**LCFF Budget Overview for Parents Template**

Local Educational Agency (LEA) Name: iLEAD Online

CDS Code: 19 75309 3136531

School Year: 2021 – 22

LEA contact information: Erin Jones erin.jones@ileadschools.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

iLEAD Online

- All federal funds 13.9%
- LCFF supplemental & 17.3%
- All other state funds 33.2%
- All local funds 35.7%
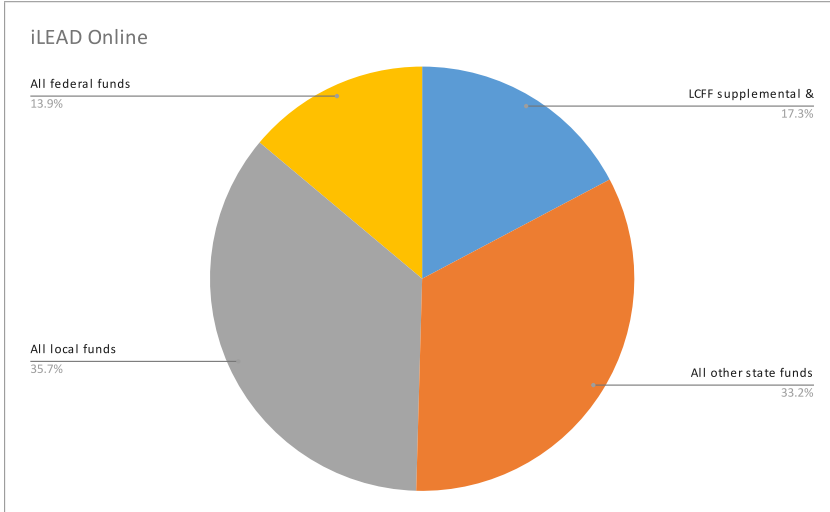
This chart shows the total general purpose revenue iLEAD Online expects to receive in the coming year from all sources.

The total revenue projected for iLEAD Online is $5,885,876.00, of which $4,493,488.00 is Local Control Funding Formula (LCFF), $558,516.00 is other state funds, $600,000.00 is local funds, and $233,872.00 is federal funds. Of the $4,493,488.00 in LCFF Funds, $290,352.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

Budgeted Expenditures in the LCAP

[CELLRANGE]
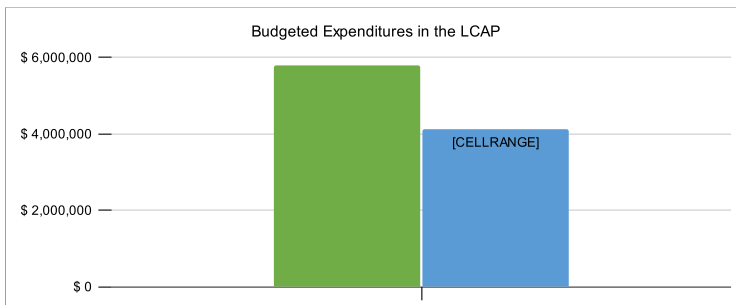
This chart provides a quick summary of how much iLEAD Online plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

iLEAD Online plans to spend $5,792,045.00 for the 2021 – 22 school year. Of that amount, $4,122,212.00 is tied to actions/services in the LCAP and $1,669,833.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
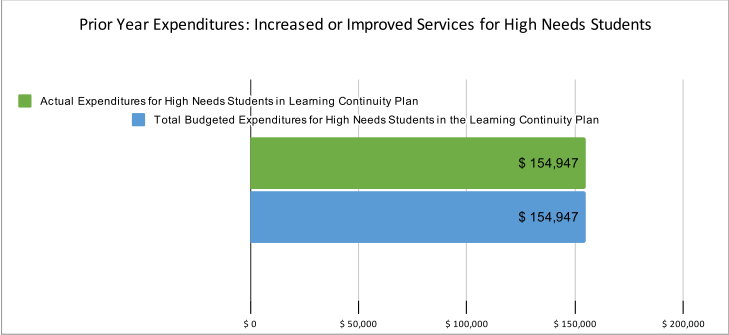
Office supplies, Printing supplies, insurances, office rent, dues and memberships, district oversight, payroll, legal fees, business fees, recruitment marketing and branding.

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

In 2021 – 22, iLEAD Online is projecting it will receive $290,352.00 based on the enrollment of foster youth, English learner, and low-income students. iLEAD Online must describe how it intends to increase or improve services for high needs students in the LCAP. iLEAD Online plans to spend $307,280.00 towards meeting this requirement, as described in the LCAP.

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

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

■ Actual Expenditures for High Needs Students in Learning Continuity Plan
■ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan

$ 154,947

$ 154,947

$ 0 $ 50,000 $ 100,000 $ 150,000 $ 200,000

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

In 2020 – 21, iLEAD Online 's Learning Continuity Plan budgeted $154,947.00 for planned actions to increase or improve services for high needs students. iLEAD Online actually spent $154,947.00 for actions to increase or improve services for high needs students in 2020 – 21.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
iLEAD Online	Tricia Lckeroth Regional Director, So Cal	tricia.luckeroth@ileadschools.org (661) 400-1714

Annual Update

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

Goal 1

Goal 1 ANNUAL GOAL 1A, 17-18 through 2021-22. All learners have access to highly qualified teachers and a strong sense of community, support, and engagement.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Continued optional student attendance for advisory, 1:1 meetings with guides, and tutoring.	**2019-20** Learners meet virtually for advisory, small group tutoring, and 1:1 meetings with their academic coaches as needed and at minimum every 20 days.	Learners did meet virtually for advisory, small group tutoring, and 1:1 meetings with their academic coaches as needed and at minimum every 20 days.
Increased enrollment	**2019-20** Enrollment remains steady or increases.	Enrollment demand far exceeded our enrollment cap. We did increase enrollment by about 50% regardless of funding.

Positive parent/family/learner satisfaction surveys.	**2019-20** Data to reflect program satisfaction.	We continue to send our annual parent and learner survey to maintain positive learner / family feedback.
CDE Credentialing	**2019-20** 100% credentialed teachers	100% credentialed teachers
Teacher Retention	**2019-20** iLEAD will retain the majority of it's teachers for the next school year.	We continue to retain the majority of our teachers. One left mid year for a promotion at another school, but all the rest of our teachers indicated they intend to return.
Students receive counseling servies and support.	**2019-20** Students will have access to virtual counseling support for academic and social emotional services. Data to be measured through parent/student survey and number of students who received services throughout the year.	Students do have access to virtual counseling support for academic and social emotional services. Data collected through parent/student survey and number of students who received services throughout the year indicate satisfaction with our support.

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Implement marketing and outreach strategies to increase awareness of the program, increase enrollment, and foster community partnerships and support. Marketing budget for print materials, website upgrades, event participation, and other means of marketing and outreach efforts. (WASC action plan goal 1)	$20,508 - LCFF - 5000-5999 Services and Other Operating Expenses - 5830;5920 $2,671 - LCFF - 4000-4999 Books and Supplies - 4340	$21,664 - LCFF - 5000-5999 Services and Other Operating Expenses $1,504 - LCFF - 4000-4999 Books and Supplies

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Annually, the school will conduct parent, learner, and staff surveys to gather feedback on school safety,	$745,770 - LCFF - 1000-1999 Certificated Salaries - 1000s Certificated Salaries $185,000 - LCFF - 5000-5999 Services and Other Operating Expenses - 5801 Maker	$278,600 - LCFF - 1000-1999 Certificated Salaries $265,617 - LCFF - 5000-5999 Services and Other Operating Expenses

satisfaction, and connectedness and to generate strategies for improvement. (WASC action plan goal 1)

Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Continue to communicate with families on a regular basis through Monday Messages, grade level emails, virtual video meetings, Parent Square, Remind notifications, social media, and other modes of communication to discuss the learners Individualized Learning Plan goals, assessments, and progress, to keep families informed on all school announcements, opportunities for involvement and decision-making input, to participate in their child's education, and to promote their child's academic success. Hold regular virtual parent meetings for parent support, education, and community building. Connect families to local community resources, events, and community as appropriate. (WASC action plan goal 1)	$185,000 - LCFF - 5000-5999 Services and Other Operating Expenses - 5801 Outreach (repeated expenditure) $400,862 - LCFF - 1000-1999 Certificated Salaries - 1310 (repeated expenditure)	$185,000 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure) $400,862 - LCFF - 1000-1999 Certificated Salaries - 1910 (repeated expenditure)

Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Reduce chronic absenteeism through consistent communication between academic coaches, course facilitators, families, and the office staff. When a learner is absent, communicate the importance of attendance in regards to the learner's progress and school funding, send mail communication home, and provide targeted intervention through an SST for families with learners who are chronically absent by data from work samples and master agreements. Meet regularly as a team to brainstorm best practices for learner engagement in an online environment. (WASC action plan goal 1)	$400,862 - LCFF - 1000-1999 Certificated Salaries - 1910 (repeated expenditure) $167,280 - LCFF - 2000-2999 Classified Salaries - 2410 $316 - LCFF - 5000-5999 Services and Other Operating Expenses - 5940 $36,123 - LCFF - 5000-5999 Services and Other Operating Expenses - 5850	$400,862 - LCFF - 1000-1999 Certificated Salaries - 1910 (repeated expenditure) $187,848 - LCFF - 2000-2999 Classified Salaries - 2410 $800 - LCFF - 5000-5999 Services and Other Operating Expenses - 5940 $17,077 - LCFF - 5000-5999 Services and Other Operating Expenses - 5850

Action 5

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Continue to foster and provide communication and training to staff	$30,800 - LCFF - 1000-1999 Certificated Salaries - 1310 (repeated expenditure) $8,400 - LCFF - 2000-2999 Classified Salaries - 2979 $22,938 - LCFF - 5000-5999 Services and Other Operating Expenses - 5210; 5220; 5230; 5233; 5310 $185,000 - LCFF - 5000-5999 Services and Other Operating Expenses - 5801-Maker (repeated expenditure)	$30,800 - LCFF - 1000-1999 Certificated Salaries - 1310 (repeated expenditure) $0 - LCFF - 2000-2999 Classified Salaries - 2979 $30,777 - LCFF - 5000-5999 Services and Other Operating Expenses - 5210,5220,5230,5233,5310 $185,000 - LCFF - 5000-5999 Services and Other Operating Expenses - 5801 (repeated expenditure)

and families on digital citizenship, 7 Habits, Motivational Interviewing, and other school-wide approaches that proactively provide alternatives to and provide a safe, positive environment in which learners are respected, accepted, valued, nurtured as unique individuals, and challenged to achieve their full potential. Staff opportunities include weekly professional learning.
Parent opportunities include parent monitor accounts and parent orientation with the opportunity to discuss important topics. (WASC action plan goal 1)

Action 6

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Develop systems for analyzing and disseminating formative and summative data. Provide regular professional development and support through curricular departments, trainings, and school-wide meetings for support and development of best practices for student engagement and growth in a virtual environment. (WASC action plan goals 1,4)	$859 - LCFF - 5000-5999 Services and Other Operating Expenses - 5851 $185,000 - LCFF - 5000-5999 Services and Other Operating Expenses - 5801-Maker (repeated expenditure) $745,770 - LCFF - 1000-1999 Certificated Salaries - 1000s Certificated Staff (repeated expenditure)	$23 - LCFF - 5000-5999 Services and Other Operating Expenses - 5851 $185,000 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure) $745,770 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure)

Action 7

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Provide counseling services upon request for social/emotional and academic support.	$70,000 - 1910 (repeated expenditure)	$70,000 - LCFF - 1000-1999 Certificated Salaries - 1910 (repeated expenditure)

Goal Analysis

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

All budgeted funds were implemented as described

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

Successful implementation of Data Protocols process for analyzing data in our lower school this year. We plan data protocol for upper school beginning next year.

Dedicated support counselor has resulted in lower truancy and better communication among staff and families

We face an ongoing challenge in family participation in surveys. We have some work to do in creating buy in from learners and families to participate in multiple annual stakeholder surveys.

Goal 2

Provide all students with a rigorous, creative, and broad curriculum to maximize academic achievement and college/career readiness.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement; 8. Other pupil outcomes
Local Priorities:

Annual Measurable Outcomes

Expected		Actual
Demonstrate learner progress through holistic formative assessment measures which may include NWEA MAP, iLEAD Comprehensive Growth Card, CAASPP scores, Learner Portfolios, Resiliency Program Toolkit Assessments, learner ILP goals, and learner/family surveys.	**2019-20** Learner growth and achiement is reflected and demonstrated with NWEA MAP, Reports of Progress, learner ILP goals, and learner/family surveys, including data protocols to show learner growth and program improvement.	Positive learner growth and achievement was reflected and demonstrated with NWEA MAP, Reports of Progress, learner ILP goals, and learner/family surveys, including data protocols to show learner growth and program improvement.
Continued appropriate reclassification of English Learners	**2019-20** Reclassification of English Learners reflects learner growth and effective school system of reclassification.	Successful reclassification of 2 English Learners reflects learner growth and effective school system of reclassification.

Increased learning options in course catalog in online courses, electives, CTE courses	**2019-20** Add courses that meet UC a-g requirements and additional CTE pathway options.	We now offer 14 AP courses, all UC a-g courses needed to satisfy a-g, and 10 CTE pathways
Offer opportunities for learners to meet or exceed school graduation requirements.	**2019-20** Learners are offered flexible and appropriate ways to meet graduation requirements through online courses, with project based learning.	Learners are offered flexible and appropriate ways to meet graduation requirements through online courses, with project based learning.

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Continue to administer and analyze ongoing formative, interim, and summative assessments, including but not limited to NWEAs MAP, writing samples, math literacy samples, and PBL rubrics that include social/emotional indicators. Use data from assessments to create, modify, and assess personal learning plans for each learner.	$720 - LCFF - 5000-5999 Services and Other Operating Expenses $13,366 - LCFF - 5000-5999 Services and Other Operating Expenses - 5822; 5220	$720 - LCFF - 5000-5999 Services and Other Operating Expenses $12,435 - LCFF - 5000-5999 Services and Other Operating Expenses - 5822,5220

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Each grade level team and school director or designee will meet monthly to disaggregate subgroup data and analyze formative, interim, summative, and social/emotional assessment data to identify learner strengths and needs, to set data-focused instructional goals, to continue to monitor learner academic progress, and to determine research based appropriate instructional strategies as described in the schools charter to help all students develop proficiency in the designated CCSS in ELA and Math, with a focus on identified learners scoring below Standard Met in CAASPP and NWEAs MAP for ELA & Math.	$185,000 - LCFF - 5000-5999 Services and Other Operating Expenses - 5801-Maker (repeated expenditure) $745,770 - LCFF - 1000-1999 Certificated Salaries - 1000's (repeated expenditure)	$185,000 - LCFF - 5000-5999 Services and Other Operating Expenses - 5801 maker (repeated expenditure) $745,770 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure)

Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Continue to communicate with families on a regular basis through weekly Monday Messages, grade level emails, in person meetings, Remind notifications, social media, and other modes of communication to discuss the learners Individualized Learning Plan goals, assessments, and progress, to keep families informed on all school announcements, opportunities for involvement and decision-making input, to participate in their childs education, and to promote their childs academic success.	$185,000 - LCFF - 5000-5999 Services and Other Operating Expenses - 5801 Outreach (repeated expenditure) $153,672 - LCFF - 2000-2999 Classified Salaries - 2990 (repeated expenditure)	$185,000 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure) $63 - LCFF - 2000-2999 Classified Salaries - 2990

Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Reduce chronic absenteeism through consistent communication between guides, families, and the office manager when a learner is absent, communicate the importance of attendance in regards to the learners' progress and school funding, provide targeted intervention through an SST for families with learners who are chronically absent by data from work samples and master agreements. Meet regularly as a learning team, including course teacher, academic coach, counselor, student, and parent to support and modify individual learning plan and progress toward graduation.	$745,770 - LCFF - 1000-1999 Certificated Salaries - 1000s Certificated Salaries (repeated expenditure)	$745,770 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure)

Action 5

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Continue to build rigorous project-based courses to increase course catalog offerings aligned to iNOCAL and CCSS.	$208,246 - LCFF - 4000-4999 Books and Supplies - 4410;4120;4305;4310;4315;4430	$83,752 - LCFF - 4000-4999 Books and Supplies - 4120,4305,4310,4315,4430

Action 6

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Provide students with access to a virtual academic tutor for live support on coursework and assignments and to meet Individual Learning Plan goals. All course teachers to maintain regular live virtual office hours to provide additional support for students.	$153,672 - LCFF - 2000-2999 Classified Salaries - 2990 (repeated expenditure)	$153,672 - LCFF - 2000-2999 Classified Salaries (repeated expenditure)

Action 7

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: All Schools	$153,672 - LCFF - 2000-2999 Classified Salaries - 2990	$153,672 - LCFF - 2000-2999 Classified Salaries (repeated expenditure)

Provide push-in services to high needs learners to improve outcomes.		

Goal Analysis

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

All budgeted actions implemented as described

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

Successful implementation of Data Protocols process for analyzing data in our lower school this year. We plan data protocol for upper school beginning next year.

Our CTE and AP course offerings as well as general catalog has grown by 40%

Participation in MAP testing increased

Successful implementation of multiple graduation paths and dedicated College and Career Counselor to support our upper school.

Tutor program has grown to offer more 1:1 support

We face an ongoing challenge in families reading our Monday Message communications through email

Goal 3

Provide optimal conditions of learning through providing basic services, implementation of California State Standards, and access to an academic and educational program as outlined in iLEAD Online Charter.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 5. Pupil engagement; 6. School climate
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Number of credentialed guides will be appropriate for the number of learners enrolled.	**2019-20** iLEAD Online will maintain a 25:1 ratio of credentialed teachers to students.	iLEAD Online maintains lower than a 25:1 ratio of credentialed teachers to students.
Parent/Family/Learner annual survey.	**2019-20** The majority of parents/learners will report overall satisfaction with the school program.	The vast majority of parents/learners do report overall satisfaction with the school program.

Help Desk Facilities Ticket response data	**2019-20** Help desk technology and other support tickets will be resolved in an appropriate time frame for the nature of the ticket. Sufficient budgeting and staff will ensure that valid tickets are addressed.	
Participation of continuous professional development for staff and guides.	**2019-20** Participate in a 2-week orientation and onboarding as well as weekly professional learning seminars. Provide increased support and development in curricular departments.	All staff participate in over 2 weeks of annual PL as well as weekly professional learning seminars. Provide increased support and development in curricular departments. Our new staff onboarding has been developed in depth with dedicated PL online classes and resources

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools All core facilitators will hold appropriate California credentials, including CLAD or BCLAD and participate in intern and TIP programs as needed. Staff number will increase as enrollments increase. (WASC action plan goal 3)	$81,979 - LCFF - 5000-5999 Services and Other Operating Expenses - 5801-HR	$81,979 - LCFF - 5000-5999 Services and Other Operating Expenses

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Tech Help Tickets will be submitted, tracked, and given a timely response by IT team so that learners and staff will have safe, well-maintained, and innovative online learning management system and other supporting technology in which to conduct learning activities.	$41,979 - LCFF - 5000-5999 Services and Other Operating Expenses - 5801 - IT	$41,979 - LCFF - 5000-5999 Services and Other Operating Expenses

Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services	$208,246 - LCFF - 4000-4999 Books and Supplies - 4110;4120;4305;4310;4315;4430	$208,246 - LCFF - 4000-4999 Books and Supplies (repeated expenditure)

Requirement Students to be Served: All Location: All Schools All learners will have sufficient access to CCSS instructional materials as well as instruction and projects aligned with our educational philosophy for rigorous, relevant, and attainable learner outcomes as outlined in our charter.	(repeated expenditure) $2,671 - LCFF - 4000-4999 Books and Supplies - 4340 $9,446 - LCFF - 5000-5999 Services and Other Operating Expenses - 5852	$2,671 - LCFF - 4000-4999 Books and Supplies (repeated expenditure) $1,629 - LCFF - 5000-5999 Services and Other Operating Expenses - 5852

Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools English Learners will be administered the ELPAC annually and will receive targeted instructional support and instructional resources based on assessment data to achieve academic content knowledge and gain English language proficiency based on the CCSS and the ELD standards.	$36,123 - LCFF - 5000-5999 Services and Other Operating Expenses - 5850 (repeated expenditure) $400,862 - LCFF - 1000-1999 Certificated Salaries - 1910 (repeated expenditure)	$36,123 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure) $400,862 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure)

Action 5

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All	$81,979 - LCFF - 5000-5999 Services and Other Operating Expenses - 5801-Maker (repeated expenditure)	$81,979 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure)

Location: All Schools

Analysis of all current year student assessment data to determine areas of strength and challenges met by individuals, classes and grade levels.

Action 6

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Ongoing professional development and support will be given to teachers to design, implement, and assess quality, standards-aligned, and project-based curriculum that includes social/emotional development opportunities in an online setting. Professional learning communities organized by subject area will work to set goals, support each other, and assess success to improve the quality of curriculum and assessment and student engagement with that curriculum. (WASC action plan goal 2)	$9,075 - LCFF - 5000-5999 Services and Other Operating Expenses - 5806 $185,000 - LCFF - 5000-5999 Services and Other Operating Expenses - 5801 maker (repeated expenditure) $30,800 - LCFF - 1000-1999 Certificated Salaries - 1310 (repeated expenditure)	$8,555 - LCFF - 5000-5999 Services and Other Operating Expenses - 5806 $185,000 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure) $30,800 - LCFF - 1000-1999 Certificated Salaries - 1310 (repeated expenditure)

Goal Analysis

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

All budgeted funds used as described

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

We maintain less than 25:1 ratio

Implemented dedicated ticket system for learners to submit tech issues to our IT department

We have fine tuned our onboarding and audition process for new staff

Weekly PD for staff on our new LMS and PBL training

Overwhelming majority of parent and learner feedback surveys were positive, most in 80-90% approval

Expenditure Summary

Expenditures by Budget Category		
Budget Category	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
All Budget Categories	$1,711,019	$1,035,022
1000-1999 Certificated Salaries	745,770	278,600
2000-2999 Classified Salaries	329,352	187,911
4000-4999 Books and Supplies	213,588	85,256
5000-5999 Services and Other Operating Expenses	422,309	483,255

Expenditures by Funding Source		
Funding Source	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
All Funding Sources	$1,711,019	$1,035,022
LCFF Base/Not Contributing to Increased or Improved Services	1,557,347	1,035,022
LCFF S & C/Contributing to Increased or Improved Services	153,672	0

Expenditures by Budget Category and Funding Source			
Budget Category	Funding Source	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
All Budget Categories	All Funding Sources	$1,711,019	$1,035,022
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	745,770	278,600
2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	175,680	187,911
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	153,672	0
4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or	213,588	85,256

	LCFF Base/Not Contributing to Increased or Improved Services		
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	422,309	483,255

Annual Update Expenditures by Goal and Funding Source		
Funding Source	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure

Goal 1:
Goal 1 ANNUAL GOAL 1A, 17-18 through 2021-22. All learners have access to highly qualified teachers and a strong sense of community, support, and engagement.

All Funding Sources	$1,189,865	$803,910
LCFF Base/Not Contributing to Increased or Improved Services	1,189,865	803,910

Goal 2:
Provide all students with a rigorous, creative, and broad curriculum to maximize academic achievement and college/career readiness.

All Funding Sources	$376,004	$96,970
LCFF Base/Not Contributing to Increased or Improved Services	222,332	96,970
LCFF S & C/Contributing to Increased or Improved Services	153,672	0

Goal 3:
Provide optimal conditions of learning through providing basic services, implementation of California State Standards, and access to an academic and educational program as outlined in iLEAD Online Charter.

All Funding Sources	$145,150	$134,142
LCFF Base/Not Contributing to Increased or Improved Services	145,150	134,142

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
iLEAD Online is a virtual school	$31,112	$31,112	N/A

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

N/A

Analysis of In-Person Instructional Offerings

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

N/A

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

Purchase of additional devices and internet hotspots to support increase in learner enrollment related to COVID-19.	$15,000.00	$21,414	Y

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

no substantive differences

Analysis of the Distance Learning Program

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

iLEAD Online Charter School is a virtual program, per its charter. Therefore, there is no transition from virtual to in-person instruction. Ilead Online supplies chromebooks and internet hotspots to all full-time families in need. Information regarding the need for technology or internet connection is gathered from 1:1 interaction with coaches and families, as well as through surveys. Each learner at iLEAD Online Charter School develops an ILP with their Academic Coach. Academic goals, as well as social emotional goals are set for the year. Academic goals in ELA and Math are developed based on the learners' achievement level on the NWEA MAP assessments, as well as on prior work samples, Academic Coach created assessments, and input from the Academic Coach and families.

The iLEAD Online Charter School program will continue to assess pupil progress in the same manner as prior to the COVID-19 pandemic. The participation and time value piece is not applicable to iLEAD Online Charter School, as it is a virtual school.

In the case of learners with unique needs, iLEAD Online Charter School Student Support staff continue to provide SAI minutes in a virtual manner. Staff collaborates with learners and their families and works to provide virtual support, as determined by the learners' IEPs. School Counselors and psychologists facilitate meetings via Zoom, to provide DIS minutes to learners. Itinerant services are provided via Zoom.

Integrated and designated EL instruction will occur when English Learners are enrolled. Staff members will work with families, just as for the learners with unique needs, in order to provide services. ELPAC testing will occur, if necessary, virtually.

iLEAD Online Charter School currently has no foster youth nor homeless learners attending. However, should the opportunity arise to serve these learners, the emphasis, as with all other learners, will continue to be the staff/learner relationship and support, on a 1:1 basis. Because Academic coaches develop individual relationships with every learner and create an individualized learning plan with each, the Academic

coaches can customize instruction and intervention based on each individual learner's needs. Based on data, Low-Income, Foster Youth, and English learners are considered first priority for intervention, as the data on achievement gaps and potential learning loss is most significant. It is expected that there will be positive improvement for these learners through the use of funding for support.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide additional academic services such as diagnostic assessment of learning needs, intensive instruction for addressing gaps in core academic skills, additional instructional materials or supports, or devices or connectivity for the provision of in-classroom and distance learnings.	$32,112 (learning loss mitigation funds-total amount)	$7,827	N

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

no substantive differences

Analysis of Pupil Learning Loss

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

We do not anticipate substantial learning loss as our program continued as normal. iLEAD Online Charter School has continued to administer and analyze data from the NWEA MAP assessments in ELA and Math. Data from the spring 2020 administration is currently being studied by the Academic Coaches in order to help inform the development of each learner's ILP. The data includes scores for foster youth, when enrolled, learners with exceptional needs, low income and homeless learners. The ELPAC data, along with Academic Coach input, will continue to inform instruction for English Learners.

Analysis of Mental Health and Social and Emotional Well-Being

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

iLEAD Online Charter School's Academic coaches prioritize personal connection with learners. If a child misses a scheduled one-on-one meeting, the Academic Coach reaches directly out to the family. If an Academic Coach feels that a learner needs additional support, they collaborate with the school counselor or a school psychologist in order to meet the needs of the learner. In lower school during campfire meetings or in upper school advisory meetings, learners practice stress management or mindfulness practices, as well as using circles to begin the day. School counselors and school psychologists access local resources, as necessary, to support learners and families in need. iLEAD California, through the employee services department, provides links and activities to promote staff wellness. School counselors and psychologists host virtual drop in meetings available to all staff, where they can interact with each other and talk, as needed. iLEAD California and Online staff collaborate to present workshops and webinars on adult and learner mental health, trauma responsiveness, suicide prevention, intervention, and postvention, and resilience.

Mental health resources are available on iLEAD Online Charter School's website, and families may call the toll free iLEAD Family Resource Helpline to be provided with valuable resources in their areas.

Analysis of Pupil and Family Engagement and Outreach

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

LEAD Online Charter School continuously interacts with families through email, phone calls/Zoom, and the weekly Monday Message, as well as through other newsletters. Coaches have the ability to elicit input from families via video chat meetings and telephone calls as well as through the use of surveys.

Professional learning opportunities for parents, as well as board meetings, are held via a teleconferencing platform (Zoom). Links to these meetings are placed both on the website and sent using the parent communication platform. Translators are available, as needed, and hotspots are provided to learners who do not have internet access.

Stakeholder engagement is ongoing at iLEAD Online Charter School Families, learners, and staff continue to collaborate on COVID-19 plans and actions through surveys, virtual meetings, and online feedback. If necessary, a translator is provided to connect with families who speak a language other than English. This process will remain continually in effect.

Analysis of School Nutrition

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

n/a	

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health, School Nutrition, Distance learning	**Providing integrated pupil supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, professional development opportunities to help teachers and parents support pupils in distance-learning contexts, access to school breakfast and lunch programs, or programs to address pupil trauma and social-emotional learning.**	$32,112 (Learning Loss Mitigation funds- total amount)	[$ 0.00]	N

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

no substantive differences

Overall Analysis

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

iLEAD Online Charter School is a virtual program, per its charter. Therefore, there is no transition from virtual to in-person instruction.

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

iLEAD Online Charter School has continued to administer and analyze data from the NWEA MAP assessments in ELA and Math. Data from the fall 2020 and winter 2021 administration is currently being studied by the Academic Coaches in order to help inform the development of each learner's ILP. The data includes scores for foster youth, when enrolled, learners with exceptional needs, low income and homeless learners. The ELPAC data, along with Academic Coach input, will continue to inform instruction for English Learners. iLEAD Online Charter School provides learners with Academic Coaches who continuously work with them 1:1. Learners also have access to course coaches and can meet with course coaches as needed. These staff help to target areas related to the learners' ILPs that need remediation or acceleration. Academic Coaches work collaboratively with the course coaches to meet the needs of learners.

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

No substantive changes

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

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

Our school goals remain unchanged as our program was largely unaffected other than becoming in very high demand as an experienced virtual learning program. We will continue to refine our goals and actions based on our data each year to best support our learners. Each learner at iLEAD Online Charter School develops an ILP with their Academic Coach. Academic goals, as well as social emotional goals are set for the year. Academic goals in ELA and Math are developed based on the learners' achievement level on the NWEA MAP assessments, as well as on prior work samples, Academic Coach created assessments, and input from the Academic Coach and families.

The iLEAD Online Charter School program will continue to assess pupil progress in the same manner as prior to the COVID-19 pandemic. The participation and time value piece is not applicable to iLEAD Online Charter School, as it is a virtual school.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
iLEAD Online	Erin Jones Director	erin.jones@ileadschools.org 8189212220

Plan Summary 2021-2022

General Information

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

iLEAD Online Charter School has enrolled many learners that have been continuously pushed out of traditional childhood experiences and positive school experiences. Some of our learners are actively pursuing a career in the entertainment industry and have left traditional schools in order to focus on their new careers. Student transfer records indicate that many learners chronically struggle with attendance, GPA, stable housing and family situations, and discipline in traditional school settings. Some of our learners come to iLEAD Online Charter School from packet-based, credit recovery charter programs deficient in credits and weary of learning. Through looking at our own data (GPA, credits, truancy, discipline records, and intake interviews) and national studies, we know this data is often due to much deeper needs. Our program is not only designed to help the student navigate and advocate for their own education but also reframe learning. We are a strength-based program that allows for excellence and flexibility.

iLEAD Online Charter School serves students who seek flexible schedules and online learning for a variety of reasons. We enroll from students from Los Angeles and adjacent counties.

iLEAD Online is a school dedicated to educating the whole child, all-staff professional learning, and collaboration between staff, administration, and other schools in the iLEAD network. We serve a diverse TK-12 student body through a rigorous common core aligned project focused learning curriculum.

iLEAD schools strongly believe in preparing our learners to be successful in the 21st Century. We place great value on providing our learners with academic rigor and the 21st Century skills they will need to thrive and succeed. At iLEAD Online, we've built a model based on what we believe to be the best of all that is out there. We believe passionately in project-based assessment, not because it's a fad, but because it goes to the heart of how kids learn. We've incorporated technology, not as a trendy add-on, but as an organic part of the learning process in the 21st century. We are mindful that active, hands-on learning and collaboration is vital to the learning process and have successfully incorporated both into online curriculum.

We value and encourage leadership by instilling in each learner the confidence and character that inspire others. This is something they will carry through their educational experience as well as their chosen career track.

It's not unusual that we want our learners to think for themselves. But to do this requires a grounding in the arts, in design and in humanities, and the need to feel at home in the world. For us, "thinking for themselves" is not just about solving problems but about an organic vision of the world they live in and one they will inherit. Our courses and projects reflect this belief.

Finally, we value the social and emotional development of our learners. We believe there is an implicit, as well as an explicit, curriculum to teach. Our goal is nothing short of learning--to change the world. We value and encourage leadership not just as a part of a career track but by instilling in each learner the confidence and character that inspire others. Our learners are defined by more than a score on a standardized test. Studies have shown that learners who drive their own education through our deeper-learning approach are well prepared for college and beyond.

Reflections: Successes

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

1. A big improvement in testing participation in our MAP from 40% in fall 2019 to 80% in fall 2020
2. Positive growth in our CCI indicator
3. Data Protocols in place which lead to learner success
4. Improved learner and family engagement
5 Expanded course offering in CTE and AP to help increase CCI

Reflections: Identified Need

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

1. Refine and Implement the process for measuring the effectiveness of online project-based instruction and using measurement data to improve learner achievement.
2. Math continues to be an area of need for improvement
3. Increase the percentage of graduates who are College and Career ready as indicated on the school's California Dashboard.
4. Increase the percentage of learners who participate in NWEA MAP and CAASPP assessments annually and continue to show growth in assessment scores.
5. Improve services for English Language Learners and their families to increase enrollment and reclassification rates of enrolled learners.
6. Increase field study and activity opportunities

LCAP Highlights

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

This year, a panel of parents, students, and staff gathered to review the last year's LCAP, review data from the school year, and look forward to future school years. The primary outcome of the LCAP process was to celebrate goals we have met and also continue to improve on goals we are still working toward. Students this year had a particularly strong voice, which is a celebration of the leadership and ownership we work to instill. We were pleased to hear them speak to how iLEAD Online has enabled them to meet their personal needs and eager to hear their feedback on how we can continue to improve.
Our LCAP goals are designed with sub-groups in mind to target specific, yet measurable gaps, and so that we can carefully craft and implement a strategic action plan. Universal Design and our personalized learning options help ensure the success of all our students/families. We were also able to use our Public Charter School Grant Program award for curriculum and training specific to ELL learners, Special Education learners, and learners who are facing trauma and hardship due to housing and income instability.
This LCAP contains the same 3 authentic goals that encompass the state's 8 priorities in a way that best fits the school. The team felt that overall, iLEAD Online is on the right track to meet it's goals and will continue working in the same direction with small adjustments.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

iLEAD Online is committed to meaningful engagement of all stakeholders in the development of the LCAP. For the annual update, iLEAD Online has an LCAP committee that consists of parents/community members, facilitators, other staff members, learners, and site leadership. iLEAD Online conducted annual surveys to evaluate program effectiveness. Three surveys were developed to address specific aspects of the Eight State Priorities. Parents, staff, and learners completed surveys that were designed for each of those populations. Various data, including survey data, was thoroughly examined to determine the needs of iLEAD Online and develop goals and actions based on what we learned from the data. After careful examination of data and critical discussions, it was determined that we need to continue working toward the achievement of our existing three goals.
Stakeholder participation in site decision making is ongoing and takes place through various methods such as Parent University webinars, town hall style webinars, iSupport, TED Talks, and EdTalks.
Online facilitators communicate with parents on a regular basis to keep them abreast of what is occurring in the courses. Parents are invited to participate in appropriate school and course activities such as festivals, campfires and advisory regular class meetings.
Parents are regularly informed of events, volunteer opportunities, accomplishments of learners and facilitators, and other pertinent information through the Monday Message, a weekly emailed newsletter that is sent out every week to all families.
iLEAD Online conducted an annual family survey to receive feedback about the program. Learners and families were surveyed separately. This survey addressed specific aspects of the LCAP (the eight State priorities and potential goal areas). Approximately 20% of our families participated in the survey. The survey was emailed to all of our families.
The Governing Board had the opportunity to input to the LCAP and was kept updated throughout the development process. The final version of LCAP was approved by the governing board on June 15, 2020

A summary of the feedback provided by specific stakeholder groups.

iLEAD Online families reported high levels for : family engagement, school climate, engagement, student- teacher relationships and learning strategies. And area of improvement is school fit specifically that the school values the culture and diversity of my child(ren)'s background.
Our staff has reported similar needs as an area of growth.

We identified the need for improved field studies and activities to build school culture.
Families have requested a LMS that is more intuitive and user friendly.

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

Feedback collected from iLEAD parent activity was used in the creation of the LCAP goals.
The information from the surveys was compiled and used to create LCAP goals.
Positive feedback on the role and effectiveness of the academic coach role has led iLEAD Online to seek expansion of that position, and offer ongoing training for best practices.
Input from administrative team was used to identify needs, and to create goals and actions

Goals and Actions

Goal

Goal #	Description
1	Provide optimal conditions of learning through providing basic services, implementation of California Content Standards (CCS), and access to an academic and educational program as outlined in iLEAD Online's charter.

An explanation of why the LEA has developed this goal.

There is a need to continue to provide essential school services to meet the needs of learners and families, to identify individual needs, and to monitor progress of growth in Math and ELA. Through the needs assessment, resource inequities were discovered in the area of Students with Disabilities. Measurable outcomes have been developed that address the need for qualified staff in that area.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
staff credentials	90% of the teachers possess or are working towards a clear credential.				100% of the teachers possess or are working towards a clear credential.
Provide training to all staff and facilitators in Restorative Practices and Love and Logic.	25% staff and facilitators trained in Restorative Practices and Love and Logic.				100% staff and facilitators trained in Restorative Practices and Love and Logic.
Provide professional	75% of facilitators hold				100% of facilitators have EL authorization

development in English Language Development,	EL authorization				
PBL trained staff	50% PBL trained staff; Training logs	60% PBL trained staff			100% PBL trained staff
Increase Reclassification rate for EL	For 2021-22, our Reclassification rate will increase from 0% to 12%.	In 2022-23, it will increase to 15%.	In 2023-24 the Reclassification rate will increase to 18%.		Reclassification rate will increase to 25%.

Actions

Action #	Title	Description	Total Funds	Contributing
1	High Quality Teacher recruitment (1000-3000)	Staff will advertise facilitator job openings widely to ensure an adequate pool of qualified candidates, and screen prospective candidates for possession of appropriate credentials in order to create optimal conditions for learning for students.	$3,338,550.00	No
2	Professional Training (5801 contr) (repeated expenditure, Goal 1, Action 1)	Provide training to all onsite staff and facilitators in Equity, Restorative Practices and Love and Logic in order to provide equitable opportunities for student learning.	$0.00	Yes
3	Facilitator Training (4120/4130 curric web apps contr)	Provide professional development to facilitators in English Language Development, English Language Arts, and mathematical practices to increase the effectiveness of instruction using state standards, thus increase learner achievement.	$63,000.00	Yes
4	EL learners Support (1.4) (1120/1230/2310) (repeated expenditure, Goal 1, Action 1)	Staff will implement the Ellevation strategies to ensure access to curriculum and standards for all English Learners. Monthly ELPAC test prep sessions to help learners with the ELPAC format and the language of the assessment. Use of Brain Pop ELL for additional practice in Listening, Speaking, Reading, and Writing in English.	$0.00	No
5	Highly Qualified Teachers (1310) (repeated expenditure, Goal 1, Action 1)	Leadership will monitor facilitators' credentials and authorizations, and will remind facilitators when renewals are due prior to expiration dates, with reporting on compliance to School Director, in order to create optimum learning opportunities and student achievement.	$0.00	No
6	Low-income learners support (1.6 4120/4130) (repeated expenditure, Goal 1, Action 3)	Staff will provide additional tutoring and counseling to support low income learners' learning. Staff will also analyze academic data for low-income population. This data will be used to guide academic and social emotional support for this population.	$0.00	Yes

7	Foster Youth Support (1.7 4120/4130) learning and support apps (repeated expenditure, Goal 1, Action 3)	Staff will identify foster youth and target tutoring services to them in order to increase academic achievement. Staff will analyze academic data for the foster youth population and use this data to guide academic and social emotional support for this population.	$0.00	Yes
8	High Quality Teacher Recruitment (100 3000 contrib)	Staff will advertise facilitator job openings widely to ensure an adequate pool of qualified candidates, and screen prospective candidates for possession of appropriate credentials in order to create optimal conditions for learning for students.	$210,000.00	Yes
9	High Quality Teacher recruitment (1.1 5801 iCA Educ supp Maker, MTSS SEL)	Staff will advertise facilitator job openings widely to ensure an adequate pool of qualified candidates, and screen prospective candidates for possession of appropriate credentials in order to create optimal conditions for learning for students.	$68,698.00	No
10	High Quality teacher recruitment (1.1 5801 contrib iCA PD SEL MTSS)	Staff will advertise facilitator job openings widely to ensure an adequate pool of qualified candidates, and screen prospective candidates for possession of appropriate credentials in order to create optimal conditions for learning for students.	$13,072.00	Yes
11	high quality teacher recruitment (1.1 iCA EL suppt contr)	Staff will advertise facilitator job openings widely to ensure an adequate pool of qualified candidates, and screen prospective candidates for possession of appropriate credentials in order to create optimal conditions for learning for students.	$4,280.00	Yes
12	High Quality teacher recruitment (1.1 5852 stu serv exp sped)	Staff will advertise facilitator job openings widely to ensure an adequate pool of qualified candidates, and screen prospective candidates for possession of appropriate credentials in order to create optimal conditions for learning for students.	$151,836.00	No
13	Professional training (1.2 1000-3000) (repeated expenditure, Goal 1, Action 1)	Provide training to all onsite staff and facilitators in Equity, Restorative Practices and Love and Logic in order to provide equitable opportunities for student learning.	$0.00	No
14	Facilitator training (1.3 5801 contr) EL coaching (repeated expenditure, Goal 1, Action 1)	Provide professional development to facilitators in English Language Development, English Language Arts, and mathematical practices to increase the effectiveness of instruction using state standards, thus increase learner achievement.	$0.00	Yes
15	Facilitator Training (1.3 5200 contri) (repeated expenditure, Goal 1, Action 2)	Provide professional development to facilitators in English Language Development, English Language Arts, and mathematical practices to increase the effectiveness of instruction using state standards, thus increase learner achievement.	$0.00	Yes

16	EL Learners support (1.4 5801 contr) (repeated expenditure, Goal 1, Action 1)	Staff will implement the Ellevation strategies to ensure access to curriculum and standards for all English Learners. Monthly ELPAC test prep sessions to help learners with the ELPAC format and the language of the assessment. Use of Brain Pop ELL for additional practice in Listening, Speaking, Reading, and Writing in English.	$0.00	Yes
17	EL Learners support (1.4 4400 stu technology)	Staff will implement the Ellevation strategies to ensure access to curriculum and standards for all English Learners. Monthly ELPAC test prep sessions to help learners with the ELPAC format and the language of the assessment. Use of Brain Pop ELL for additional practice in Listening, Speaking, Reading, and Writing in English.	$55,926.00	No
18	EL Learners support (1.4 5801 iCA Fac and Tech)	Staff will implement the Ellevation strategies to ensure access to curriculum and standards for all English Learners. Monthly ELPAC test prep sessions to help learners with the ELPAC format and the language of the assessment. Use of Brain Pop ELL for additional practice in Listening, Speaking, Reading, and Writing in English.	$28,702.00	No
19	Highly Qualified Teachers (1.5 5801 iCA Emp serv supp)	Leadership will monitor facilitators' credentials and authorizations, and will remind facilitators when renewals are due prior to expiration dates, with reporting on compliance to School Director, in order to create optimum learning opportunities and student achievement.	$19,346.00	No
20	Low Income Learner suppport (1.6 1230 school couns contr) (repeated expenditure, Goal 1, Action 1)	Staff will provide additional tutoring and counseling to support low income learners' learning. Staff will also analyze academic data for low-income population. This data will be used to guide academic and social emotional support for this population.	$0.00	Yes
21	Low Income Learner support (1.6 5801 ica Educ suppor Makers, MTSS SEL contrib) (repeated expenditure, Goal 1, Action 1)	Staff will provide additional tutoring and counseling to support low income learners' learning. Staff will also analyze academic data for low-income population. This data will be used to guide academic and social emotional support for this population.	$0.00	Yes

| 22 | Foster Youth Support (1.7 1230 school couns contr) (repeated expenditure, Goal 1, Action 1) | Staff will identify foster youth and target tutoring services to them in order to increase academic achievement. Staff will analyze academic data for the foster youth population and use this data to guide academic and social emotional support for this population. | $0.00 | Yes |
| 23 | Foster Youth Support (1.7 5801 iCA Educ support Makers MTSS SEL contrib) (repeated expenditure, Goal 1, Action 1) | Staff will identify foster youth and target tutoring services to them in order to increase academic achievement. Staff will analyze academic data for the foster youth population and use this data to guide academic and social emotional support for this population. | $0.00 | Yes |

Goal Analysis 2021-2022

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.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
2	Provide all learners with a rigorous, creative, and broad curriculum to maximize academic achievement and college/career readiness.

An explanation of why the LEA has developed this goal.

Based on input from all stakeholders, it has been determined that learners need access to credentialed facilitators, skilled in the creation of rigorous, deeper learning experiences within project-based learning, aligned with the California State Standards, including the California History Social Science and Next Generation Science standards.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Comprehensive curriculum surveys	88% of families report the curriculum, courses, and resources available are engaging and meet my learner's needs.				100% of families report the curriculum, courses, and resources available are engaging and meet my learner's needs.
College and Career indicator	9% CCI Prepared Indicator				50% CCI Prepared Indicator
Data Protocol results	Data Protocols result in 0% improvement in MAP scores in Math and Language Arts				Data Protocols result in 10% improvement in MAP scores in Math and Language Arts
Graduation Rate	83% Graduation Rate				100% Graduation Rate

Actions

Action #	Title	Description	Total Funds	Contributing
1	High Quality Curriculum Access (5801 tech support)	Staff will ensure that each learner has access to online curriculum, open-source web supplemental resources assigned by a highly qualified teacher, and other instructional materials. In addition, learners have access to Chromebooks on-site and at-home to access digital material via internet. Hot spots provided as needed, in order to increase learner achievement.	$15,922.00	No
2	Comprehensive curriculum (2.2 4300)	Leadership and staff will provide supplemental materials to all learners, upon enrollment, support the mastery of the California Content Standards. Additional materials will be provided to address learning loss and improve academic achievement.	$63,000.00	No
3	Data Protocols (4120/4130) (repeated expenditure, Goal 1, Action 3)	Leadership and staff will continue the implementation and monitoring of NWEA/MAP growth targets through professional development sessions and monthly data protocol meetings to review data, ascertain strengths, determine areas of growth, and create goals and action plans to improve academic performance. Learners have access to supplemental support in ELA and Math as indicated by MAP and course progress evaluations.	$0.00	Yes

4	College and Career (2.4 1120/1910/1310) (repeated expenditure, Goal 1, Action 1)	Leadership and staff will continue to build the college and career programs as well as provide opportunities for high school service projects, internships, and/or volunteer opportunities with local businesses and organizations. All high school learners will have access to a broad course of study for the completion of college prep A-G, dual enrollment, and CTE requirements. All learners will access to a dedicated College and Career counselor. Juniors and Seniors will enroll in a college and career advisory class aimed at preparing learners for success. Learners also have access to additional clubs and activities to encourage CCI engagement.	$0.00	No
5	Foster Youth Support (2.5 1120/1910/1310) (repeated expenditure, Goal 1, Action 1)	Facilitators will provide 1:1 tutoring for identifies Foster Youth in order to close achievement gaps.	$0.00	No
6	EL learner Support (2.6 4120/4230)contrib (repeated expenditure, Goal 1, Action 3)	Facilitators will use Ellevation strategies to ensure access to curriculum and standards for all English Learners. Staff will also offer monthly ELPAC test prep sessions to help learners with the ELPAC format and the language of the assessment. Implement Brain Pop ELL for additional practice in Listening, Speaking, Reading, and Writing in English, in order to increase academic achievement as well as reclassification.	$0.00	Yes
7	Low Income Learner Support (2.7 1120/1910/1310) (repeated expenditure, Goal 1, Action 1)	Facilitators will provide additional tutoring for low income learners to close achievement gaps. Additional counseling services for low income learners will also be provided. Staff will analyze academic data for the low-income population and use this data to guide academic and social emotional support for this population.	$0.00	No
8	High Quality curriculum access (2.1 4400) (repeated expenditure, Goal 1, Action 4)	Staff will ensure that each learner has access to online curriculum, open-source web supplemental resources assigned by a highly qualified teacher, and other instructional materials. In addition, learners have access to Chromebooks on-site and at-home to access digital material via internet. Hot spots provided as needed, in order to increase learner achievement.	$0.00	No
9	Comprehensive Curriculum (2.2 1120,1910,1310) (repeated expenditure, Goal 1, Action 1)	Leadership and staff will provide supplemental materials to all learners, upon enrollment, support the mastery of the California Content Standards. Additional materials will be provided to address learning loss and improve academic achievement.	$0.00	No
10	Data Protocols (2.3 1120 1910 1310) (repeated expenditure, Goal 1, Action 1)	Leadership and staff will continue the implementation and monitoring of NWEA/MAP growth targets through professional development sessions and monthly data protocol meetings to review data, ascertain strengths, determine areas of growth, and create goals and action plans to improve academic performance. Learners have access to supplemental support in ELA and Math as indicated by MAP and course progress evaluations.	$0.00	No

11	Data Protocols (2.3 5801 iCA Ed support, makers, MTSS) contrib (repeated expenditure, Goal 1, Action 1)	Leadership and staff will continue the implementation and monitoring of NWEA/MAP growth targets through professional development sessions and monthly data protocol meetings to review data, ascertain strengths, determine areas of growth, and create goals and action plans to improve academic performance. Learners have access to supplemental support in ELA and Math as indicated by MAP and course progress evaluations.	$0.00	Yes
12	College and Career (2.4 couns) (repeated expenditure, Goal 1, Action 1)	Leadership and staff will continue to build the college and career programs as well as provide opportunities for high school service projects, internships, and/or volunteer opportunities with local businesses and organizations. All high school learners will have access to a broad course of study for the completion of college prep A-G, dual enrollment, and CTE requirements. All learners will access to a dedicated College and Career counselor. Juniors and Seniors will enroll in a college and career advisory class aimed at preparing learners for success. Learners also have access to additional clubs and activities to encourage CCI engagement.	$0.00	Yes
13	EL learner support (2.6 5801 ica educ support makers mtss contrib) (repeated expenditure, Goal 1, Action 1)	Facilitators will use Ellevation strategies to ensure access to curriculum and standards for all English Learners. Staff will also offer monthly ELPAC test prep sessions to help learners with the ELPAC format and the language of the assessment. Implement Brain Pop ELL for additional practice in Listening, Speaking, Reading, and Writing in English, in order to increase academic achievement as well as reclassification.	$0.00	Yes
14	EL Learner support (2.6 1120 1910 1310) (repeated expenditure, Goal 1, Action 1)	Facilitators will use Ellevation strategies to ensure access to curriculum and standards for all English Learners. Staff will also offer monthly ELPAC test prep sessions to help learners with the ELPAC format and the language of the assessment. Implement Brain Pop ELL for additional practice in Listening, Speaking, Reading, and Writing in English, in order to increase academic achievement as well as reclassification.	$0.00	No
15	Low Income learner support (2.7 4120 4130) (repeated expenditure, Goal 1, Action 3)	Facilitators will provide additional tutoring for low income learners to close achievement gaps. Additional counseling services for low income learners will also be provided. Staff will analyze academic data for the low-income population and use this data to guide academic and social emotional support for this population.	$0.00	Yes
16	Low Income learner support (2.7 5801 Mkers, MTSS SEL) (repeated expenditure, Goal 1, Action 1)	Facilitators will provide additional tutoring for low income learners to close achievement gaps. Additional counseling services for low income learners will also be provided. Staff will analyze academic data for the low-income population and use this data to guide academic and social emotional support for this population.	$0.00	No

Goal Analysis 2021-2022

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.
Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.
Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.
Not applicable to this year's LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.
Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
3	Generate active engagement between parents, families, and the school as well as connections with the community, to promote learner achievement and communication among all stakeholders.

An explanation of why the LEA has developed this goal.
Based on input from all stakeholders, there is a need to strengthen and expand support and opportunities for parents/family and learners to know how to succeed academically and social/emotionally, to increase learners' and family connectedness to a safe, supportive, and stable learning environment, and to increase engagement with community and school activities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Learner Engagement	85% engagement in live advisory or campfire				100% engagement in live advisory or campfire
Family Engagement	15% of families attended Parent University/Webinars or events				100% of families attended a Parent University/Webinars or event
Professional Development for all staff to become	65% of families reported that the school values the culture and diversity of				100% of families reported that the school values the culture and diversity of their learner

experts in digital citizenship, social and emotional learning, and creating a positive school culture	their learner				
Communication	82% of families report that the school effectively communicates learner's academic and social emotional progress.				100% of families report that the school effectively communicates learner's academic and social emotional progress.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Safe and Accessible School LMS (3.1 5840/5850)	Leadership will upgrade the learning management system to ensure that it is accessible, by all learners, safe, and functional, and adjust procedures as needed, accordingly in order to provide optimal conditions for families and learners.	$36,000.00	No
2	Professional Development (3.2 4120/4130) contrib (repeated expenditure, Goal 1, Action 3)	Leadership will provide Professional Development for all staff to become experts in digital citizenship, social and emotional learning, and creating a positive school culture with a project based learning environment.	$0.00	Yes
3	Communication (3.3) 5801 Tech and com MLN	Leadership and staff will use Monday Message, MailChimp, emails, newsletters, school website, etc. to deliver timely school information to school families. Staff will use social media, community publications, and local news media to provide the community with information about school programs and events.	$30,000.00	No
4	Parent Engagement (3.4 1120/1910/1310) (repeated expenditure, Goal 1, Action 1)	Staff will hold Parent Universities webinars, regularly, for families on a variety of topics such as Parenting with Love and Logic, project based learning, social-emotional learning, college and career preparedness, and 7 habits, in order to increase parent engagement.	$0.00	No
5	Learner Engagement (3.5 1120/1910/1310) (repeated expenditure, Goal 1, Action 1)	Staff will facilitate learner social and academic enrichments such as field studies, musical, theatrical or other performances, art galleries, presentations of learning, exhibitions, service projects, school festivals such as Spring Fest, Winter Fest, Fall Fest, etc... in order to build school culture and engagement.	$0.00	No
6	Homeless family Support (3.6 1120/1910/1310) (repeated expenditure, Goal 1, Action 1)	Staff will reach out on a 1:1 basis to homeless families to provide support for academic achievement.	$0.00	No

7	Low Income Learner Support (3.7 1120/1910/1310) (repeated expenditure, Goal 1, Action 1)	Staff will reach out on a 1:1 basis to low income families to provide support for academic achievement.	$0.00	No
8	ELPAC test prep (1120 1910 1310) (repeated expenditure, Goal 1, Action 1)	EL learner dedicated Advisory and Coach work together to support English Learners' families. Staff will provide monthly ELPAC test prep sessions to help learners and their families with the ELPAC format and the language of the assessment with the goal of increasing engagement and academic achievement.	$0.00	No
9	Communication (3.3 4400) (repeated expenditure, Goal 1, Action 4)	Leadership and staff will use Monday Message, MailChimp, emails, newsletters, school website, etc. to deliver timely school information to school families. Staff will use social media, community publications, and local news media to provide the community with information about school programs and events.	$0.00	No
10	Parent Engagement (3.4 4120 4130) contrib (repeated expenditure, Goal 1, Action 3)	Staff will hold Parent Universities webinars, regularly, for families on a variety of topics such as Parenting with Love and Logic, project based learning, social-emotional learning, college and career preparedness, and 7 habits, in order to increase parent engagement.	$0.00	Yes
11	Low income learner support (3.7 5900 telecommunications)	Staff will reach out on a 1:1 basis to low income families to provide support for academic achievement.	$15,947.00	No
12	Low Income learner support (3.7 5840 5850 LMS SIS) (repeated expenditure, Goal 3, Action 1)	Staff will reach out on a 1:1 basis to low income families to provide support for academic achievement.	$0.00	No
13	Student Attendance (3.9 5801)	Leadership and staff will track student attendance, particularly unduplicated students, and work with facilitators and parents to decrease truancy. Dedicated Truancy support counselor position will be added.	$7,933.00	No
14	Student Attendance (3.9 1120 1910 1310) (repeated expenditure, Goal 1, Action 1)	Leadership and staff will track student attendance, particularly unduplicated students, and work with facilitators and parents to decrease truancy. Dedicated Truancy support counselor position will be added.	$0.00	No
15	Professional development (3.2 1120 1910 1310) (repeated expenditure, Goal 1, Action 1)	Leadership will provide Professional Development for all staff to become experts in digital citizenship, social and emotional learning, and creating a positive school culture with a project based learning environment.	$0.00	No

Goal Analysis 2021-2022

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.
Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.
Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.
Not applicable to this year's LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.
Not applicable to this year's LCAP cycle.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-2022

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.91%	$290,352.00

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.
iLEAD Online utilizes the proportionate share of the total Local Control Funding Formula (LCFF) Supplemental and Concentration Grant allocations to ensure our English learners, low income, foster/homeless youth as well as all other identified subgroups are provided additional opportunities to achieve academic excellence that prepares them for success now and into the future. These funds are principally directed towards and effective in meeting the goals for unduplicated learners in the state priority areas in an effort to reach all learners in need of additional support.
Our MTSS teams and Think tank staff weekly meetings have proven to be an essential communication tool for goal setting and refinement of operations in particular for

our EL, Foster and low income learners.

We operate a very collaborative model. Everyone works together to support learners. iLEADOnline Charter School also contracts with iLEAD to utilize a CELDT coordinator to ensure best practices and compliance for English Language Program mandates.
The organization aims to strengthen the staff's, learners', and family members' experience of choice and recognize that every person's experience is unique and requires an individualized approach. This includes a belief in resilience and in the ability of individuals, organizations, and communities to heal and promote learning. This builds on what learners, staff, and communities have to offer, rather than responding to perceived deficits.
Cultural, historical, and gender issues - The organization actively moves past cultural stereotypes and biases (e.g., based on race, ethnicity, sexual orientation, age, geography), offers gender responsive services, leverages the healing value of traditional cultural connections, and recognizes and addresses historical trauma.

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

Based on staff and stakeholder feedback and research on effective practices we are targeting our efforts to increase or improve services for the low income (LI),English learner (EL) and foster youth (FY). Targeted support for the EL, LI, and FY learner group's academic, social emotional and behavioral needs is provided as a part of each of our LCAP Goals.
English Learners:
Reclassification launch of English Learners to best address achievement gaps and meet individual needs;
Prepare for transition to ELPAC: Attending professional development to implement the new changes required by the state to support EL learners.
Low-income learners:
Additional tutoring to support learning
Additional counseling services for learners.
Analyze academic data for low-income population. Use this data to guide our academic and social emotional support for this population.
Foster-Youth:
Identify the population of foster youth learners.
Offer additional tutoring to support learning
Analyze academic data for the foster youth population. Use this data to guide our academic and social emotional support for this population.

Expenditure Tables

Total Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,122,212.00				$4,122,212.00	$3,548,550.00	$573,662.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	High Quality Teacher recruitment (1000-3000)	All	$3,338,550.00				$3,338,550.00
1	2	Professional Training (5801 contr) (repeated expenditure, Goal 1, Action 1)	English learner (EL), Foster Youth, Low Income					$0.00

1	3	Facilitator Training (4120/4130 curric web apps contr)	English learner (EL)	$63,000.00				$63,000.00
1	4	EL learners Support (1.4) (1120/1230/2310) (repeated expenditure, Goal 1, Action 1)	All					$0.00
1	5	Highly Qualified Teachers (1310) (repeated expenditure, Goal 1, Action 1)	All					$0.00
1	6	Low-income learners support (1.6 4120/4130) (repeated expenditure, Goal 1, Action 3)	Low Income					$0.00
1	7	Foster Youth Support (1.7 4120/4130) learning and support apps (repeated expenditure, Goal 1, Action 3)	Foster Youth					$0.00
1	8	High Quality Teacher Recruitment (100 3000 contrib)	English learner (EL), Foster Youth, Low Income	$210,000.00				$210,000.00
1	9	High Quality Teacher recruitment (1.1 5801 iCA Educ supp Maker, MTSS SEL)	All	$68,698.00				$68,698.00
1	10	High Quality teacher recruitment (1.1 5801 contrib iCA PD SEL MTSS)	English learner (EL), Foster Youth, Low Income	$13,072.00				$13,072.00
1	11	high quality teacher recruitment (1.1 iCA EL suppt contr)	English learner (EL)	$4,280.00				$4,280.00
1	12	High Quality teacher recruitment (1.1 5852 stu serv exp sped)	All	$151,836.00				$151,836.00
1	13	Professional training (1.2	All					$0.00

		1000-3000) (repeated expenditure, Goal 1, Action 1)						
1	14	Facilitator training (1.3 5801 contr) EL coaching (repeated expenditure, Goal 1, Action 1)	English learner (EL)					$0.00
1	15	Facilitator Training (1.3 5200 contri) (repeated expenditure, Goal 1, Action 2)	English learner (EL)					$0.00
1	16	EL Learners support (1.4 5801 contr) (repeated expenditure, Goal 1, Action 1)	English learner (EL)					$0.00
1	17	EL Learners support (1.4 4400 stu technology)	All	$55,926.00				$55,926.00
1	18	EL Learners support (1.4 5801 iCA Fac and Tech)	All	$28,702.00				$28,702.00
1	19	Highly Qualified Teachers (1.5 5801 iCA Emp serv supp)	All	$19,346.00				$19,346.00
1	20	Low Income Learner suppport (1.6 1230 school couns contr) (repeated expenditure, Goal 1, Action 1)	Low Income					$0.00
1	21	Low Income Learner support (1.6 5801 ica Educ suppor Makers, MTSS SEL contrib) (repeated expenditure, Goal 1, Action 1)	Low Income					$0.00
1	22	Foster Youth Support (1.7 1230 school couns contr) (repeated expenditure, Goal 1, Action 1)	Foster Youth					$0.00
1	23	Foster Youth Support (1.7	Foster Youth					$0.00

		5801 iCA Educ support Makers MTSS SEL contrib) (repeated expenditure, Goal 1, Action 1)						
2	1	High Quality Curriculum Access (5801 tech support)	All	$15,922.00				$15,922.00
2	2	Comprehensive curriculum (2.2 4300)	All	$63,000.00				$63,000.00
2	3	Data Protocols (4120/4130) (repeated expenditure, Goal 1, Action 3)	English learner (EL)					$0.00
2	4	College and Career (2.4 1120/1910/1310) (repeated expenditure, Goal 1, Action 1)	All					$0.00
2	5	Foster Youth Support (2.5 1120/1910/1310) (repeated expenditure, Goal 1, Action 1)	All					$0.00
2	6	EL learner Support (2.6 4120/4230)contrib (repeated expenditure, Goal 1, Action 3)	Low Income, Foster Youth, English learner (EL)					$0.00
2	7	Low Income Learner Support (2.7 1120/1910/1310) (repeated expenditure, Goal 1, Action 1)	All					$0.00
2	8	High Quality curriculum access (2.1 4400) (repeated expenditure, Goal 1, Action 4)	All					$0.00
2	9	Comprehensive Curriculum (2.2 1120,1910,1310)	All					$0.00

2	10	Data Protocols (2.3 1120 1910 1310) (repeated expenditure, Goal 1, Action 1)	All					$0.00
2	11	Data Protocols (2.3 5801 iCA Ed support, makers, MTSS) contrib (repeated expenditure, Goal 1, Action 1)	Low Income, Foster Youth, English learner (EL)					$0.00
2	12	College and Career (2.4 couns) (repeated expenditure, Goal 1, Action 1)	Foster Youth					$0.00
2	13	EL learner support (2.6 5801 ica educ support makers mtss contrib) (repeated expenditure, Goal 1, Action 1)	Low Income, Foster Youth, English learner (EL)					$0.00
2	14	EL Learner support (2.6 1120 1910 1310) (repeated expenditure, Goal 1, Action 1)	All					$0.00
2	15	Low Income learner support (2.7 4120 4130) (repeated expenditure, Goal 1, Action 3)	English learner (EL)					$0.00
2	16	Low Income learner support (2.7 5801 Mkers, MTSS SEL) (repeated expenditure, Goal 1, Action 1)	All					$0.00
3	1	Safe and Accessible School LMS (3.1 5840/5850)	All	$36,000.00				$36,000.00
3	2	Professional Development (3.2 4120/4130) contrib	English learner (EL)					$0.00

		(repeated expenditure, Goal 1, Action 3)							
3	3	Communication (3.3) 5801 Tech and com MLN	All	$30,000.00					$30,000.00
3	4	Parent Engagement (3.4 1120/1910/1310) (repeated expenditure, Goal 1, Action 1)	All						$0.00
3	5	Learner Engagement (3.5 1120/1910/1310) (repeated expenditure, Goal 1, Action 1)	All						$0.00
3	6	Homeless family Support (3.6 1120/1910/1310) (repeated expenditure, Goal 1, Action 1)	All, Homeless						$0.00
3	7	Low Income Learner Support (3.7 1120/1910/1310) (repeated expenditure, Goal 1, Action 1)	All, Low Income						$0.00
3	8	ELPAC test prep (1120 1910 1310) (repeated expenditure, Goal 1, Action 1)	All						$0.00
3	9	Communication (3.3 4400) (repeated expenditure, Goal 1, Action 4)	All						$0.00
3	10	Parent Engagement (3.4 4120 4130) contrib (repeated expenditure, Goal 1, Action 3)	English learner (EL)						$0.00
3	11	Low income learner support (3.7 5900 telecommunications)	All	$15,947.00					$15,947.00
3	12	Low Income learner support (3.7 5840 5850 LMS SIS) (repeated	All						$0.00

		expenditure, Goal 3, Action 1)					
3	13	Student Attendance (3.9 5801)	All	$7,933.00			$7,933.00
3	14	Student Attendance (3.9 1120 1910 1310) (repeated expenditure, Goal 1, Action 1)	All				$0.00
3	15	Professional development (3.2 1120 1910 1310) (repeated expenditure, Goal 1, Action 1)	All				$0.00

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$290,352.00	$290,352.00
LEA-wide Total:	$290,352.00	$290,352.00
Limited Total:		
Schoolwide Total:		

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Professional Training (5801 contr) (repeated expenditure, Goal 1, Action 1)	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools		$0.00
1	3	Facilitator Training (4120/4130 curric web apps contr)	LEA-wide	English learner (EL)	All Schools	$63,000.00	$63,000.00
1	6	Low-income learners support (1.6 4120/4130) (repeated expenditure, Goal 1, Action 3)	LEA-wide	Low Income	All Schools		$0.00

1	7	Foster Youth Support (1.7 4120/4130) learning and support apps (repeated expenditure, Goal 1, Action 3)	LEA-wide	Foster Youth	All Schools		$0.00
1	8	High Quality Teacher Recruitment (100 3000 contrib)	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$210,000.00	$210,000.00
1	10	High Quality teacher recruitment (1.1 5801 contrib iCA PD SEL MTSS)	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$13,072.00	$13,072.00
1	11	high quality teacher recruitment (1.1 iCA EL suppt contr)	LEA-wide	English learner (EL)	All Schools	$4,280.00	$4,280.00
1	14	Facilitator training (1.3 5801 contr) EL coaching (repeated expenditure, Goal 1, Action 1)	LEA-wide	English learner (EL)	All Schools		$0.00
1	15	Facilitator Training (1.3 5200 contri) (repeated expenditure, Goal 1, Action 2)	LEA-wide	English learner (EL)	All Schools		$0.00
1	16	EL Learners support (1.4 5801 contr) (repeated expenditure, Goal 1, Action 1)	LEA-wide	English learner (EL)	All Schools		$0.00
1	20	Low Income Learner suppport (1.6 1230 school couns contr) (repeated expenditure, Goal 1, Action 1)	LEA-wide	Low Income	All Schools		$0.00

1	21	Low Income Learner support (1.6 5801 ica Educ suppor Makers, MTSS SEL contrib) (repeated expenditure, Goal 1, Action 1)	LEA-wide	Low Income	All Schools	$0.00
1	22	Foster Youth Support (1.7 1230 school couns contr) (repeated expenditure, Goal 1, Action 1)	LEA-wide	Foster Youth	All Schools	$0.00
1	23	Foster Youth Support (1.7 5801 iCA Educ support Makers MTSS SEL contrib) (repeated expenditure, Goal 1, Action 1)	LEA-wide	Foster Youth	All Schools	$0.00
2	3	Data Protocols (4120/4130) (repeated expenditure, Goal 1, Action 3)	LEA-wide	English learner (EL)	All Schools	$0.00
2	6	EL learner Support (2.6 4120/4230)contrib (repeated expenditure, Goal 1, Action 3)	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$0.00
2	11	Data Protocols (2.3 5801 iCA Ed support, makers, MTSS) contrib (repeated expenditure, Goal 1, Action 1)	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$0.00
2	12	College and Career	LEA-wide	Foster Youth	All Schools	$0.00

		(2.4 couns) (repeated expenditure, Goal 1, Action 1)					
2	13	EL learner support (2.6 5801 ica educ support makers mtss contrib) (repeated expenditure, Goal 1, Action 1)	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		$0.00
2	15	Low Income learner support (2.7 4120 4130) (repeated expenditure, Goal 1, Action 3)	LEA-wide	English learner (EL)	All Schools		$0.00
3	2	Professional Development (3.2 4120/4130) contrib (repeated expenditure, Goal 1, Action 3)	LEA-wide	English learner (EL)	All Schools		$0.00
3	10	Parent Engagement (3.4 4120 4130) contrib (repeated expenditure, Goal 1, Action 3)	LEA-wide	English learner (EL)	All Schools		$0.00

Instructions

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

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

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

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

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

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2019–20 outcomes on some

metrics may not be computable at the time the 2020–23 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 2020–21. 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 2021–22, 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 2022–23, 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 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 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 2022-23**: 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 2022–23 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 (2022-23)
Enter information in this box when completing the LCAP for **2020– 21**.	Enter information in this box when completing the LCAP for **2020– 21**.	Enter information in this box when completing the LCAP for **2021– 22**. Leave blank until then.	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 **2020– 21**.

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.