LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: ILEAD Online
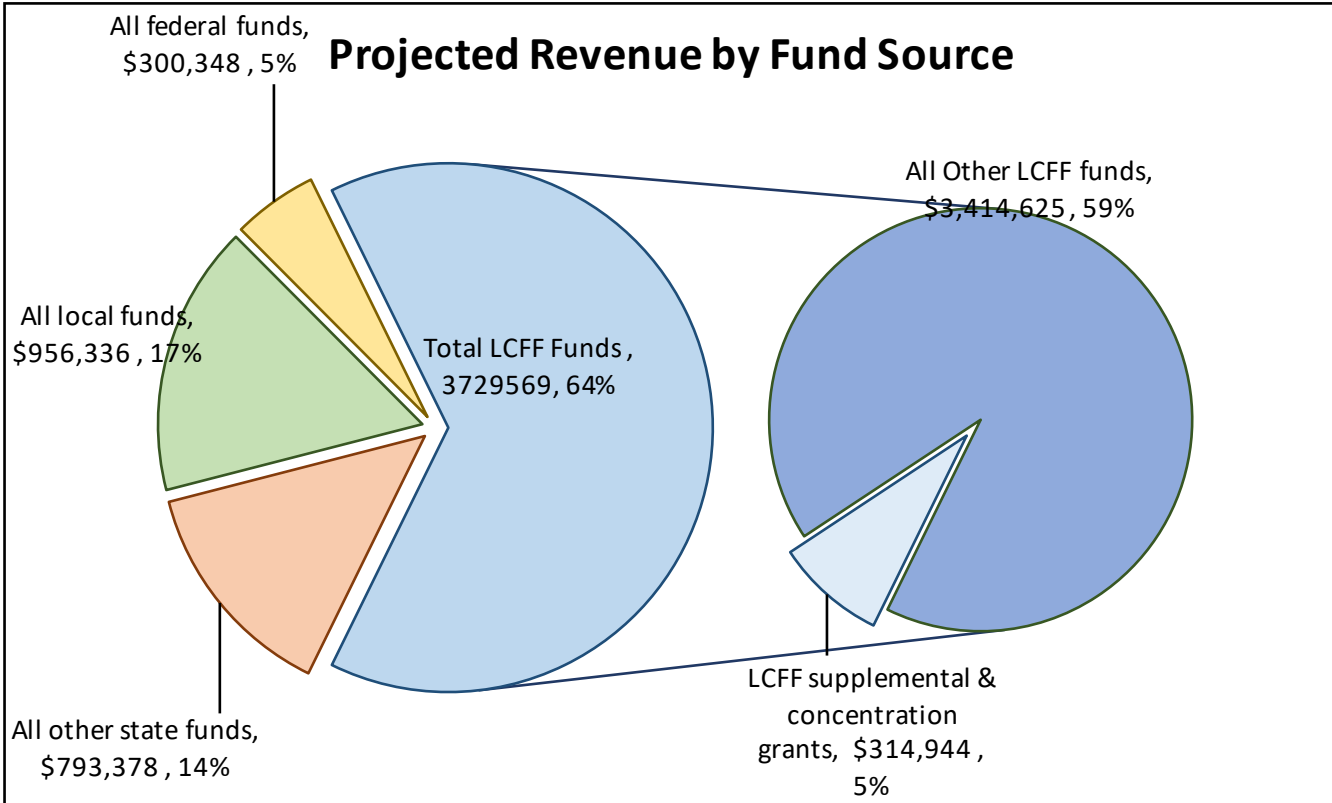
CDS Code: 19753090136531

School Year: 2023 – 2024

LEA contact information: Erin Jones: (661) 441-6636 director@ileadonline.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).

Budget Overview for the 2023 – 2024 School Year

Projected Revenue by Fund Source

All federal funds, $300,348 , 5%

All Other LCFF funds, $3,414,625 , 59%

All local funds, $956,336 , 17%

Total LCFF Funds , 3729569, 64%

All other state funds, $793,378 , 14%

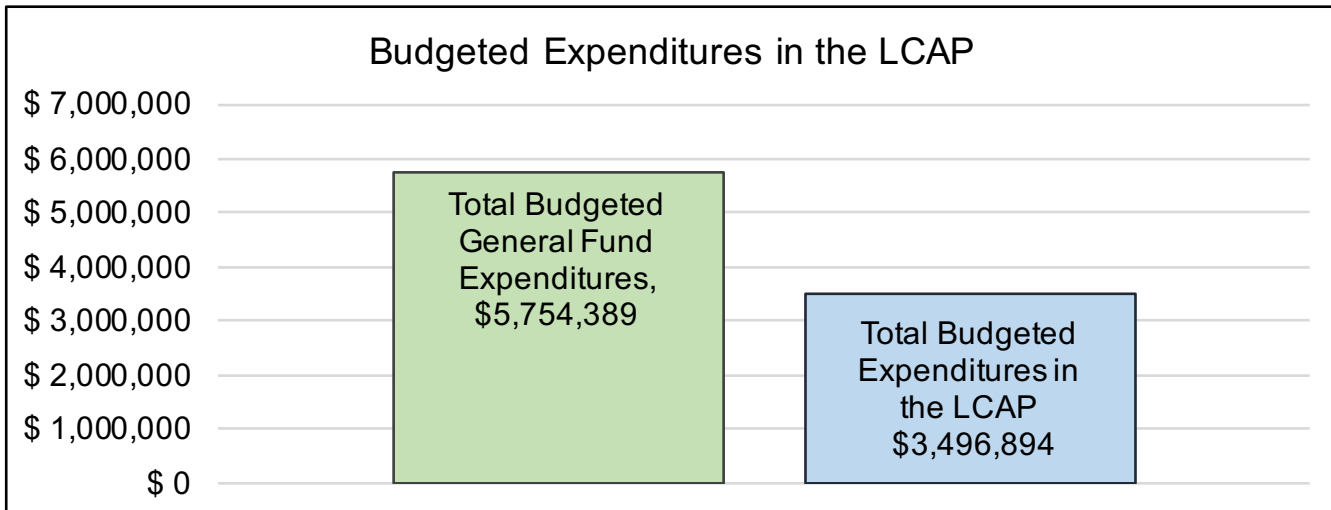LCFF supplemental & concentration grants, $314,944 , 5%

This chart shows the total general purpose revenue ILEAD Online expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for ILEAD Online is $5,779,631.00, of which $3,729,569.00 is Local Control Funding Formula (LCFF), $793,378.00 is other state funds, $956,336.00 is local funds, and $300,348.00 is federal funds. Of the $3,729,569.00 in LCFF Funds, $314,944.00 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.

LCFF Budget Overview for Parents

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $5,754,389

Total Budgeted Expenditures in the LCAP $3,496,894

This chart provides a quick summary of how much ILEAD Online plans to spend for 2023 – 2024. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: ILEAD Online plans to spend $5,754,389.00 for the 2023 2024 school year. Of that amount, $3,496,893.67 is tied to actions/services in the LCAP and $2,257,495.33 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
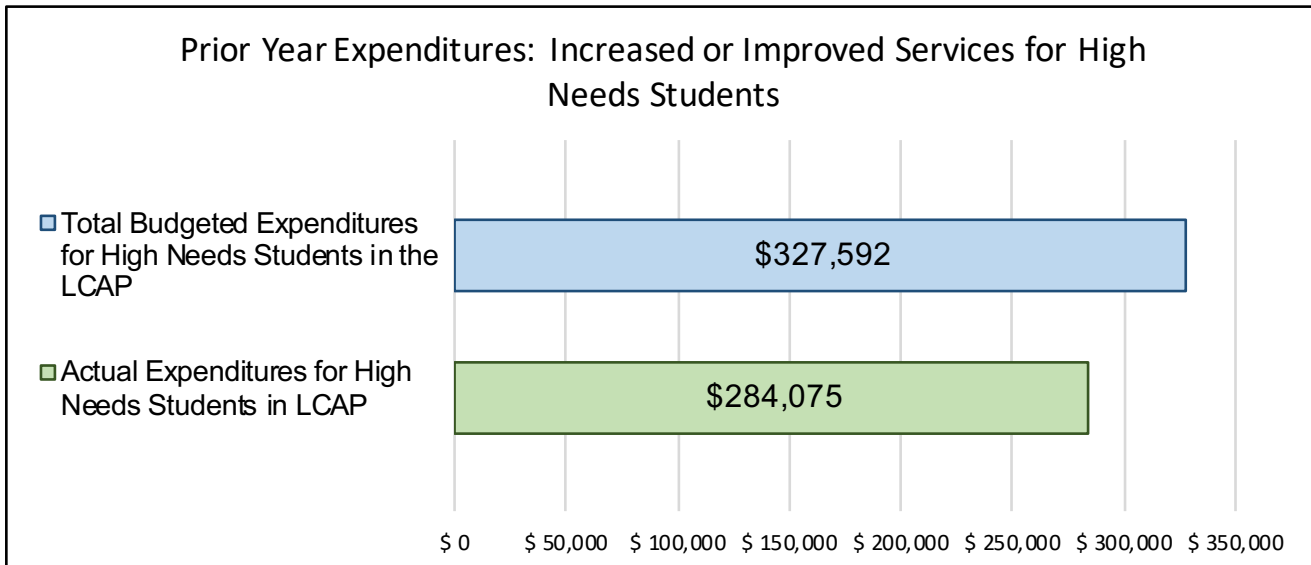
Expenditure not in the LCAP consists of net income designated for economic uncertainties recommended by the district fand other sources such as legal, business services fees, banking, audit and district fees.

Increased or Improved Services for High Needs Students in the LCAP for the 2023 – 2024 School Year

In 2023 – 2024, ILEAD Online is projecting it will receive $314,944.00 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 $314,944.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-2023

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

□ Total Budgeted Expenditures for High Needs Students in the LCAP — **$327,592**

□ Actual Expenditures for High Needs Students in LCAP — **$284,075**

$ 0 $ 50,000 $ 100,000 $ 150,000 $ 200,000 $ 250,000 $ 300,000 $ 350,000

This chart compares what ILEAD Online budgeted last year in the LCAP for actions and services that contribut 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 curren year.

The text description of the above chart is as follows: In 2022-2023, ILEAD Online's LCAP budgeted $327,592.00 for planned actions to increase or improve services for high needs students. ILEAD Online actually spent $284,075.00 for actions to increase or improve services for high needs students in 2022-2023. The difference between the budgeted and actual expenditures of $43,517.00 had the following impact on ILEAD Online's ability to increase or improve services for high needs students:

The difference between budgeted and actual expenditures to increase or improve services in 2022-2023 is due to a difference between projected revenue and P2 calculated revenue. All estimated actual expenditures were spent increasing and/or improving services for high needs students.

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 818-921-2220

Plan Summary 2023-2024

General Information

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

iLEAD Online Charter School, which opened in 2017, is a nonclassroom-based, WASC-accredited, public charter school serving learners in TK-12 in the counties of Los Angeles, Orange, Kern, San Bernardino, and Ventura. The school's enrollment for the 2022-23 school year is 266 learners. The current population of the school is 38% Hispanic or Latino; 27.4% White; 18.8% African American; 10.5% Two or More Races; 3.4% Asian; 0.4% American Indian or Alaska Native; and 0.8% Filipino. 54.5% of its learners qualify for free and reduced meals.

iLEAD Online Charter School offers a learner-centered approach to education that focuses on personalized learning options, interdisciplinary project-based learning, and social-emotional learning principles while adhering to the Common Core Standards. Social-Emotional Learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. iLEAD Online's Schoolwide Learner Outcomes were carefully selected to develop the whole child with a focus on both academic and social-emotional learning. These include academic rigor, college and career readiness, critical thinking, curiosity, gratitude, grit, growth mindset, optimism, purpose, self-control, social intelligence, and zest. Twice a year, learners and facilitators alike reflect on student growth in each of these areas through the use of the iLEAD Comprehensive Growth Card.

Learner performance and achievement are measured by a variety of summative and formative assessments that are aligned to state standards and reflect proficiency measures required by the California Assessment of Student Performance and Progress (CAASPP). To support instructional decision-making, the school utilizes NWEA MAP (Measures of Academic Progress), an adaptive assessment tool approved by the California Department of Education (CDE), as one of several measures to monitor learner progress throughout the year.

iLEAD Online Charter School serves learners who seek flexible schedules and online learning for a variety of reasons. The school is dedicated to educating the whole child, all-staff professional learning, and collaboration between staff, administration, and other schools in the iLEAD network. Using a rigorous, Common-Core-aligned project-focused learning curriculum, the school serves a diverse population of which many are pursuing outside passions such as sports, acting, theater arts, etc. while enrolled in iLEAD Online's independent study program.

Through thoughtfully-designed, virtual learning environments, as well as the implementation of an equity task force, it is iLEAD Online's goal to build an engaging and rigorous educational experience with a focus on each learner's unique strengths to cultivate a love for learning. School staff works with each learner to develop an individualized learning plan with an emphasis on academic and SEL goals. The staff also incorporates a variety of methods and best practices including professional learning, implementation of intentional teaching strategies, analysis of learner performance data, Multi-Tiered Systems of Support (MTSS), and the revision of instruction

as necessary to educate all learners and address the unique needs of English Learners (.8%), Students with Disabilities (9.8%), Socioeconomically Disadvantaged (54.5%), those experiencing Homelessness (1.9%), and Foster Youth (.4%). At iLEAD Online, personalized learning includes supporting English learners with integrated and designated language support during the school day and Students with Disabilities according to the needs of their individualized education plans providing them with the least restrictive environment possible.

iLEAD Online continues to prepare its learners for college and career through college-prep a-g coursework, AP classes, Career Technical Education pathways, college credit courses, and work-based learning opportunities. Additionally, iLEAD Online provides NCAA-approved coursework. Learners can be celebrated by earning the Golden State Seal Merit Diploma, State Seal of Biliteracy, CTE industry-recognized certification, including middle school college/career readiness certifications and programs, and/or CTE Pathway Completer certificate.

Reflections: Successes

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

-Engaged learners through live synchronous instruction, in-person events and field studies, tiered engagement strategies, and a focus on building relationships for accountability and collaboration.
-Implemented a successful reading and math intervention program, a strong MTSS system for tracking learner progress and providing personalized systems of support, and ensured all learners had a personalized learning experience aligned to their individual goals.
-Expanded CTE pathway offerings, K-8 courses, and 9-12 a-g approved courses to offer a broad course of study.
-Achieved high levels of testing participation rates
-Improved in ELA and Math as measured by internal measures (NWEA MAP)
-Increased parent survey results in every category (ranging 2%-10% positive increase)

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.

Based on the California Dashboard and internal measures, iLEAD Online will continue to focus on the following identified needs:
-Continued growth in academic achievement: iLEAD Online was 75.7 points below standard in Math on the 2022 CA School Dashboard, which is 24 points below the state and 22.1 points below standard in ELA on the 2022 CA School Dashboard, which is 9.9 points below the state (WASC Goal 1 and 2)
-Ongoing focus on a strong college/career readiness culture, increasing the graduation rate and CCI indicator rates (WASC Goal 3)
-Continue to increase field study and school activity opportunities
-Continue supporting English learners and families for a positive school culture, and progress toward English proficiency (WASC Goal 4)

LCAP Highlights

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

Goal 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.
Key Features: The actions and services supporting goal #1 provide full funding for credentialed and classified staff salaries to support all student groups. It supplies all learners with Project Based Learning coursework and/or curriculum aligned to state standards as well as technology to increase learner engagement and success. It provides for a clean, safe, and well-maintained campus. School staff will receive professional learning on topics such as diversity, equity and inclusion, PBL, SEL, best practices, and academic content to increase the effectiveness of instruction to learners. Using MTSS, the school will support learners with enrichment and/or intervention

strategies as needed in their academic and social emotional learning.

Goal 2: Provide all learners with a rigorous, creative, and broad curriculum to maximize academic achievement and college/career readiness.
Key Features: The actions and services supporting goal #2 enable school staff to further develop and utilize internal monitoring systems to support academic and social-emotional growth and achievement across student groups including EL learners, socioeconomically disadvantaged, foster youth and those experiencing homelessness. This includes analysis of academic and SEL data to close achievement gaps in ELA and math. Action steps to support ongoing high school program development for college and career readiness (as indicated on the CA School Dashboard) will expand high school opportunities for learners.

Goal 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 educational partners.
Key Features: The actions and services supporting goal #3 include ongoing educational partner engagement and the fostering of connectedness through school/community events and activities. It also includes supporting the mental health and wellness of all learners. Additional services and/or resources will be provided to EL learners, socioeconomically disadvantaged, foster youth, and those experiencing homelessness based on individual needs.

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.

Single-School LEA not eligible for CSI

Support for Identified Schools

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

Single-School LEA not eligible for CSI

Monitoring and Evaluating Effectiveness

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

Single-School LEA not eligible for CSI

Engaging Educational Partners

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

iLEAD Online is committed to the meaningful engagement of its educational partners in the development of the LCAP. For the annual update, feedback from families, learners, community members, board members, learners, and iLEAD Online staff and leadership was utilized to evaluate program effectiveness and address the state priorities. Upon careful examination of the input received action steps under iLEAD Online's three existing goals were maintained, expanded or modified to further learner achievement and continue the development of program offerings.

During the 2022-23 school year, iLEAD Online facilitators communicated with parents on a regular basis to keep them abreast of what was happening in their learner's courses and to receive informal feedback. Virtual and in-person events were hosted by iLEAD Online, and parents were invited to participate in certain course activities such as festivals, campfires, and advisory regular class meetings. This allowed the opportunity for school staff and families to connect regarding the school program. Additionally, monthly EL collaborations with the EL coordinators across iLEAD Schools provided the opportunity for sharing ideas gathered from facilitator and family feedback on how to improve the English learner program.

Twice a year, learners and staff completed the iLEAD Comprehensive Growth Card, a measure of learner growth in the Schoolwide Learner Outcomes, as well as their progress toward academic and social-emotional goals. Additionally, staff and leadership collaborations were held monthly to discuss the program, and learner progress, and gather/reflect on suggestions for improvements. Parent, staff, and learner surveys regarding aspects of the program were sent in the spring of 2023 to solicit feedback. These surveys addressed specific aspects of the LCAP (the eight state priorities for the creation of potential action steps). Additionally, four town hall meetings were held with staff to address specific staff concerns, increase board relations with staff, and allow for increased collaboration among all educational partners.

Monthly board meetings were held with the opportunity for anyone from the public to attend (including staff, parents and learners). In the fall of 2022, the school updated the school's governing board on recent data from Data Quest and the California Dashboard and discussed strategies and program adjustments based on that data.

iLEAD Online started an iSUPPORT parent group for the first time this school year, which gives parents and family members the opportunity to gather, identify ways to support the school, work with leadership and staff to implement improvement initiatives, and support a positive school environment that promotes a love of learning. Parent and learner ambassadors took leadership roles to represent their peers during board meetings, iSUPPORT meetings, planning meetings, and school events.

A summary of the feedback provided by specific educational partners.

As a continued result of the pandemic, families and staff observed an increased number of learners experiencing feelings of depression, anxiety and/or in need of other mental health support. Learners also reflected this sentiment through self-evaluation on the iLEAD Comprehensive Growth Card. Academic data on internal benchmarks and the 2022 CA State Dashboard show areas for growth, and learners are benefitting from additional tutoring and academic resources provided through synchronous instruction and more frequent check-ins. Additionally, WASC areas for improvement include: state testing participation, college career readiness, services to increase EL enrollment and learner reclassification, and utilizing effective processes to measure and track all learner achievement. The high school team continues to work closely with all learners to increase college and career readiness, and are seeing a need to build a stronger capacity in the staff to build awareness of course offerings. Parents are satisfied with the special education services received and are highly involved in the process.

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

MTSS, Intervention, and Live Support (Goal 1): Instructional staff will continue to engage in MTSS systems and intervention strategies to provide a personalized and differentiated experience for all learners to achieve academic growth and achievement. Live and in-person offerings will continue to give access to a high-quality academic program.

Academic Achievement and College-Career Readiness (Goal 2): The high school team will continue to write and offer a broad range of a-g and CTE courses, provide personalized college/career counseling with the use of new software (YouScience), and encourage learners to complete a work-based learning experience before graduation.

Social-Emotional Well-Being and Learner Engagement (Goal 3): Staff will continue to collaborate and use MTSS strategies to ensure that all learners have access to resources and instruction for engagement, well-being, and personal success. Staff will continue to engage in professional development in restorative practices, Love and Logic, and using technology for accountability and engagement.

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.

All learners are entitled to a rigorous and broad course of study, highly qualified teachers, standards-based learning/curriculum, current technology, well-maintained schools, and individualized support. Thus, the purpose of this goal is to provide optimal conditions of learning for all learners, ensuring access with appropriate supports and multiple forms of intervention based on each learner's need(s). Providing equity for all learners addresses the fact that not all students learn in the same ways, and many have individualized needs compared with their peers. Ongoing professional learning in diversity, equity and inclusion, best practices in education, as well as iLEAD cultural pieces to include social-emotional learning, will further improve the development of adaptive, inclusive learning environments.

This goal addresses the following State Priorities:
Priority 1: Basic Services (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
SARC	The 2019-20 SARC shows: 0 Misassignments of Teachers of English Learners 0 Total Teacher Misassignments	The 2020-21 SARC shows: 0 Misassignments of Teachers of English Learners 0 Total Teacher Misassignments	The 2021-22 SARC shows: Data not yet made available by the state		0 Misassignments of Teachers of English Learners 0 Total Teacher Misassignments
CA School Dashboard Local Indicator	2019 CA School Dashboard Local Indicator: 0% of Students Without Access to Their Own	2019 CA School Dashboard Local Indicator: 0% of Students Without Access to Their Own	2022 CA School Dashboard Local Indicator: 0% of Students Without Access to Their Own Copies		0% of Students Without Access to Their Own Copies

	Copies	Copies			
Professional Learning	50% of staff have engaged in professional learning to improve learner outcomes.	90% of staff have engaged in professional learning to improve learner outcomes.	100% of staff have engaged in professional learning to improve learner outcomes.		100% of staff have engaged in professional learning to improve learner outcomes.
CA School Dashboard	2019 CA School Dashboard: A-G: 26.7% fulfilled the A-G measure College Credit Courses: 6.7% fulfilled the college credit measure AP: 0% fulfilled the AP measure CTE: 0% fulfilled the CTE measure	2019 CA School Dashboard: A-G: 26.7% fulfilled the A-G measure College Credit Courses: 6.7% fulfilled the college credit measure AP: 0% fulfilled the AP measure CTE: 0% fulfilled the CTE measure	2022 CA School Dashboard: A-G: 37.9% fulfilled the A-G measure College Credit Courses:0% fulfilled the college credit measure AP: 0% fulfilled the AP measure CTE: 6.5% fulfilled the CTE measure		A-G: 40% fulfilled the A-G measure College Credit Courses: 20% fulfilled the college credit measure AP: 2% fulfilled the AP measure CTE: 2% fulfilled the CTE measure
CA School Dashboard	2019 CA School Dashboard: Basics: Teachers, Instructional Materials, Facilities: Standard Met	2019 CA School Dashboard: Basics: Teachers, Instructional Materials, Facilities: Standard Met	2022 CA School Dashboard: Basics: Teachers, Instructional Materials, Facilities: Standard Met		Basics: Teachers, Instructional Materials, Facilities: Standard Met
CA School Dashboard	2019 CA School Dashboard Local Indicators: Access to a Broad Course of Study: Standard Met	2019 CA School Dashboard Local Indicators: Access to a Broad Course of Study: Standard Met	2022 CA School Dashboard Local Indicators: Access to a Broad Course of Study: Standard Met		Access to a Broad Course of Study: Standard Met
CA School Dashboard	2019 CA School Dashboard: Implementation of Standards: Standard Met	2019 CA School Dashboard: Implementation of Standards: Standard Met	2022 CA School Dashboard: Implementation of Standards: Standard Met		Implementation of Standards: Standard Met
Panorama Survey	2021: 88% of parents/guardians feel that the curriculum, courses and resources available through the school/program are engaging/motivating and meet their learner's	2022: 86% of parents/guardians feel that the curriculum, courses and resources available through the school/program are engaging/motivating and meet their learner's needs.	2023: 92% of parents/guardians feel that the curriculum, courses, and resources available through the school/program are engaging/motivating and meet their learner's needs.		90% of parents/guardians feel that the curriculum, courses and resources available through the school/program are engaging/motivating and meet their learner's needs.

CA School Dashboard: English Learner Progress	2019 CA School Dashboard: This data was not available for iLEAD Online.	2019 CA School Dashboard: This data was not available for iLEAD Online.	2022 CA School Dashboard: This data was not available for iLEAD Online.		48.3% of English learners are making progress towards English language proficiency.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Fully Credentialed and Appropriately Assigned Staff	Fund appropriately assigned and credentialed staff (base salaries and benefits) in order to provide instruction and support for all learners (State Priority #1, WASC #2).	$3,059,800.65	No
2	High Needs Support Team	Dedicate staff to support unduplicated learners in their academic and social emotional achievement (State Priority #1, WASC #1).	$308,074.57	Yes
3	Access to Standards-Aligned Instructional Materials	School leadership and facilitators will ensure that all learners have access to standards-aligned instructional materials including 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 (State Priority #1, WASC #2).	$18,954.21	No
4	Curriculum Offerings and Implementation of State Standards (repeated expenditure, Goal 1, Action 3)	School staff will research, develop, and/or implement resources and curriculum offerings for a broad course of study that ensures general alignment to the California Content Standards while allowing for freedom of innovation with instruction and/or project design for all learners leading to college and career readiness (State Priorities #2 & #7).	$0.00	No
5	ELD Implementation of State Standards	The EL Coordinator and school staff will apply professional learning to provide English Learners with support for academic achievement through additional language support, ELLevation progress monitoring system, and other evidence-based resources that support inclusive learning environments (State Priority #2, WASC #4).	$6,869.43	Yes
6	Professional Learning	All staff will engage in a variety of professional learning on best practices and first best instruction, utilizing the California Content Standards, to increase the effectiveness of instruction to all learners. School staff will also be trained on other iLEAD cultural and instructional practices such as diversity, equity, and inclusion, Restorative Practices, PBL, SEL, Love and Logic, and/or 7 Habits as needed (State Priority #2, WASC #2).	$11,429.15	No
7	High School Course Access	School staff will increase the percentage of high schoolers who complete CA School Dashboard's college and career readiness measures including A-G coursework, college credit courses, AP, and/or CTE (State Priority #7, WASC #3).	$0.00	No

| 8 | Multi-Tiered Systems of Support | School staff will be provided professional learning to teach/model the iLEAD Learner Outcomes as a framework for a rigorous project-based curriculum. Using MTSS, the school will support all learners with enrichment and/or intervention strategies as needed in their academic and social emotional learning (State Priority #7). | $40,000.00 | No |

Goal Analysis for 2022-2023

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.

Goal #1 was efficiently implemented during the 2022-23 school year. All learners had access to curriculum, technology, and a broad course of study. Staff received professional learning to improve learner outcomes. There were no substantive differences between planned actions and the actual implementation of these actions.

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

Some funds were relocated to other state or federal funds.

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

During the 2022-23 school year, iLEAD Online improved its math NWEA MAP CGI by 1.64 points from 21-22 with a CGI of .23 for 2022-23 and improved its ELA CGI by 3.05 points from 21-22 with a CGI of 0 for 2022-23. The school also successfully implemented MTSS to track, monitor, and further support learners in closing achievement gaps. The school made extensive changes to tracking, supporting, and monitoring English language learners with a new data platform and resources, and supporting instructional staff with training and resources needed to provide integrated and designated instruction. NWEA MAP And family surveys show family confidence in the academic program being provided to their children. There was an increase in completion of a-g completion and CTE pathway completion and a large initiative for learners, starting with the graduating class of 2023 to complete college credit courses and other CCI indicators. More a-g courses and AP were written and offered in 2022-23.

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.

For the 2023-24 school year, the last year in this LCAP cycle, the planned goal remains the same. Goal one pertains to conditions for learning, which includes Priority 1: Basic Services; Priority 2: State Standards; and Priority 7: Course Access. The school also ensured that all measurable outcomes required by the state are aligned to the LCAP.

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

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.

This goal emphasizes a continued focus on student achievement across all student groups to include increased ELA and math achievement on both state assessments and NWEA MAP (a California Department of Education (CDE)-approved, internal diagnostic assessment). The goal is to prepare learners academically and social-emotionally through project-based learning and/or personalized learning opportunities that align with state standards. Learner and credentialed teacher (facilitator) feedback on the iLEAD Comprehensive Growth Card, a measure on social-emotional, academic and personal goal-setting, also indicate a need for growth in academic achievement. Additionally, there is a need to concentrate efforts on the percentage of high schoolers graduating as prepared as indicated on the California School Dashboard's college/career indicator.

This goal addresses the following State Priorities:
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
CA School Dashboard State Indicator: ELA and Math CAASPP Testing Scores DataQuest: School Dashboard Additional Reports and Data - CAASPP Participation Rates NWEA MAP CGI Index NWEA MAP Participation Rates	All Students 2019 DataQuest: 44% CAASPP Participation Rate - ELA 44% CAASPP Participation Rate - Math All Students 2019 CA School Dashboard: CAASPP ELA: 19.8 points above standard (no color) Math: 87.6 points below standard (no color) NWEA MAP Spring 2021 All Students Participation	All Students 2019 DataQuest: 44% CAASPP Participation Rate - ELA 44% CAASPP Participation Rate - Math All Students 2019 CA School Dashboard: CAASPP ELA: 19.8 points above standard (no color) Math: 87.6 points below standard (no color) NWEA MAP Spring 2022 All Students Participation	All Students 2022 DataQuest: 93.8% CAASPP Participation Rate - ELA 93.2% CAASPP Participation Rate - Math All Students 2022 CA School Dashboard: CAASPP ELA: 22.1 points above standard (9.9 points below state) Math: 75.7 points below standard (24 points below state) Science (CAST): 33.58% met or exceeded the standard (4.13% above state)		95% CAASPP Participation - ELA & Math CAASPP: At or above state level CAST: At or above state level All Students NWEA MAP: 95% Participation ELA & Math All Students NWEA MAP Reading CGI 0 All Students NWEA MAP Math CGI 0

	Rate - N/A NWEA MAP Spring 2021 All Students Participation Rate - N/A NWEA MAP Spring 2021 All Students Reading CGI -3.7 NWEA MAP Spring 2021 All Students Math CGI -2.8	Rate - Reading 70% NWEA MAP Spring 2022 All Students Participation Rate - Math 69.39% NWEA MAP Spring 2022 All Students Reading CGI -3.04 NWEA MAP Spring 2022 All Students Math CGI -1.87	NWEA MAP Spring 2023 All Students Participation Rate - Reading 87% NWEA MAP Spring 2023 All Students Participation Rate - Math 88% NWEA MAP Spring 2023 All Students Reading CGI: 0 NWEA MAP Spring 2023 All Students Math CGI .24		
CA School Dashboard State Indicator: College and Career Indicator	2019 CA School Dashboard: 6.7% of all students graduated as prepared (no color)	2019 CA School Dashboard: 6.7% of all students graduated as prepared (no color)	2022 CA School Dashboard: Data was not released by the state due to the panedmic		44.1% of all students will graduate as prepared
EL Learners: CA School Dashboard State Indicator: ELA and Math CAASPP Testing Scores DataQuest: School Dashboard Additional Reports and Data - CAASPP Participation Rates CA School Dashboard State Indicator: College and Career Indicator	EL Learners 2019 DataQuest: 0% CAASPP Participation Rate - ELA 0% CAASPP Participation Rate - Math EL Learners 2019 CA School Dashboard: CAASPP ELA: No data available Math: No data available 2019 CA School Dashboard: College/Career: No data available	EL Learners 2019 DataQuest: 0% CAASPP Participation Rate - ELA 0% CAASPP Participation Rate - Math EL Learners 2019 CA School Dashboard: CAASPP ELA: No data available Math: No data available 2019 CA School Dashboard: College/Career: No data available	EL Learners 2022 DataQuest: No Data Available CAASPP Participation Rate - ELA No Data Available CAASPP Participation Rate - Math EL Learners 2022 CA School Dashboard: CAASPP ELA: No data available Math: No data available 2022 CA School Dashboard: College/Career: Not reported for 2022		95% CAASPP Participation - ELA & Math CAASPP: At or above state level CA School Dashboard: College/Career: The school will set desired outcome once baseline data is available.
Socioeconomically Disadvantaged: CA School Dashboard State Indicator: ELA and Math CAASPP Testing Scores DataQuest: School	Socioeconomically Disadvantaged 2019 DataQuest: 46% CAASPP Participation Rate - ELA 46% CAASPP Participation Rate - Math	Socioeconomically Disadvantaged 2019 DataQuest: 46% CAASPP Participation Rate - ELA 46% CAASPP Participation Rate - Math	Socioeconomically Disadvantaged 2022 DataQuest: 92.2% CAASPP Participation Rate - ELA 92.2% CAASPP Participation Rate - Math Socioeconomically		95% CAASPP Participation - ELA & Math CAASPP: At or above state levels CA School Dashboard: College/Career: Equal or above the all students indicator

Dashboard Additional Reports and Data - CAASPP Participation Rates CA School Dashboard State Indicator: College and Career Indicator	Socioeconomically Disadvantaged 2019 CA School Dashboard: CAASPP ELA: No data available Math: No data available 2019 CA School Dashboard: College/Career: No data available	Socioeconomically Disadvantaged 2019 CA School Dashboard: CAASPP ELA: No data available Math: No data available 2019 CA School Dashboard: College/Career: No data available	Disadvantaged 2022 CA School Dashboard: CAASPP ELA: 52.2 points below standard (10.8 points below state) Math: 101.1 points below standard (17.1 points below state) 2022 CA School Dashboard: College/Career: not reported		
Foster Youth: CA School Dashboard State Indicator: ELA and Math CAASPP Testing Scores DataQuest: School Dashboard Additional Reports and Data - CAASPP Participation Rates CA School Dashboard State Indicator: College and Career Indicator	Foster Youth 2019 DataQuest: 2019 CAASPP Participation Rate - ELA: N/A 2019 CAASPP Participation Rate - Math: N/A Foster Youth 2019 CA School Dashboard: CAASPP ELA: No data available Math: No data available 2019 CA School Dashboard: College/Career: No data available	Foster Youth 2019 DataQuest: 2019 CAASPP Participation Rate - ELA: N/A 2019 CAASPP Participation Rate - Math: N/A Foster Youth 2019 CA School Dashboard: CAASPP ELA: No data available Math: No data available 2019 CA School Dashboard: College/Career: No data available	Foster Youth 2022 DataQuest: 2022 CAASPP Participation Rate for Homeless - ELA: 85.7 2022 CAASPP Participation Rate for Foster- ELA: not reported 2022 CAASPP Participation Rate for Homeless - Math: 85.7 2022 CAASPP Participation Rate for Foster- Math: not reported Foster Youth 2022 CA School Dashboard: CAASPP ELA: No data available-no learners tested Math: No data available-no learners tested 2022 CA School Dashboard: College/Career: Not reported for 2022		95% CAASPP Participation - ELA & Math CAASPP: The school will set desired outcome once baseline data is available. CA School Dashboard: College/Career: The school will set desired outcome once baseline data is available.
DataQuest: EL Data: Annual Reclassification Counts and Rates	2019-20: 0% reclassification rate	2020-21: 0% reclassification rate	2021-22: Data not yet released by state		5% reclassification rate
iLEAD Comprehensive	Spring 2021 Participation Rates:	Spring 2022 Participation Rates:	Spring 2023 Participation Rates:		100% of facilitators and 80% of learners will complete the iLEAD

| Growth Card | K-2 Facilitators: N/A
3-12 Facilitators: N/A
K-2 Learners: N/A
3-12 Learners: N/A

Spring 2021 Results:
82% of learners achieved one or more of their academic ILP goals.
74% of learners achieved one or more of their SEL ILP goals. | K-2 Facilitators: 97.5%
3-12 Facilitators: 94.1%
K-2 Learners: 65%
3-12 Learners: 73.8%

Fall 2021 Results:
67% of learners achieved one or more of their academic ILP goals.
48% of learners achieved one or more of their SEL ILP goals. | K-2 Facilitators: 100%
3-12 Facilitators: 91.5%
K-2 Learners: 75%
3-12 Learners: 67.2%

Fall 2022 Results:
65.5% of learners achieved one or more of their academic ILP goals.
53% of learners achieved one or more of their SEL ILP goals. | | Comprehensive Growth Card.
70% of learners will achieve one or more of their academic ILP goals.
55% of learners will achieve one or more of their SEL ILP goals. |
| Data Quest: Four-Year Adjusted Cohort Graduation Rate Report | 2019-20 DataQuest:
0% earned Golden State Seal Merit Diploma
0% earned Seal of Biliteracy
0% met UC/CSU requirements | 2020-21 DataQuest:
26.5% earned Golden State Seal Merit Diploma
0% earned Seal of Biliteracy
0% met UC/CSU requirements | 27.6% earned Golden State Seal Merit Diploma
0% earned Seal of Biliteracy
37.9% met UC/CSU requirements | | 30% earned Golden State Seal Merit Diploma
4% earned Seal of Biliteracy
20% met UC/CSU requirements |

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Achievement (repeated expenditure, Goal 1, Action 3)	School staff will use both internal and external data to support all learners in their mastery of standards through integrated core projects and curriculum as reflected on state assessments and other internal measures. School staff will work to increase the percentage of learners who participate in internal and state assessments (State Priority #4, WASC #1, #2).	$0.00	No
2	College and Career Readiness (repeated expenditure, Goal 1, Action 3)	College and Career Readiness: The school will ensure high school graduates are college and career ready based on the CCI indicator by offering AP and A-G classes, college credit courses, state seal of biliteracy, and CTE pathways in order to graduate prepared for college and career as indicated on the CA School Dashboard. Learners will receive counseling and support for college readiness (State Priority #4, WASC #3).The school will ensure high school graduates are college and career ready based on the CCI indicator by offering AP and A-G classes, college credit courses, state seal of biliteracy, and CTE pathways in order to graduate prepared for college and career as indicated on the CA School Dashboard. Learners will receive counseling and support for college readiness (State Priority #4, WASC #3).	$0.00	No
3	EL Learner Achievement	School staff will support EL learners in their mastery of standards through integrated core	$0.00	Yes

	(repeated expenditure, Goal 1, Action 5)	projects and/or curriculum as reflected on state assessments and other internal measures. Learners will receive counseling and support for college readiness so that they will graduate prepared as measured on the CA School Dashboard (State Priority #4, WASC #4).			
4	Socioeconomically Disadvantaged Achievement (repeated expenditure, Goal 2, Action 3)	School staff will support socioeconomically disadvantaged learners in their mastery of standards through integrated core projects and/or curriculum as reflected on state assessments and other internal measures. Learners will receive counseling and support for college readiness so that they will graduate prepared as measured on the CA School Dashboard (State Priority #4).	$0.00		Yes
5	Foster/Homeless Youth Achievement (repeated expenditure, Goal 2, Action 3)	School staff will support foster/homeless learners in their mastery of standards through integrated core projects and/or curriculum as reflected on state assessments and other internal measures. Learners will receive counseling and support for college readiness so that they will graduate prepared as measured on the CA School Dashboard (State Priority #4).	$0.00		Yes
6	EL Reclassification (repeated expenditure, Goal 2, Action 3)	The EL Coordinator and other school staff will utilize professional development principles in ELD and regularly analyze data to provide targeted support with a focus on increased English proficiency in reading, listening, speaking, and writing to ensure progress is being made towards reclassification (State Priority #4, WASC #4).	$0.00		Yes
7	Individual Learning Plan (ILP) (repeated expenditure, Goal 1, Action 8)	Through a variety of strategies including professional development sessions, learner-led conferences and/or learning period meetings, school staff will work with learners to create goals and action plans to improve academic performance and social-emotional learning (SEL). Additionally, school staff will provide SEL strategies to support learners in achieving their personal goals (State Priority #8).	$0.00		No
8	Other High School Outcomes (repeated expenditure, Goal 1, Action 1)	School staff will maximize opportunities for high schoolers to be recognized for achievements by earning the Golden State Seal Merit Diploma, the State Seal of Biliteracy, and/or the National Merit scholarship (State Priority #8, WASC #3).	$0.00		No

Goal Analysis for 2022-2023

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.

During the 2022-23 school year, learners were monitored for academic achievement and social-emotional well-being. There were no substantive differences in planned actions and the actual implementation of these actions under goal two.

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

Some funds were relocated to other state or federal funds.

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

During the 2022-23 school year, there was a strong participation rate in testing. The high school program hosted multiple college fairs and guest speakers to prepare and inspire college applications and acceptances. More learners took AP courses and CTE pathways, which were both expanded this year, and more learners took college/credit courses this year, which will be reflected on the 2023 fall California Dashboard release. The high school counselor provided one-on-one counseling support, and learners were provided aptitude testing and guidance and college/career readiness curriculum through SCOIR. Learner achievement continues to be monitored across student groups. The school increased English learner reclassification rates, % of learners who received a Golden State Seal Merit Diploma, and the % of learners who met the UC a-g requirements. The school significantly increased the CGI score in NWEA MAP in both ELA and Math and was able to set goals for growth on the CAASPP exams. Participation in state testing stayed high.

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.

For the 2023-24 school year, the planned goal remains the same. Upon careful analysis of the eight state priorities, the school is aligned with the state priorities. Goal two pertains to student outcomes, which includes Priority 4: Pupil Achievement and Priority 8: Other Pupil Outcomes. The school also ensured that all measurable outcomes required by the state were included in this year's LCAP.

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

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 educational partners.

An explanation of why the LEA has developed this goal.

Upon consideration of educational partner feedback on the effects of the COVID-19 pandemic on the school's learners, this goal addresses the need for a strategic focus on learner well-being and family engagement in school activities. The charter school will continue to strengthen, support and expand opportunities for learners to understand how to succeed academically and social-emotionally, develop supportive relationships, foster a positive school culture, and increase school engagement. A renewed emphasis will also be placed on family involvement and parent education to increase learner and family connectedness in a safe, supportive, and stable learning environment.

This goal addresses the following State Priorities:
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
School Calendar	2020-21: The school held one educational partner gathering.	2021-22: The school held two educational partner gatherings.	2022-23: The school held four educational partner gatherings.		The school will hold a minimum of three educational partner gatherings per year.
CA School Dashboard Local Indicator: Parent & Family Engagement	2019 CA School Dashboard Local Indicator: Parent & Family Engagement: Standard Met	2019 CA School Dashboard Local Indicator: Parent & Family Engagement: Standard Met	2022 CA School Dashboard Local Indicator: Parent & Family Engagement: Standard Met		Parent & Family Engagement: Standard Met
CA School Dashboard State Indicator: Graduation Rate	2019 CA School Dashboard: 81.3% graduated (no color)	2019 CA School Dashboard: 81.3% graduated (no color)	2022 CA School Dashboard: 69.6% graduated 2021-22		CA School Dashboard: 85% graduated High School Dropout Rate: Less than 1%

CALPADS 8.1b: Middle & High School Drop Out Data	2020-21: High School Dropout Rate: 2.3% Middle School Dropout Rate: 1.4%	2020-21: High School Dropout Rate: 2.3% Middle School Dropout Rate: 1.3%	High School Dropout Rate: 30.2% Middle School Dropout Rate: 1.9%		Middle School Dropout Rate: Less than 1%
EL Learners: CA School Dashboard State Indicator: Graduation Rate Counselor Data	EL Learners: 2019 CA School Dashboard: Graduation rate N/A EL learners and their families receive additional counseling, social emotional, and academic support/resources from school staff.	EL Learners: 2019 CA School Dashboard: Graduation rate N/A 2021-22: 100% of EL learners and their families received additional counseling, social emotional, and academic support/resources from school staff.	EL Learners: 2022 CA School Dashboard: Graduation rate N/A 2022-23: 100% of EL learners and their families received additional counseling, social-emotional, and academic support/resources from school staff.		EL Learners: 2019 CA School Dashboard: Graduation rate will be determined once there is a baseline. 100% of EL learners and their families will receive additional counseling, social emotional, and academic support/resources from school staff.
Foster Youth: CA School Dashboard State Indicator: Graduation Rate Counselor Data	Foster Youth: 2019 CA School Dashboard: Graduation rate N/A Foster youth and their families receive additional counseling, social emotional, and academic support/resources from school staff.	Foster Youth: 2019 CA School Dashboard: Graduation rate N/A 2021-22 100% of foster youth and their families received additional counseling, social emotional, and academic support/resources from school staff.	Foster Youth: 2022 CA School Dashboard: Graduation rate N/A 2022-23 100% of foster youth and their families received additional counseling, social-emotional, and academic support/resources from school staff.		Foster Youth: CA School Dashboard: Graduation rate will be determined once baseline data is available. 100% of foster youth and their families will receive additional counseling, social emotional, and academic support/resources from school staff.
Socioeconomically Disadvantaged: CA School Dashboard State Indicator: Graduation Rate Counselor Data	Socioeconomically Disadvantaged: 2019 CA School Dashboard: Graduation rate N/A Socioeconomically disadvantaged and their families receive additional counseling, social emotional, and academic support/resources from school staff.	Socioeconomically Disadvantaged: 2019 CA School Dashboard: Graduation rate N/A 2021-22: 100% of socioeconomically disadvantaged and their families received additional counseling, social emotional, and academic support/resources from	Socioeconomically Disadvantaged: 2022 CA School Dashboard: Graduation rate N/A 2022-23: 100% of socioeconomically disadvantaged and their families received additional counseling, social-emotional, and academic support/resources from school staff.		Socioeconomically Disadvantaged: CA School Dashboard: Graduation rate will be determined once baseline data is available. 100% of socioeconomically disadvantaged and their families will receive additional counseling, social emotional, and academic support/resources from school staff.

CA School Dashboard State Indicator: Chronic Absenteeism P Annual Report	2019 CA School Dashboard: 0% chronically absent (no color) 2019-20 Attendance Rate: 97%	2019 CA School Dashboard: 0% chronically absent (no color) 2020-21 Attendance Rate: 99%	2022 CA School Dashboard: 2.3% chronically absent (no color) 2021-22 Attendance Rate: 99.4%		CA School Dashboard: 0% chronically absent Attendance Rate: Maintain 97% or greater
CA School Dashboard State Indicator: Suspension Rate DataQuest: Expulsion Rate CA School Dashboard Local Indicator: Local Climate Survey	2019 CA School Dashboard: 0% suspended at least once 2019-20 Expulsion Rate: 0% CA School Dashboard Local Indicator: Local Climate Survey: Standard Met	2019 CA School Dashboard: 0% suspended at least once 2020-21 Expulsion Rate: 0% CA School Dashboard Local Indicator: Local Climate Survey: Standard Met	2022 CA School Dashboard: 0% suspended at least once 2021-22 Expulsion Rate: 0% 2022 CA School Dashboard Local Indicator: Local Climate Survey: Standard Met		Suspension Rate: 0% Expulsion Rate: 0% Local Climate Survey: Standard Met
Panorama Learner Survey Data	Spring 2022 Panorama Learner Survey: 93% positive School-Teacher Relationships	Spring 2022 Panorama Learner Survey: 93% positive School-Teacher Relationships	89% positive School-Teacher Relationships		94% positive School-Teacher Relationships

Actions

Action #	Title	Description	Total Funds	Contributing
1	Educational Partners	To solicit feedback and provide program updates, school staff will facilitate educational partner events or meetings and conduct an annual survey for input on the school and its programs (State Priority #3).	$1,000.00	No
2	Family Education (repeated expenditure, Goal 3, Action 1)	School staff will provide ongoing educational opportunities such as the annual SPED symposium and Parent University webinars for families in order to promote engagement (State Priority #3).	$0.00	No
3	Academic Counseling and Support (repeated expenditure, Goal 1, Action 1)	School staff will provide academic counseling and resources to promote a high, four-year graduation rate while also lowering the school's dropout rate of high school and middle school learners (State Priority #5).	$0.00	No
4	EL Academic Counseling and Support (repeated	The EL Coordinator and other school staff will provide academic counseling and resources to a high, four-year graduation rate while also lowering the school's dropout rate of its EL	$0.00	Yes

	expenditure, Goal 1, Action 2)	high school and middle school learners (State Priority #5, WASC #3 & #4).			
5	Homeless and Foster Youth Academic Counseling and Support (repeated expenditure, Goal 1, Action 2)	School staff will provide academic counseling and resources to promote a high, four-year graduation rate while also lowering the school's dropout rate of its homeless and foster youth high school and middle school learners (State Priority #5, WASC #3).	$0.00		Yes
6	Socioeconomically Disadvantaged Academic Counseling and Support (repeated expenditure, Goal 1, Action 2)	School staff will provide academic counseling and resources to promote a high, four-year graduation rate while also lowering the school's dropout rate of its socioeconomically disadvantaged high school and middle school learners (State Priority #5, WASC #3).	$0.00		Yes
7	School Attendance	School staff will provide extra support for learners exhibiting challenges with academics and SEL to minimize chronic absenteeism and support a strong attendance rate (State Priority #5).	$548.42		No
8	School Climate	iLEAD's staff will personalize learning and develop relationships through the core program to ensure that learners have a safe and nurturing virtual environment. School staff will incorporate strategies from Love & Logic, Restorative Practices, and/or 7 Habits to help maintain safety and a positive school climate, ensuring accountability while reducing the number of suspensions (State Priority #6).	$44,717.24		No
9	Learner Engagement	The school will host academic (such as learner-led conferences or showcases of learning), family and community events for learners to share their artistic and academic endeavors with peers, parents and the community (State Priority #6).	$5,500.00		No

Goal Analysis for 2022-2023

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.

Goal three's emphasis is on community, family and learner engagement. There were no substantive differences in planned actions and the actual implementation of these actions under goal three.

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

Some funds were relocated to other state or federal funds.

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

iLEAD Online saw an increase in the UC a-g comoletion rate andCTE pathway completion rate. It mantained a low chronic absenteeism rate, positive school culture, and strong counseling offerings for identified student groups with high needs for extra support. iLEAD Online provides engaging events and activities resulting in low chronic absenteeism, suspension, and expulsion rates. In their TK-8 program, daily campfires were offered for synchronous instruction. Live advisory meetings are offered weekly

for 9-12 as well as tutoring and office hours multiple times daily. Fun activities including SEL, to promote character traits and competencies, were taught by staff. More in-person activities were offered this year as more families were comfortable with in-person gatherings. There is a lot of collaboration amongst school staff on ways to engage parents and learners. Parents are involved in the IEP process and weekly communication. Parent University and the SPED Symposium were additional supports provided to parents as a way to engage with families.

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.

For the 2023-24 school year, the planned goal remains the same. Upon careful analysis of the eight state priorities, the school is aligned with the state priorities. Goal three pertains to engagement, which includes Priority 3: Parental Involvement, Priority 5: Pupil Engagement, and Priority 6: School Climate. The school also ensured that all measurable outcomes required by the state were included in this year's LCAP. The school will work to monitor the dropout rate closely with the counseling, office, and reporting team to ensure that proper reporting and supports are in place to reduce the dropout rate.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023-2024

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$314,944.00	

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.50%	0.00%	$0.00	9.50%

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

Required Descriptions

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

When developing each action for iLEAD Online, it was important to first consider the needs of foster youth, English learners, and socioeconomically disadvantaged learners (including those experiencing homelessness) in order to develop a plan on how to increase and improve services to these learners during the 2023-24 school year. School staff can reduce barriers and increase equity and access through evidence-based, trauma-sensitive supports and practices that provide opportunities for success. In order to address achievement gaps in ELA and Math, and to help these learners in their academic and SEL achievement, including college and career, the school plans to implement several actions to target these learners directly, with the goal of increasing their engagement in learning, improving academic support and student achievement, removing barriers to education, addressing social-emotional needs, and promoting school-family connections/partnerships.

More specifically, the unique needs of foster youth include additional academic support/interventions, community resources, counseling support, trauma-sensitive instruction, social-emotional support, individualized learning plans, equity and inclusion, and parent/family assistance. The unique needs of EL learners include English language development, additional academic support/interventions, difficulty accessing curriculum due to language barriers, primary language support, literacy skill building, language acquisition monitoring, community resources, equity and inclusion, social-emotional support, individualized learning plans, family translation services, and parent/family assistance. The unique needs of the socioeconomically disadvantaged include additional academic support/interventions, community resources, counseling support, funding to access AP exams, college credit courses, trauma-sensitive instruction, social-emotional support, individualized learning plans, equity and inclusion, and parent/family assistance.

When creating actions, the school also evaluated NWEA MAP benchmark results, SEL data, counselor/liaison feedback, attendance, and SST information. The school uses ELLevation, a software dashboard to analyze English learner progress and create custom plans for success. Additionally, feedback from counselors, facilitators, liaisons, families, learners, office staff, community partners, board members and/or EL collaborations was considered. Through family meetings, discussions at school events, and school surveys, educational partner feedback regarding curriculum/instruction, safety, school culture, and diversity, equity and inclusion (DEI) were also considered to develop a well-rounded plan that ensured the needs of all learners were being met.

In goal one, the school will increase offerings of laptops and hotspots, supplemental intervention software, intervention programs, and course offerings to ensure all learners, particularly economically disadvantaged learners, English learners, and homelss/foster learners have barriers to learning removed.

In goal two, the school will monitor these identified student groups both academically and social-emotionally in order to provide additional, targeted support to promote learner achievement and college and career readiness. A special projects counselor monitors tiered re-engagement, Tier III success plans, and works with families to provide community referrals for wrap-around support. The school increased counseling, monitoring and support to ensure unduplicated learners are utilizing opportunities to take AP classes, A-G classes, college credit courses, earn the state seal of biliteracy, and/or enroll in CTE pathways in order to graduate prepared as indicated on the CA School Dashboard. Additional instructional coaching staff will provide professional development to instructional staff to ensure best practices are being utilized in trauma-informed practices, culturally responsive teaching, integrated and designated instruction, and differentiation.

In goal three, ongoing family education and additional resources (through counseling support, community partnerships and/or additional resources based on individual need) were dedicated to support these learners through the guidance of school counselors, liaisons and coordinators. Families of unduplicated learners are often less connected to school and sometimes need additional support on how to support their learners in the home typically resulting in higher rates of chronic absenteeism and lower graduation rates. More in-person events are planned in various communities and more town-hall events will give families the opportunity to engage with the school.

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

During the 2023-24 school year, the school plans to use supplemental grant funds received under the Local Control Funding Formula to increase and improve the services of these special populations of students as follows:

Foster Youth
-Increased direct educational support through evidenced-based instructional strategies provided through professional learning to effectively address educational barriers and unique challenges.
-Targeted academic support through intervention opportunities in order to accelerate learning and address academic achievement gaps in English and math.
-Direct support services from liaisons and coordinators to provide community resources in order to meet each learner's social-emotional and physical needs.
-Supplemental support and strategies from school counselors to meet academic, social-emotional and physical needs.
-Additional progress monitoring and/or visitations by school staff as needed to ensure progress in school and support positive family-school relationships.
-Support for families through ongoing family education and other planned events to support parents/guardians.
-Supplemental academic and social-emotional curriculum
-Hotspots, laptops, and requested technology and resources

English Learners
-Increased direct educational support through evidenced-based instructional strategies provided through professional learning to effectively address educational/language barriers and other unique challenges.
-Targeted academic support through intervention opportunities in order to accelerate learning and address academic achievement gaps in English and math.
-Individualized translation services as needed for families to effectively communicate with school staff.
-Additional language support from ELD facilitators and the EL coordinator.
-Additional support and guidance for Integrated and Designated ELD and ELPAC testing through the use of Ellevation, Brian Pop ELL, and small group instruction.
-Supplemental language development programs and resources to increase literacy and build English proficiency.
-Direct support services from liaisons and coordinators to provide community resources in order to meet each learner's social-emotional and physical needs.
-Supplemental support and strategies from school counselors to meet academic, social-emotional and physical needs.
-Additional progress monitoring and/or visitations by school staff as needed to ensure progress in school and support positive family-school relationships.
-Support for families through ongoing family education and other planned events to support parents/guardians.
Hotspots, laptops, and requested technology and resources.

Socioeconomically Disadvantaged
-Increased direct educational support through evidenced-based instructional strategies provided through professional learning to effectively address educational

barriers and unique challenges.
-Targeted academic support through intervention opportunities in order to accelerate learning and address academic achievement gaps in English and math.
-Direct support services from liaisons and coordinators to provide community resources in order to meet each learner's social-emotional and physical needs.
-Supplemental support and strategies from school counselors to meet academic, social-emotional and physical needs.
-Additional progress monitoring and/or visitations by school staff as needed to ensure progress in school and support positive family-school relationships.
-Support for families through ongoing family education and other planned events to support parents/guardians.
-Supplemental funding for AP exam fees as needed.
-Additional technology assistance as required.
-Referral for wrap-around community services.
-In-person learning events.
Hotspots, laptops, and requested technology and resources.

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

N/A

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

Action Tables

2023-2024 Total Planned Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,496,893.67	$0.00	$0.00	$0.00	$3,496,893.67	$3,349,295.57	$147,598.10

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Fully Credentialed and Appropriately Assigned Staff	All	$3,059,800.65	$0.00	$0.00	$0.00	$3,059,800.65
1	2	High Needs Support Team	Low Income, Foster Youth, English learner (EL)	$308,074.57	$0.00	$0.00	$0.00	$308,074.57
1	3	Access to Standards-Aligned Instructional Materials	All	$18,954.21	$0.00	$0.00	$0.00	$18,954.21
1	4	Curriculum Offerings and Implementation of State Standards (repeated expenditure, Goal 1, Action 3)	All	$0.00	$0.00	$0.00	$0.00	$0.00
1	5	ELD Implementation of State Standards	English learner (EL)	$6,869.43	$0.00	$0.00	$0.00	$6,869.43
1	6	Professional Learning	All	$11,429.15	$0.00	$0.00	$0.00	$11,429.15
1	7	High School Course Access	All	$0.00	$0.00	$0.00	$0.00	$0.00
1	8	Multi-Tiered Systems of Support	All	$40,000.00	$0.00	$0.00	$0.00	$40,000.00
2	1	Student Achievement (repeated expenditure, Goal 1, Action 3)	All	$0.00	$0.00	$0.00	$0.00	$0.00
2	2	College and Career Readiness (repeated expenditure, Goal 1, Action 3)	All	$0.00	$0.00	$0.00	$0.00	$0.00
2	3	EL Learner Achievement	English learner (EL)	$0.00	$0.00	$0.00	$0.00	$0.00

Goal	Action	Title	Student Group					
		(repeated expenditure, Goal 1, Action 5)						
2	4	Socioeconomically Disadvantaged Achievement (repeated expenditure, Goal 2, Action 3)	Low Income	$0.00	$0.00	$0.00	$0.00	$0.00
2	5	Foster/Homeless Youth Achievement (repeated expenditure, Goal 2, Action 3)	Foster Youth	$0.00	$0.00	$0.00	$0.00	$0.00
2	6	EL Reclassification (repeated expenditure, Goal 2, Action 3)	English learner (EL)	$0.00	$0.00	$0.00	$0.00	$0.00
2	7	Individual Learning Plan (ILP) (repeated expenditure, Goal 1, Action 8)	All	$0.00	$0.00	$0.00	$0.00	$0.00
2	8	Other High School Outcomes (repeated expenditure, Goal 1, Action 1)	All	$0.00	$0.00	$0.00	$0.00	$0.00
3	1	Educational Partners	All	$1,000.00	$0.00	$0.00	$0.00	$1,000.00
3	2	Family Education (repeated expenditure, Goal 3, Action 1)	All	$0.00	$0.00	$0.00	$0.00	$0.00
3	3	Academic Counseling and Support (repeated expenditure, Goal 1, Action 1)	All	$0.00	$0.00	$0.00	$0.00	$0.00
3	4	EL Academic Counseling and Support (repeated expenditure, Goal 1, Action 2)	English learner (EL)	$0.00	$0.00	$0.00	$0.00	$0.00
3	5	Homeless and Foster Youth Academic Counseling and Support (repeated expenditure, Goal 1, Action 2)	Foster Youth	$0.00	$0.00	$0.00	$0.00	$0.00
3	6	Socioeconomically	Low Income	$0.00	$0.00	$0.00	$0.00	$0.00

		Disadvantaged Academic Counseling and Support (repeated expenditure, Goal 1, Action 2)						
3	7	School Attendance	All	$548.42	$0.00	$0.00	$0.00	$548.42
3	8	School Climate	All	$44,717.24	$0.00	$0.00	$0.00	$44,717.24
3	9	Learner Engagement	All	$5,500.00	$0.00	$0.00	$0.00	$5,500.00

2023-2024 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover – Percentage (Percentage from prior year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4.Total Planned Contributing Expenditures (LCFF Funds)	5.Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$3,314,375.00	$314,944.00	9.50%	0.00% - No Carryover	9.50%	$314,944.00	0.00%	9.50%	**Total:**	$314,944.00
								LEA-wide Total:	$314,944.00
								Limited Total:	
								Schoolwide Total:	$0.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	High Needs Support Team	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$308,074.57	0.00%
1	5	ELD Implementation of State Standards	Yes	LEA-wide	English learner (EL)	All Schools	$6,869.43	0.00%
2	3	EL Learner Achievement (repeated expenditure, Goal 1, Action 5)	Yes	LEA-wide	English learner (EL)	All Schools	$0.00	0.00%
2	4	Socioeconomically Disadvantaged Achievement (repeated expenditure, Goal 2, Action 3)	Yes	LEA-wide	Low Income	All Schools	$0.00	0.00%
2	5	Foster/Homeless Youth Achievement (repeated expenditure, Goal 2, Action 3)	Yes	LEA-wide	Foster Youth	All Schools	$0.00	0.00%
2	6	EL Reclassification (repeated expenditure, Goal 2, Action 3)	Yes	LEA-wide	English learner (EL)	All Schools	$0.00	0.00%
3	4	EL Academic Counseling and Support (repeated expenditure, Goal 1, Action 2)	Yes	LEA-wide	English learner (EL)	All Schools	$0.00	0.00%
3	5	Homeless and Foster Youth Academic Counseling and Support (repeated expenditure, Goal 1, Action 2)	Yes	LEA-wide	Foster Youth	All Schools	$0.00	0.00%
3	6	Socioeconomically Disadvantaged Academic Counseling and Support (repeated expenditure, Goal 1, Action 2)	Yes	LEA-wide	Low Income	All Schools	$0.00	0.00%

2022-2023 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$3,102,605.00	$3,692,524.00

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Fully Credentialed and Appropriately Assigned Staff	No	$1,352,801.00	$3,055,900.00
1	2	High Needs Support Team	Yes	$235,519.00	$161,697.00
1	3	Access to Standards-Aligned Instructional Materials	No	$252,908.00	$35,136.00
1	4	Curriculum Offerings and Implementation of State Standards	No	$198,752.00	$0.00
1	5	ELD Implementation of State Standards (repeated expenditure, Goal 1, Action 2)	Yes	$0.00	$14,024.00
1	6	Professional Learning	No	$317,233.00	$14,950.00
1	7	High School Course Access	No	$200,000.00	$7,450.00
1	8	Multi-Tiered Systems of Support	No	$197,651.00	$150,000.00
2	1	Student Achievement	No	$164,000.00	$0.00
2	2	College and Career Readiness (repeated expenditure, Goal 1, Action 3)	No	$0.00	$0.00
2	3	EL Learner Achievement	Yes	$92,073.00	$105,136.00
2	4	Socioeconomically Disadvantaged Achievement (repeated expenditure, Goal 2, Action 3)	Yes	$0.00	$0.00
2	5	Foster/Homeless Youth Achievement (repeated expenditure, Goal 2, Action	Yes	$0.00	$0.00

		3)			
2	6	EL Reclassification (repeated expenditure, Goal 2, Action 3)	Yes	$0.00	$0.00
2	7	Individual Learning Plan (ILP)	No	$20,000.00	$0.00
2	8	Other High School Outcomes	No	$10,000.00	$50,000.00
3	1	Educational Partners	No	$5,000.00	$3,764.00
3	2	Family Education	No	$4,849.00	$0.00
3	3	Academic Counseling and Support	No	$10,000.00	$0.00
3	4	EL Academic Counseling and Support (repeated expenditure, Goal 1, Action 2)	Yes	$0.00	$3,218.00
3	5	Homeless and Foster Youth Academic Counseling and Support (repeated expenditure, Goal 1, Action 2)	Yes	$0.00	$0.00
3	6	Socioeconomically Disadvantaged Academic Counseling and Support (repeated expenditure, Goal 1, Action 2)	Yes	$0.00	$0.00
3	7	School Attendance	No	$21,721.00	$35,358.00
3	8	School Climate	No	$3,000.00	$41,506.00
3	9	Learner Engagement	No	$17,098.00	$14,385.00

2022-2023 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$284,075.00	$327,592.00	$284,075.00	$43,517.00	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	2	High Needs Support Team	Yes	$235,519.00	$161,697.00	0.00%	0.00%
1	5	ELD Implementation of State Standards (repeated expenditure, Goal 1, Action 2)	Yes	$0.00	$14,024.00	0.00%	0.00%
2	3	EL Learner Achievement	Yes	$92,073.00	$105,136.00	0.00%	0.00%
2	4	Socioeconomically Disadvantaged Achievement (repeated expenditure, Goal 2, Action 3)	Yes	$0.00	$0.00	0.00%	0.00%
2	5	Foster/Homeless Youth Achievement (repeated expenditure, Goal 2, Action 3)	Yes	$0.00	$0.00	0.00%	0.00%
2	6	EL Reclassification (repeated expenditure, Goal 2, Action 3)	Yes	$0.00	$0.00	0.00%	0.00%
3	4	EL Academic Counseling and Support (repeated expenditure, Goal 1, Action 2)	Yes	$0.00	$3,218.00	0.00%	0.00%
3	5	Homeless and Foster Youth Academic Counseling and Support (repeated expenditure, Goal 1, Action 2)	Yes	$0.00	$0.00	0.00%	0.00%
3	6	Socioeconomically Disadvantaged Academic Counseling and Support (repeated expenditure, Goal 1, Action 2)	Yes	$0.00	$0.00	0.00%	0.00%

2022-2023 LCFF Carryover Table

9.Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover – Percentage (Percentage from prior year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8.Total Estimated Actual Percentage of Improved Services(%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover – Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover – Percentage (12 divided by 9)
$3,157,090.00	$284,075.00	0.00%	9.00%	$284,075.00	0.00%	9.00%	$0.00 - No Carryover	0.00% - No Carryover

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Data Entry Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

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

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

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

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

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

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

  o **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.

  o **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.

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

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

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

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

  o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

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

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

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

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

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000.

Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

  o This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

    - o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    - o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

    - o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

    - o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

    - o This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

    - o This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

  - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- 13. LCFF Carryover — Percentage (12 divided by 9)

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

California Department of Education
January 2022