcoming school year but will return to in-person meetings after being virtual during the current school year.
- Action 1.9 Automatic Progress Updates will be an ongoing action in the upcoming school year, but we would like to note that they will be temporarily suspended during the week of state assessments (early May), as the live session schedule will be adjusted to a testing bell schedule instead.

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

Goals and Actions

Goal

Goal #	Description
2	Broad/Maintenance Goal 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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
e1. Yearly attendance rate (reported at P2 due to COVID pandemic)	88.70%	Funded at previous school year's P2 rate			91%
e. Withdrawal rate	24.03%	20.8%			21%
e. Live session attendance rate from year-end engagement dashboard	50.40%	68.3%			75%
f1. Suspension Rate	0%	Data not available in SY20-21			0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Dashboard			
c1. Parent and Family Engagement	Met	Met			Met
f3. Local Climate Survey	Met	Met			Met
e2. Chronic Absenteeism Rate	Data not available for SY19-20	44.3% English Learners 40% Students With Disabilities 41.3% White 43.4% African American 44.1% Hispanic or Latino 46.6% Low-Income 47.7%			40%
e4. Dropout Rate	17.60%	24.9%			22%
c2. Programs, services, and communications available and accessible to parents of unduplicated pupils and parents with students in a program for individuals with exceptional needs.	n/a - New metric for SY22-23	n/a - New metric for SY22-23			100% of families will be invited to Learning Coach University and Strong Start Orientation, and will receive communications in the language of their preference
f2. Expulsion Rate	0%	Data not available in SY20-21 Dashboard			0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
c3. Programs, services, and communications available and accessible to parents of students in a program for individuals with exceptional needs.	n/a - New metric for SY22-23	n/a - New metric for SY22-23			100% of families will be invited to Learning Coach University and Strong Start Orientation, and will receive communications in the language of their preference

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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
2.2	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.	\$50,420.00	Yes
2.3	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) to ensure that students are aware of the requirements and are able to access courses successfully.		No
2.4	Academic Advisor Role	Advisors deliver SEL/adulting curriculum to all students, furthering student social emotional strength and resilience throughout the year,		No

Action #	Title	Description	Total Funds	Contributing
		and work to establish enduring connections with students and families throughout the year		
2.5	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
2.6	Consistent live session schedule	Master schedule developed to provide consistent structure for students and eliminate conflicts in their schedules		No
2.7	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
2.8	Automatic attendance alerts	Ongoing automatic attendance alerts sent to families on a daily basis to encourage live session attendance.		No
2.9	Interpreter and translation services	Provide interpreter and translation services so families who speak a language other than English will be engaged in school.	\$2,102.06	Yes
2.10	Learning Coach Support/Communication	Monthly live Learning Coach University sessions and monthly school newsletters to better engage families i school programs and events.		No
2.11	Student activities	Frequent and regular student outings (both virtual and in-person), virtual assemblies, clubs, and support groups to provide multiple methods of engagement for students and encourage school connectedness.		No

Action #	Title	Description	Total Funds	Contributing
2.12	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.	\$70,208.26	Yes
2.13	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

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.

All actions were implemented as planned in the 21-22 school year, with the exception of 2.11 Student Activities; all activities during the 21-22 school year were held virtually as a result of the Covid-19 pandemic.

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

NA

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

Action 2.2 Ongoing attendance/withdrawal monitoring by RAISE Team: Ongoing attendance monitoring and interventions for non-compliant students resulted in an increase in the live session attendance rate from 50.40% (baseline) to 68.3% (Year 1). Likewise, monitoring and support resulted in a decrease in withdrawal rate from 24.03% (baseline) to 20.8% (Year 1).

Action 2.4 Academic Advisor Role: All Academic Advisors participated in SEL training via the 7 Mindsets program. They implemented 7 Mindsets training and curriculum in daily homeroom sessions as well as in individual student conferences, in an effort to bolster student connectedness to school and staff. Observational data indicated greater attendance and participation at homeroom live sessions, which are required but do not count for transcript credit.

Action 2.9 Interpreter and translation services: Interpreter and translation service continued to be offered to all school staff to enable us to meet the needs of families by effectively communicating in the language of their preference.

Action 2.11 Student Activities: We have seen an increase in attendance at virtual outings compared to in-person activities in previous years. Data collection for 21-22 school year is ongoing, but in 20-21 school year, which was the first year during which outings were held virtually, 48% of outings had students in attendance.

Action 2.12 Trauma Guidance Counselor: The trauma counselor supports students with a holistic approach by providing and overseeing various support groups, creating a series of mental health videos and messages, and providing support to staff members in handling students with past trauma.

Action 2.13 Student and Family Champion: All students on the SFC's caseload were fully supported throughout the year. She tracks and maintains contact with students/families on her caseload, provides community resources were necessary and available, and connects families with internet hotspots when needed.

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

The goal, metrics, desired outcomes, and actions remain mostly unchanged for the upcoming school year. A few notable adjustments are as follows:

- The chronic absenteeism rate and high school dropout rate have been added as metrics for this goal. No additional actions were added, as we are already working toward increasing retention and attendance rates.
- Programs, services, and communications available and accessible to parents of unduplicated pupils was added as a metric for this goal. No additional actions were added, as we are already utilizing interpreter and translation services. We are also attempting to add a bilingual role to the RAISE team, but have yet to fill the position.
- Due to the Covid pandemic, we were funded for Year 1 at the same rate as P2 of the previous year. We anticipate that the Year 2 data will be an accurate reflection of the year.
- Expulsion rate was added to the suspension rate metric as both are combined on our dashboard. No additional actions were added.
- Action 2.11 Student Activities will be an ongoing action for the upcoming school year, but we plan to re-implement in-person activities next year, as well as hold virtual outings to offer additional student engagement.

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

Goals and Actions

Goal

Goal #	Description
3	<p>Broad/Maintenance Goal 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.</p> <p>Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 7: Course Access (Conditions of Learning)</p>

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
a1. 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	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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
a2. Every pupil in the school district has sufficient access to standards-aligned instructional materials.	2020 Dashboard Implementation of State Standards Local Indicator 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.	2021 Dashboard Implementation of State Standards Local Indicator 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.			Met
a3. School facilities are maintained in good repair	N/A Virtual independent study charter school with no brick and mortar school sites.	N/A Virtual independent study charter school with no brick and mortar school sites.			N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
b1. Implementation of the academic content and performance standards adopted by the state board	2020 Dashboard Implementation of State Standards Local Indicator Standard Met	2021 Dashboard Implementation of State Standards Local Indicator Standard Met			Met
b2. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency	14.3% making progress towards English language proficiency	6.3% English Language Proficiency Well Developed on ELPAC Level 4			20%
g1. 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	SARC 100% of Pupils in the school have sufficient access to the standards aligned instructional materials			100%
g2. 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.	SARC 100% of these student populations have access to all broad course of study and/or programs			100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
g3. 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	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
3.1	Student ISP Reimbursement	Provide an internet subsidy for students who qualify for free and reduced lunch.	\$46,743.00	Yes
3.2	Teachers	Provide highly qualified fully credentialed teachers. Salary increases and/or bonuses granted to better attract and retain highly qualified and credentialed instructional staff.	\$102,667.77	Yes
3.4	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.	\$2,600.00	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.

All actions were implemented as planned in the 21-22 school year.

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

N/A

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

Action 3.1 Student ISP Reimbursement: Internet reimbursement ensured that low-income families maintained access to school

Action 3.4 McKinney Vento and Foster Youth Liaison: Liaison ensures that students have access to basic needs and, when needed, a hotspot to maintain internet access.

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

The goal, metrics, desired outcomes, and actions remain unchanged for the upcoming school year.

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

Goals and Actions

Goal

Goal #	Description
4	<p>Focus Goal</p> <p>Increase graduation rate as a school and by each reported subgroup by 3% each year as measured by DASS graduation rate.</p> <p>Priority 5: Pupil Engagement (Engagement)</p>

An explanation of why the LEA has developed this goal.

Due to the low graduation rate, a focus goal is needed. 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
e5. Graduation rate	Graduation Rate 2020 – 66% African American – 79.5% White – 72.3% Socioeconomically Disadvantaged – 66.1% Students with Disabilities – 65.6% Hispanic – 58.5% English Learners – 50%	2021 Dashboard 55.40% English Learners – 35.7% Students with Disabilities – 49.20% Socioeconomically Disadvantaged – 53% Hispanic – 53.8% White – 56.1% African American – 60%			At least 79% across the school and in all subgroups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
e. Student views of grad plans (average of the year)	62%	72.75%			85%

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	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 are provided to ensure that students understand what is needed to graduate.		No
4.2	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 to provide every opportunity for student's to graduate.	\$207,883.32	Yes
4.3	ELD Coordinator	ELD Coordinator will review EL student data, provide academic supports based on ELPAC and STAR360 scores in order to increase EL graduation rate data.	\$47,956.83	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.

Although this is a new focus goal, the metrics and actions were migrated from Goal 2. All actions were implemented as planned in the 21-22 school year.

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

N/A

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

Action 4.2 RAISE and Counseling Team Support for Potential Graduates: The RAISE and counseling teams offered support in the form of back-on-track plans, re-engagement techniques, relationship-building, and constant communication. With their support, during the 20-21 school year, 71% of potential graduates completed graduation requirements in Trimester 1, 87% in Trimester 2, and 91% in Trimester 3. Data collection for the 21-22 school year is ongoing.

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.

This is a new goal beginning in the 22-23 school year, but aside from moving them from Goal 2 to Goal 4, the metrics, desired outcomes remain unchanged for the upcoming school year. There was an addition of an action (4.3) that was added due to the decline in the EL population pass rate and grad rate from the previous year.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$822,968	\$362,139

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
25.91%	6.11%	\$176,747.16	32.02%

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

Required Descriptions

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

Goal 1: 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 20-21 school year, we found that 75% of our low-income students made growth in math but did not make growth in reading, and that 44.4% of our English learners made growth in math and 33.3% made growth in reading. 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). Our instructional coach continues 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).

Goal 2: Engagement

In our analysis of chronic absenteeism rates, we found that English Learners (40%) and students with disabilities (41.3%) performed slightly better than the overall rate (44.3%) and lowest among the subgroups. All other measured subgroups performed near the overall rate, and Hispanic/Latino (46.6%) and low-income students (47.7%) had rates that were slightly higher than the overall rate. In order to support engagement for our lower-performing subgroups, we continued our system of 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) We then supplemented with an automated contact system during each period of the school day. 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.

Goal 4: Graduation Rate

In our analysis of graduation rates on our DASS graduation rate report, we found that our socioeconomically disadvantaged students performed close to our overall rate (53% vs. 55.4%). Our English learner subgroup performed the lowest of all subgroups at only 35.7%. 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 new ELD coordinator position (Action 3).

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. ELs 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.

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

In Goal 3, Action 2, you will see where the LCFF Concentration add-on grant was used to make sure we hired and maintained high quality teachers to support unduplicated students.

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

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$441,459.23			\$369,920.00	\$811,379.23	\$673,198.07	\$138,181.16

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Lesson planning and standards alignment	English Learners Foster Youth Low Income	\$14,492.27				\$14,492.27
1	1.2	Professional development	English Learners Foster Youth Low Income	\$21,161.89			\$68,000.00	\$89,161.89
1	1.3	SAI (Specialized Academic Instruction)	Students with Disabilities					
1	1.4	Intervention program	Low Performing Students				\$153,000.00	\$153,000.00
1	1.5	Data conferencing	All					
1	1.6	Non-Instructional Days	All					
1	1.7	Assessment data analysis	English Learners Foster Youth Low Income	\$3,547.29				\$3,547.29
1	1.8	Independent work	English Learners Foster Youth Low Income	\$2,297.27				\$2,297.27
1	1.9	Automatic progress updates	English Learners Foster Youth Low Income	\$799.27				\$799.27
1	1.11	Develop college and career readiness offerings	All					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.1	Strong Start Orientation	All					
2	2.2	Ongoing attendance/withdrawal monitoring by RAISE Team	English Learners Foster Youth Low Income				\$50,420.00	\$50,420.00
2	2.3	Walk to Class Orientation	All					
2	2.4	Academic Advisor Role	All					
2	2.5	Ongoing attendance and withdrawal monitoring/training by Academic Advisors	All					
2	2.6	Consistent live session schedule	All					
2	2.7	Data conferencing	All					
2	2.8	Automatic attendance alerts	All					
2	2.9	Interpreter and translation services	English Learners	\$2,102.06				\$2,102.06
2	2.10	Learning Coach Support/Communication	All					
2	2.11	Student activities	All					
2	2.12	Trauma Guidance Counselor	English Learners Foster Youth Low Income	\$70,208.26				\$70,208.26
2	2.13	Student and Family Champion	Low Performing Students				\$17,500.00	\$17,500.00
3	3.1	Student ISP Reimbursement	Low Income	\$46,743.00				\$46,743.00
3	3.2	Teachers	English Learners Foster Youth Low Income	\$102,667.77				\$102,667.77
3	3.4	McKinney Vento and Foster Youth Liaison	MKV/Foster Youth Students with Disabilities				\$2,600.00	\$2,600.00
4	4.1	Graduation Plans	All					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.2	RAISE and Counseling Team Support for Potential Graduates	English Learners Foster Youth Low Income	\$129,483.32			\$78,400.00	\$207,883.32
4	4.3	ELD Coordinator	English Learners	\$47,956.83				\$47,956.83

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$3,176,379	\$822,968	25.91%	6.11%	32.02%	\$441,459.23	10.39%	24.29 %	Total:	\$441,459.23
								LEA-wide Total:	\$0.00
								Limited Total:	\$50,058.89
								Schoolwide Total:	\$391,400.34

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Lesson planning and standards alignment	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$14,492.27	
1	1.2	Professional development	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$21,161.89	
1	1.7	Assessment data analysis	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$3,547.29	
1	1.8	Independent work	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$2,297.27	
1	1.9	Automatic progress updates	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$799.27	
2	2.2	Ongoing attendance/withdrawal monitoring by RAISE Team	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.9	Interpreter and translation services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$2,102.06	
2	2.12	Trauma Guidance Counselor	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$70,208.26	
3	3.1	Student ISP Reimbursement	Yes	Schoolwide	Low Income	All Schools	\$46,743.00	
3	3.2	Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$102,667.77	10.39%
4	4.2	RAISE and Counseling Team Support for Potential Graduates	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$129,483.32	
4	4.3	ELD Coordinator	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$47,956.83	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$708,018.00	\$262,428.87

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Lesson planning and standards alignment	No	\$0.00	
1	1.2	Professional development	Yes	\$136,645.21	11432.49
1	1.3	SAI (Specialized Academic Instruction)	No	\$11,414.75	
1	1.4	Intervention program	No	\$78,000.00	
1	1.5	Data conferencing	No		
1	1.6	Non-Instructional Days	Yes	\$242,174.51	10197.73
1	1.7	Assessment data analysis	Yes	\$10,400.45	17069.93
1	1.8	Independent work	Yes	\$47,011.94	
1	1.9	Automatic progress updates	Yes	\$1,870.04	799.27
1	1.10	ELD Support	Yes	\$18,913.98	16297

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Develop college and career readiness offerings	Yes		
2	2.1	Strong Start Orientation	No		
2	2.2	Ongoing attendance/withdrawal monitoring by RAISE Team	Yes	\$65,205.71	46905.41
2	2.3	Walk to Class Orientation	No		
2	2.4	Academic Advisor Role	No	\$17,500.00	
2	2.5	Ongoing attendance and withdrawal monitoring/training by Academic Advisors	No		
2	2.6	Consistent live session schedule	No		
2	2.7	Data conferencing	No		
2	2.8	Automatic attendance alerts	No		
2	2.9	Interpreter and translation services	Yes	\$897.30	1311.78
2	2.10	Learning Coach Support/Communication	No		
2	2.11	Student activities	Yes	\$648.84	2297.27
2	2.12	Trauma Guidance Counselor	Yes	\$33,813.97	44583.43

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.13	Student and Family Champion	No	\$17,500.00	
2	2.14	Graduation Plans	No		
2	2.15	RAISE and Counseling Team Support for Potential Graduates	Yes	\$10,038.04	78814.23
3	3.1	Student ISP Reimbursement	Yes	\$13,783.26	32720.33
3	3.4	McKinney Vento and Foster Youth Liaison	No	\$2,200.00	

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$702,679	\$542,503.25	\$247,007.41	\$295,495.84	0.00%	9.64%	10.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Professional development	Yes	\$124,745.21	11432.49		
1	1.6	Non-Instructional Days	Yes	\$242,174.51	10197.73		9.64%
1	1.7	Assessment data analysis	Yes	\$10,400.45	17069.93		
1	1.8	Independent work	Yes	\$47,011.94			
1	1.9	Automatic progress updates	Yes	\$1,870.04	799.27		
1	1.10	ELD Support	Yes	\$18,913.98	16297		
1	1.11	Develop college and career readiness offerings	Yes				
2	2.2	Ongoing attendance/withdrawal monitoring by RAISE Team	Yes	\$38,205.71	46905.41		
2	2.9	Interpreter and translation services	Yes	\$897.30	1311.78		
2	2.11	Student activities	Yes	\$648.84	2297.27		
2	2.12	Trauma Guidance Counselor	Yes	\$33,813.97	44583.43		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.15	RAISE and Counseling Team Support for Potential Graduates	Yes	\$10,038.04	78814.23		
3	3.1	Student ISP Reimbursement	Yes	\$13,783.26	17298.87		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$2,893,407	\$702,679	0	24.29%	\$247,007.41	9.64%	18.18%	\$176,747.16	6.11%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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