



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Integrity Charter School

CDS Code: 37-68221-0101360

School Year: 2022-23

LEA contact information:

Mrs. Teresa Hart-Sanchez

Executive Director

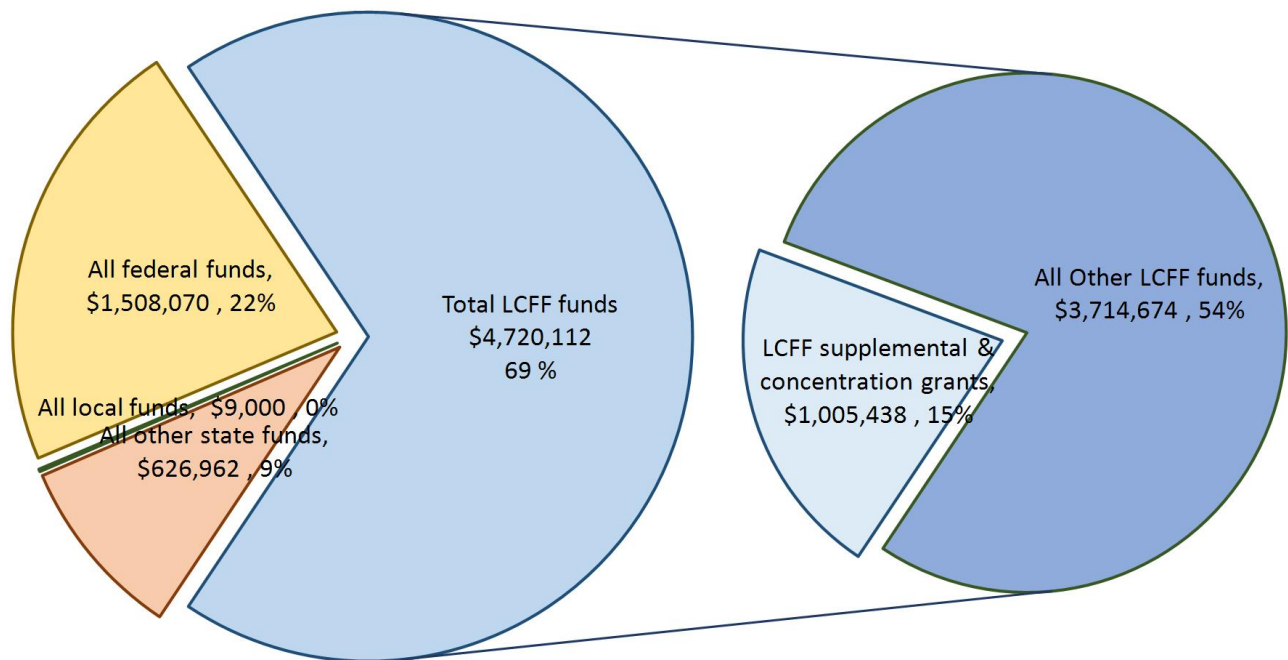
thart@integritycharterschool.net

619.336.0808

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

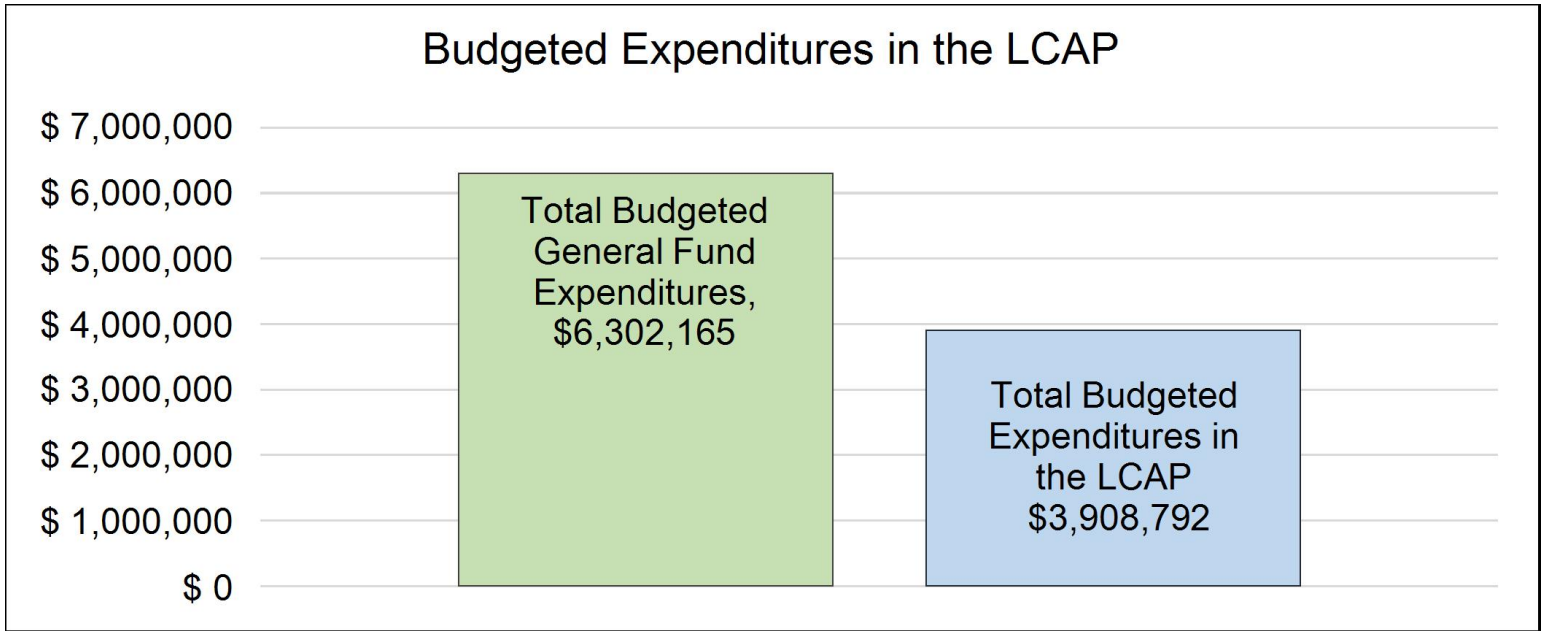


This chart shows the total general purpose revenue Integrity Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Integrity Charter School is \$6,864,143.91, of which \$4720111.56 is Local Control Funding Formula (LCFF), \$626962.24 is other state funds, \$9000.00 is local funds, and \$1508070.11 is federal funds. Of the \$4720111.56 in LCFF Funds, \$1005438.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Integrity Charter School plans to spend \$6302165.41 for the 2022-23 school year. Of that amount, \$3908792.00 is tied to actions/services in the LCAP and \$2,393,373.41 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The expenditures not included in the LCAP will be used for: staff costs, facilities, maintenance, and administrative costs.

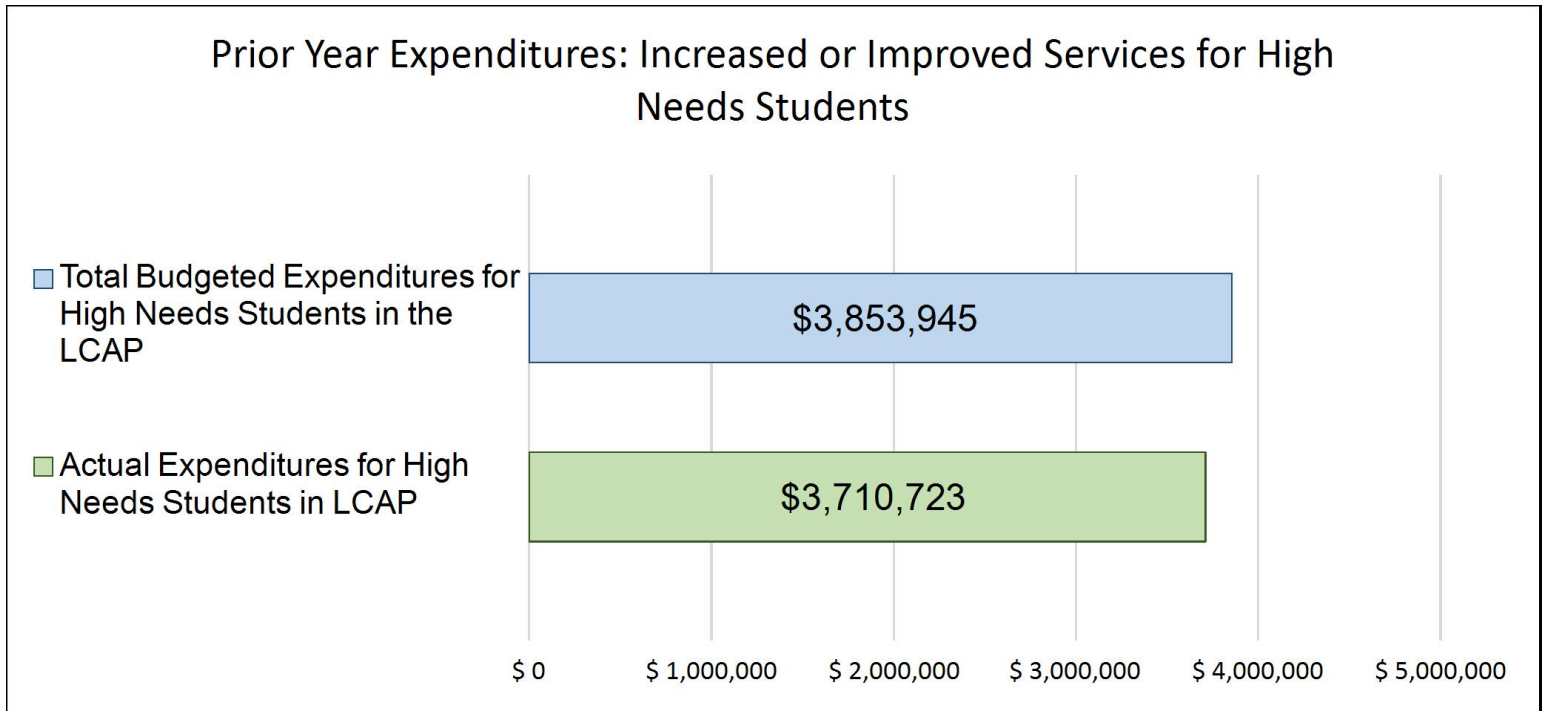
Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Integrity Charter School is projecting it will receive \$1005438.00 based on the enrollment of foster youth, English learner, and low-income students. Integrity Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Integrity Charter School plans to spend \$1005438.00 towards meeting this requirement, as described in the LCAP.

All funds will be used for increased or improved services for high needs students in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2021-22, Integrity Charter School's LCAP budgeted \$3853945.00 for planned actions to increase or improve services for high needs students. Integrity Charter School actually spent \$3710723.00 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$-143,222 had the following impact on Integrity Charter School's ability to increase or improve services for high needs students:

The difference in planned and actual expenditures was due to Covid-19 restrictions. We were unable to provide planned services to our students.



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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Integrity Charter School	Teresa Hart-Sanchez	thart@integritycharterschool.net 619-336-0808

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

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

Integrity Charter School will illicit the feedback and input of it's stakeholders in terms of the Budget per the School Site Council (SSC) meeting in the Spring of 2022, with the Instructional Leadership Team (members who work with other staff to gain input), and with the School

Leadership Team to establish best usage of funding that will benefit students' outcomes. Surveys will be given to families, students, and staff to gauge the needs of the school and how the proposed budget can support that.

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

Integrity Charter School plans to use the additional concentration grant funding to provide direct services to students by providing tutoring to students after school and during the school day as needed for extra support.

Integrity Charter School will plan to have 2 Instructional Aides to support students with tutoring, small groups, and one on one support.

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

Integrity Charter School engaged its stakeholders in the usage of one-time federal funds through surveys, parent meetings, and staff input through Instructional Leadership and School Leadership Team meetings. These surveys happened periodically throughout the 2020-2021 school year. The meetings happened throughout the school year as well with a large focus on these discussions in the Spring and Summer of 2021.

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

Integrity Charter School has implemented the federal American Rescue Plan Act and ESSER funds to support students in a variety of ways. We were able to hire Academic Support Teachers at each grade level to push-in to classrooms during math and language arts blocks to provide a small group learning environment. The successes we have experienced thus far with the Academic Support Teachers is that we have been able to keep as much consistency in the classrooms if teachers had to be put on quarantine or if a large number of students needed to be out on quarantine; the Academic Support Teachers could continue with the classroom learning by meeting the students online to check in with them and provide them learning support daily for their quarantine period. Also, the small groupings have allowed for more individualized instruction tailored to each child's needs. Some of the challenges we have faced in some grade levels that were greatly

impacted by Covid-19 had students and teachers in and out for large amounts of time at the beginning of the year which put a damper on the consistency of small group instruction provided by the classroom teacher and Academic Support Teacher. This created a situation where it was hard to collect sufficient data on the impact of the Academic Support Teacher for students in recovering learning loss from the Pandemic. Once the Pandemic guidelines loosened up, we were able to have more consistency with small groups in classrooms and we did notice an increase in proficiency and/or improvement in reading and math. We will continue to implement these supports.

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

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

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

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

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

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

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

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

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

Instructions

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

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

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

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

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

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

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code*

Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021



Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Integrity Charter School	Mrs. Teresa Hart-Sanchez Executive Director	thart@integritycharterschool.net 619.336.0808

Plan Summary [2022-23]

General Information

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

Integrity Charter School (ICS) is located in National City, California and offers a site-based education program for 391 students in Kindergarten to Eighth grades in the National School District and surrounding areas. ICS is a direct-funded charter school established in

2003 that fosters a small learning community to prepare students as 21st century learners. We have 2 classrooms per grade level and each classroom is taught by a highly qualified credentialed teacher. ICS also has push-in support for reading, math, and SPED at all grade levels. Our school has two locations with one being in the heart of downtown National City for our Third through Eighth grade students and the other is in a shared community building with the Boys and Girls Club for our Kindergarten through Second grade students. Our students have access to the public library, public transportation and public parks. We are an integral part of the downtown area and forming partnerships with nearby businesses and neighbors.

The school district is in the Southern part of San Diego County containing the largest percentage of Hispanic students, with some African American, Asian, and a minority of White students. The National School District is primarily composed of middle and lower socioeconomic minority students. According to the 2021 US Census Report, 61.7% of the population is Hispanic, 5.1% African American, 17.7% Asian, 13.2% White, and 9.1% identified as being from two or more races. Family households comprise 70% of the population and 20.6% of households have children under the age of eighteen. 32.9% of housing is owner occupied and the average income is \$49,176. Our student population consists of 56.77% whose first language is other than English and 89.84% of our students qualify for free or reduced lunch.

As we look to the future of our students here at ICS, we recognize that many challenges create barriers for academic success. Test scores were improving prior to the Pandemic, and now there is much growth to be made. Each academic area is being examined and plans are being made for how to better serve our students' needs and provide them the very best educational opportunity. Integrity Charter School has collected data on student performance regarding their mastery of state content standards. This data included: California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessments from California (ELPAC), student attendance, and school benchmark data.

Student academic achievement and social emotional success will be a priority for our school. This will create a cohesive focus for our educational program. This includes high quality teachers and leaders, safe and clean facilities, standards based instructional materials, instructional support, and operational and human resources.

Reflections: Successes

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

Per Pandemic, we did not have CA Dashboard Data for the 2019-2020 and 2020-2021 school years. However, we were able to review local data. The data indicated that we had some success during the challenging years of the Pandemic. Our Second Graders End of Year data for 2019-2020 shows 46.43% proficiency in Running Records/STAR and 47.22% proficiency in the 2020-2021 school year. Sixth Grade's proficiency was 26.42% at the end of the 2019-2020 school year and was at 30.56% at the end of the 2020-2021 school year in STAR. Seventh Grade maintained proficiency in the STAR for both of those school years at about 18.4% and Eighth Grade had 20% proficiency in the STAR in the 2019-2020 school year and 37.5% proficiency at the end of the 2020-2021 school year. These were all STAR for reading.

Overall STAR math data

We decided to take the CAASPP in the 2020-2021 school year so that we could compare to the 2019 CAASPP data to see the impact that virtual learning had for our school. We found some successes when we compared both. In English Language Arts our successes were as follows:

- The 2019 4th graders had a 45.95% proficiency and the same cohort in 2021 had 47.5% proficiency.
- The 2019 5th grade cohort maintained proficiency at about 54% in 2019 and 2021.
- The 2019 6th graders had 35.71% proficiency and the 2021 6th graders had 47.5% proficiency.
- The 2019 7th graders had 42.85% proficiency and the 2021 7th graders had 52.94% proficiency.
- The 2019 8th graders had 40% proficiency and the 2021 8th graders had 51.22% proficiency.

For the Math CAASPP, here were the successes for the comparison of the 2019 and the 2021 school years:

- 6th graders had a 41.47% proficiency in 2019 and 45.24% proficiency in 2021.
- The 4th grade cohort had 32.43% proficiency in 2019 and then had 45.24% proficiency in 2021.
- The 5th grade cohort maintained proficiency at about 45% in 2019 and 2021.
- The 6th grade cohort maintained proficiency at about 41% in 2019 and 2021.

Prior to the Pandemic, Integrity Charter School had several successes in the few years before. As we reviewed the California School Dashboard, we are able to see our areas of growth and reflect on the plans and actions that led to that growth. In 2017 for English Language Arts, ICS was in the orange and 22.4 points below the standard; in 2018, ICS moved up to yellow and was 17.3 points below the standard; and in 2019, ICS remained in the yellow and was only 9.2 points below the standard. The growth over the last 3 years was 13.2 points. ICS incorporated several changes to our ELA program which we believe led to positive outcomes. Our Instructional Lead Teacher guided teachers in planning for and implementing the Units of Study in both reading and writing from Teachers College. Each grade-level team met regularly to check-in, modify plans as needed, and had coaching cycles with immediate feedback. There was also a focus on small group instruction in all areas of ELA that included push in support from a credentialed Academic Support Teacher.

In 2017 for Math, ICS was in the yellow and 30.8 points below the standard; in 2018, ICS moved up to green and was 21.6 points below the standard; and in 2019, ICS remained in the green and only 4.2 points below the standard. The growth over the last 3 years was 26.6 points. As we did with ELA, we incorporated some changes to our math program that we believe led to the great academic growth. We adopted new curriculum at the beginning of the 3 year cycle that was teacher chosen for K-2, 3-6 and 7-8. Each group chose a different standards aligned curriculum that they felt was a better match for their students. Also, we focused on small group teaching for math that included push-in support from a credentialed Academic Support Teacher. There was a strong focus on data analysis and developing plans based on data.

In 2018, our chronic absenteeism rate was at yellow. In 2019, we improved and moved to the green. We dedicated our efforts to staying on top of attendance concerns with tardies, absences, and early outs by communicating regularly with parents. This was a team effort of teachers, office personnel, and administrators. We worked to get to the root of the problem, offered solutions, and set expectations. We will continue these efforts so that we remain in good standing for attendance and enrollment.

As we noted above, utilizing credentialed Academic Support Teachers to support classroom teachers through a push-in model with Math and

English Language Arts provided positive outcomes in the academic growth of our students. Therefore, we mimicked that model with our Special Education population (SPED) and supported our SPED students with a push-in model rather than a pull-out model. This eliminated the disruption from having to leave the general classroom environment and missing critical instruction time from their classroom teachers. The push-in model provided support for SPED students in the classroom, in real classroom instruction time. We saw some gains in the academic success of this population, but, we also recognize that there is much work to be done in this area. We will continue our efforts with the push-in model as we have seen some successes. Along with SPED teachers pushing into the general ed classrooms, the Instructional Lead teachers, classroom teacher, and SPED teacher collaborate on a biweekly basis to discuss student needs. The collaboration between these groups of teachers has been instrumental in moving the students forward.

As we reflect on what has been successful the last few years, we plan on expanding our support network for students as we see it working. Our Instructional Lead Teacher had been instrumental in moving the work forward with coaching, building capacity, making professional learning clear and effective, and so we now have a dedicated Instructional Lead Teacher for each campus. Both Instructional Lead Teachers will attend professional learning for coaching strategies and expand their knowledge of English language development by attending a Professional Learning Community (PLC) with the California Reading and Literature Project from UCSD as well as other opportunities for professional learning on these topics.

We plan to add an English Language Development Teacher Coach to support all classroom teachers in K-8th grades to enhance the quality of the integrated and designated English Language Development teaching and learning for all students. This teacher will provide grade level team, whole staff, and one and one support through modeling, planning sessions, and professional learning that is research based around best practices for English Language Development.

We plan to keep our push-in Academic Support Teachers, provide before and after school tutoring by classroom teachers, and add in 1:1 tutoring to combat any learning loss suffered through distance learning during the Covid-19 pandemic and also learning loss from continuous quarantines per Covid-19 policies.

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.

Per Pandemic, Dashboard data was unavailable for the 2020-2021 school year. However, we have local data and CAASPP data. We continue to monitor our local data and trimester benchmark data to gauge our needs. Learning loss became obvious to us per the Pandemic, virtual learning, and quarantine requirements. The data is as follows:

- Overall CAASPP English Language Arts data shows that in 2019 the proficiency rate was 45.07% and it dropped in 2021 to 37.45%.
- Overall CAASPP Math data shows 48.58% proficiency in 2019 and it dropped in 2021 to 27.41%.
- Overall CAST Science data proficiency was 21.63% in 2019 and dropped to 17.07% in 2021.
- Overall Running Record data went from 41.77% proficiency at Beginning of Year (BOY) for 2020 to 25.97% in 2021.
- Overall STAR reading data went from 27.87% proficiency at BOY 2020 to 20.46% in 2021.

Prior to the Pandemic and per Dashboard data, ICS did not receive a "Red" or "Orange" in any of the performance categories, but we did receive a "Yellow" indicator in the suspension category and in English Language Arts for "overall " performance. On top of that, per local data, we know that our emerging bilingual (EB) students and our students with disabilities need support in meeting grade level standards. As a result of being a small school/LEA, any slight changes and/or fluctuations in any category on the dashboard will result in an "Orange" or "Red."

To combat suspension and the effects of the Pandemic on our students' and staff's mental and physical well-being, we are going to focus on a positive school climate through our continued efforts with the Caring School Community curriculum, Safe School Ambassadors program and incorporating our school anchors of: responsibility, respect, caring, courteous, and civic-mindedness. We will add in the component of using the CASEL (Collaborative for academic, social, and emotional learning) as a guide in meeting our social-emotional learning (SEL) goals. In addition, we will continue to include a position(s) for a teacher who will support students and staff with social-emotional learning. They will have a background in our current practices for SEL, as well as knowledge of restorative practices and the CASEL competencies.

ICS had earned a "Yellow" for the overall performance on the English Language Arts (ELA) Indicator. Although we were improving in this area, we know that the work in developing our ELA plan, lessons, teaching, and student learning is on-going. Since we saw improvements with the actions we put into place during our 2019 LCAP period; we will continue with our efforts and also include new actions for the goal of student achievement at proficient or above in ELA. Included in this goal will be maintaining a second Instructional Lead Teacher, professional learning opportunities for teachers and coaches, coaching cycles, focused PLC's on a particular set of ELA standards (i.e. writing), and tutoring and academic support teachers.

Also, our subgroup data showed that in 2017, 74.2% of English learners were making progress toward English language proficiency and 26.96% of English learners met or exceeded standards on the CAASPP. In 2018, English learners were in the "yellow" category with a 9.8 change differential and 78.9% of were categorized as "well developed" or "moderately developed" in English language proficiency. In 2019, English learners were in the "yellow" category with a 3.2 change differential and 55.2% of English learners were making progress toward language proficiency. As a result, our school will continue to focus on best teaching practices utilizing the CA ELD Framework as a guide for ensuring the implementation of standards in every lesson. Teachers will continue to refine the integration of these standards and will plan for designated ELD lessons. Coaching cycles will be developed with this focus in mind. We will also add a coach for English Language Development who will work with teachers to ensure that there is integrated and designated ELD happening daily in classrooms. They will support teachers through researched best practices, one on one or grade level planning time, and through feedback.

As well as our English language learners, we know that our students with disabilities need extra support for their academic success. Therefore, in the 2018-2019 school year, we implemented a SpEd "push-in" model. The Resource teacher and aide push into classrooms to provide support for students with disabilities. This allows for continuity of learning for the student in the classroom while receiving the required support that they need. We will continue with this model. We also implemented collaboration time between the classroom teacher and SpEd staff twice a month to review goals and progress for each of the students with disabilities. We are planning to utilize an Academic Support Teacher for students with disabilities to help bridge the academic gaps.

We will team teach in grades 3-8 to ensure that teachers can and will focus their efforts, planning, and teaching in strengthening specific academic areas. This will also allow for cross-grade collaboration to build a vertical alignment program in ELA and math. We will continue to have Academic Support Teachers, Educational Assistants, and 1:1 tutoring to help mitigate the learning loss created by the pandemic and to build proficiency in all students.

There will be an emphasis on small group teaching in the classroom and push-in support will be provided from one of the above mentioned staff members.

Integrity Charter School will choose academic and social emotional focuses that will determine the types of professional learning that will be provided to teachers as well as the coaching focuses from the ILT's.

LCAP Highlights

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

Integrity Charter School opened with the mission to provide a high standard of education to students through a comprehensive curriculum supported by energetic, dynamic, and caring teachers; and to develop responsible, respectful, caring, courteous and civic-minded citizens. Integrity Charter School is committed to partnering with parents/guardians to provide the best educational program for each child and is committed to developing responsible citizens who are critical thinkers and innovative leaders who are prepared for academic and real life success in the 21st Century. With the release of the LCFF Evaluation Rubrics/California Dashboard; the LCAP goals, actions, and services were revised to better address the needs of our students and address state and local indicators. The LCAP will support students to meet or exceed standards in mathematics and English language arts and will support the development of English language skills as demonstrated by CAASPP, ELPAC, and state approved local data by providing the following actions which will increase the amount of services for our unduplicated pupils, specifically English learners, students with disabilities, and foster youth.

Professional Learning: Professional learning for teachers and staff to include coaching, knowledge of standards, differentiation strategies, language development, and progress monitoring.

Use of Data: Use multiple forms of student/school-wide data including benchmark, state approved, and state mandated assessments to inform instructional decisions.

English Language Development: Teachers will teach and facilitate students' development in their English language by providing instruction and opportunities that allow students to effectively participate in the learning process, plan lessons utilizing the CA ELD Framework, and attend professional learning that assists in acquiring strategies and using best practices to help build student language proficiency.

Intervention: Integrity will use research-based intervention practices for developing students' basic academic skills including small group instruction, 1:1 tutoring, and push-in support in the classroom.

Communication: Integrity will increase communication with and training for parents and will utilize technology (i.e. Zoom) to gain a wider range of community involvement.

Readiness: All students will be provided opportunities for high school, college and career readiness.

Our baseline data is taken from the CAASPP administered in 2019 (no 2020 data per Covid-19) and 2021 and our local data.

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.

Integrity Charter School

Support for Identified Schools

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

Developing CSI Plans including school-level needs assessments, evidence-based interventions, and the ID of any resource inequities.

Needs Assessments:

Previous Dashboard data

ELPAC results

Local Benchmark data - STAR, end of unit assessments

IAB, FIAB, Interim

Pre/post UOS Writing and Reading performance assessments

Interventions:

Academic Support Teacher to support ELs

GLAD training, d/iELD training

SpEd Push-in to support students with disabilities - less disruption to students (not being pulled out) remain in the class with peers, don't miss out on instruction

SEL teacher to support character education, issues related to pandemic, restorative practices, CASEL

Instructional Lead Teacher for K-2 Campus

Data-Driven Instruction

Structured Professional Learning Communities

Resource Inequities:

Hire Academic Support Teachers to support students with disabilities

Provide uniforms, field trip fees for foster/homeless

Monitoring and Evaluating Effectiveness

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

Integrity Charter School will meet twice a year with its Instructional Lead Team and School Site Council to discuss the progress of the LCAP. We will evaluate our systems, monitor the progress, and ask for feedback and provide clarification as needed.

Site Council to discuss the progress of the LCAP. We will evaluate our systems, monitor the progress, and ask for feedback and provide clarification as needed.

Surveys will be given to staff, families, and students regarding the progress of our goals.

Board presentations and input will be included in monitoring, evaluating, and approving of the plan.

Integrity Charter School will refer to the LCAP in making all decisions regarding school improvement as the needs and modifications arise. The LCAP will act as a resource in keeping goals, instruction, and school procedures focused when developing all plans pertaining to the school.

Engaging Educational Partners

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

There are a variety of ways that Integrity Charter School solicits input from stakeholders. An initial review is made by the School Leadership Team (SLT) which consists of the Executive Director, Instructional Lead Teachers (Coaches), and Instruction and Curriculum Coordinator. After the initial review, it is brought to the Instructional Leadership Team (ILT), which consists of the SLT and 6 teacher leaders that represent the staff K-8, for review and input. Then it is brought to the staff to provide input, feedback, and review of past goals and actions as well as create new goals and actions. This is modified several times dependent upon the feedback. A survey is sent to families for input and a meeting is provided as an opportunity for parent input. ICS also discusses the LCAP goals with families at monthly family meetings. A survey is also given to students that gives the perspective from their end about the needs for the school. The School Site Council provides input for the LCAP. The Governing Board reviews and provides feedback for the LCAP.

A summary of the feedback provided by specific educational partners.

Feedback provided about the LCAP consisted of modifications to support for English Learners (EL's), professional learning for teachers, social emotional learning, students with disabilities, and considerations for parent/family outreach and engagement. Modifications and additions were made to LCAP from the feedback. For example, academic support staff is being added to LCAP for EL's, students with disabilities, and for social emotional learning. Another example was the addition of a second Instructional Lead Teacher (Coach) for the second campus.

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

The additions listed below are additions, not limited to, that were made to the LCAP per the feedback from all stakeholders:

- Instructional Lead Teacher for K-2 campus
- Social Emotional Learning Teacher/Provider
- Academic Support Teacher to support ELs
- Academic Support Teacher for Students with Disabilities
- Purchase of Intervention Program
- Alternative parent meetings, i.e. Zoom, recorded videos, varying times for in-person meetings
- Structured professional learning meetings to include vertical team planning, PLC's focused on data analysis

Goals and Actions

Goal

Goal #	Description
1	Increase students knowledge of A-G coursework, high school graduation requirements, career options and exposure to a variety of higher level institutions.

An explanation of why the LEA has developed this goal.

We are focusing on this goal because we want to provide exposure to college and career options and increase opportunities for our students beyond high school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
K-8 will study about different careers and set a career goal. Metric: Student career goal assignment and lesson plan	KA KB 1A 1B yes 2A no 2B no 3A no 3B 4A yes 4B yes 5A yes 5B yes 6A yes 6B yes 7A 7B yes 8 no	All grades studied a career and set a career goal.			100% of all K-8 students will have an artifact (drawing, writing, presentation, etc.) stating their career goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>K-8 graders will identify their personal strengths to help them find a career path.</p> <p>Metric: Strengths Finder Profile, career goal assignment, teacher lesson plans</p>	<p>KA no KB no 1A no 1B no 2A no 2B no 3A no 3B no 4A yes 4B yes 5A yes 5B yes 6A yes 6B yes 7A no 7B yes 8 no</p>	<p>During the 21-22 school year, only 5th grade used Thrively, but, for 22-23 school year, we will purchase Thrively Pro for all students to access and use.</p>			<p>100% of all K-8th grade students will have a strengths finder profile, an artifact (drawing, writing, presentation, etc.) stating their career goal.</p>
<p>All students will have studied and visited a college or university campus.</p> <p>Metric: College Trip log</p>	<p>Per COVID-19 Pandemic, 6/17 or 35% (5th yes, 1st yes, 6th yes) classes visited college or university campuses.</p>	<p>All students grades K-8 studied and visited a virtual college or university campus. Virtual trips took place in lieu of in-person due to Covid-19 pandemic.</p>			<p>100% of all classes will visit a college or university campus during the school year.</p>
<p>All 8th grade students will leave ICS with an individual academic plan.</p> <p>Metric: Individual Academic Plan for</p>	<p>Per COVID-19 Pandemic, staff member designated to meet with 8th grade students to create individual academic plan was unable to</p>	<p>All 8th grade students met with SEL Support Provider and created an individual academic plan.</p>			<p>100% of all 8th grade students will leave ICS with an individual academic plan.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
each 8th grade student	meet with students. Therefore, our baseline is 0%				
All 6th - 8th Grade Teachers will attend “Middle School Career and College Readiness” professional development through SDCOE	All 7th and 8th grade teachers attended the professional development.	This was not available to teachers this school year.			100% of all 6th - 8th grade teachers will attend the professional development and implement strategies with their students.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	K-8 will study about different careers and set a career goal.	Teachers will plan lessons tied to social studies units to focus on various career possibilities. Students will create an artifact (drawing, writing, presentation, etc.) representing their career goal. Documentation will be kept so students can revisit and reflect on their goals from year to year. Students will participate in career day to learn, first-hand, about various careers.	\$0.00	Yes
1.2	K-8th graders will identify their personal strengths to help them find a career path.	K - 8th graders will take an assessment to find their strengths using Thrively.com. They will identify a career path that incorporates their strengths and goals. Students will create an artifact (drawing, writing, presentation, etc.) representing their career goal. Documentation will be kept so students can revisit and reflect on their goals from year to year. Students will participate in career day to learn, first-hand, about various careers.	\$3,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	All students will have studied and visited a college or university campus.	All classes will study and take a field trip to a designated college or university campus so that by the end of their 9 year enrollment at ICS (K-8th), each student would have visited 9 separate higher education campuses.	\$4,000.00	Yes
1.4	All 8th grade students will leave ICS with an individual academic plan.	Every year a staff member meets with every eighth grade student to create an individual academic plan to prepare them for rigorous A-G requirements for high school graduation and to be eligible to apply for college admissions. In addition, ICS will connect 8th grade students with high school options through articulation with surrounding district and charter high schools.	\$0.00	No
1.5	All 6th - 8th Grade Teachers will attend "Middle School Career and College Readiness" professional development through SDCOE	Register, attend and implement strategies for middle school career and college readiness.	\$900.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The planned actions that have not happened yet include:

- Action 1.2 as not all K-8th grade students utilized Thrively. Professional Learning for best implementation of this will happen in the beginning of the 2022-2023 school year.
- Action 1.5 as the professional learning was not made available this school year. Integrity still plans to implement once available again.

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.

The \$900 that was allocated for Professional Development was unused due to course not being offered by SDCOE. \$7500 for field trips was not used due to Covid-19 restrictions.

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

Per planned actions, the study of career and college for all students K-8 was enhanced this school year. We tackled best ways to incorporate this into the classrooms and be creative since we were unable to visit college campuses in person this school year. We also planned out a new roll-out of being college minded. This was pretty effective as all classes received college shirts, planned college themed days were in full effect, targeted learning goals about the colleges were implemented, and students were well versed in the college they were studying. Students are still in the process of their high school plan for the A-G requirements.

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

The changes made this year involved the implementation of the college focus. The Instructional Lead Team met in the Fall to discuss and modify the roll-out of the college plan. We review often and make changes as needed. Next school year, we will add the enhancements to the career portion of the goal.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
1005438	0

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
36.57%	18.55%	\$603,101.85	55.12%

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

Required Descriptions

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

Goal 1: Increase students knowledge of A-G coursework, high school graduation requirements, career options and exposure to a variety of higher level institutions.

Action 1: K-2 will study about different careers and set a career goal. & Action 2: 3rd - 8th graders will identify their personal strengths to help them find a career path.

It is important that students know and understand that they have options and opportunities when it comes to various careers. Exposure is always critical to this goal. Therefore, when considering the subgroups of foster/homeless youth, EL's, and low-income students; it was very important to ensure that these groups of students had access to knowing the different options they have besides what they may already know. On top of that,

Action 3: All students will have studied and visited a college or university campus;

was imperative to Actions 1 and 2 as students need to know how to acquire their desired careers. They need to know their options. Many of the students in the above listed subgroups, with the opportunity, will be first generation college students. Since they may not be privy to the ins and outs of gaining entrance into college or what types of colleges there are, ICS strives to assist in the process.

These actions are effective in meeting goals for these students by providing them opportunities and access.

Goal 1: Increase students knowledge of A-G coursework, high school graduation requirements, career options and exposure to a variety of higher level institutions.

Action 4: All 8th grade students will leave ICS with an individual academic plan.

To prepare students for college and career, they need to know what courses, assessments, etc. are needed in high school to move them in the right direction. Therefore, our subgroup students were considered first when creating this action as typically when students fall into one of the above mentioned subgroups, their families may have less experience in understanding how to navigate the A-G courses and what is required for college entrance.

The action of 8th graders leaving with an individual academic plan is effective in meeting the goal of college and career readiness because students will have the knowledge of what courses are needed in high school in order to apply for college and meet the requirements for acceptance.

Goal 1: Increase students knowledge of A-G coursework, high school graduation requirements, career options and exposure to a variety of higher level institutions.

Action 5: All 6th - 8th Grade Teachers will attend "Middle School Career and College Readiness" professional development through SDCOE .

This action was created so that 6th-8th grade teachers are able to gain knowledge on the best ways to support their students in navigating the intricacies of being ready for, applying for, and gaining entrance into college. As stated above, foster/homeless youth, EL's, low-income students were considered first in creating this goal per the experience their families may have in helping their student with this.

Teachers attending the PL for "Middle School Career and College Readiness" support meeting the goal of college and career readiness because the professional learning that they gain assists them in guiding their students towards attaining college entrance and provides knowledge of opportunities for career pathways.

Goal 2: Increase proficiency for all students in English language arts, mathematics, and science.

Action 1: Administration provides support for teachers around instructional practices based on the ICS Teacher Evaluation Rubric. & Action 2: Administration provides support for teachers around instructional practices based on teacher goals.

Actions 1 and 2 will assist with the goals of increasing proficiency for all students, especially, foster/homeless youth, EL's, and low-income students. Support will be provided to teachers based on student needs and how best teaching practices will support EL's and support the underperforming subgroups of above listed groups.

Goal 2: Increase proficiency for all students in English language arts, mathematics, and science.

Action 3: Give Renaissance Learning Early Literacy Assessment and Reading Assessment on a regular basis; Action 4: Give Renaissance Learning Math STAR Assessment on a regular basis, & Action 5: Give CAASPP

Interim Assessment ELA and Math for Fall and Winter.

Actions 3, 4, and 5 were created to ensure the data collection and analysis to plan accordingly per our foster/homeless youth, EL's, and low-income students. Data will be broken down by subgroups to determine the needs and focus on building students in the groups to proficiency.

These goals effectively improve the services for our subgroups of EL's, foster/homeless youth, and low-income students because the data analysis will specifically break down the data for these subgroups as well as focus the conversations and planning of next steps according to the data to improve the student outcomes.

Goal 2: Increase proficiency for all students in English language arts, mathematics, and science.

Action 6: Academic Support Teachers will provide push-in support in the classroom. & Action 7: Instructional Assistants will provide support in the classroom.

Actions 6 and 7 will provide support for students in the specific subgroups: foster/homeless youth, EL's, and low-income students. Teachers and assistants will provide push-in services in small group or one on one in the classroom. They will monitor progress of students to help guide them to proficiency.

Goal 2: Increase proficiency for all students in English language arts, mathematics, and science.

Action 8: Instructional Lead Teachers will provide support and coaching.

When determining the needs of our students who are foster/homeless, EL's, and low-income; we know that the biggest contribution to their success is the teacher and the learning that happens in the classroom. Therefore, in order to provide our students the most effective learning environment, teachers will be provided support and coaching from dedicated coaches who will review data with them, give them coaching cycles based on need with feedback, and planning time together to ensure best practices.

Goal 2: Increase proficiency for all students in English language arts, mathematics, and science.

Action 10: Professional Development to Staff and Administrators.

As in Action 8, professional development specific to supporting student groups i.e. EL's is a necessity in learning best practices following latest research. Also, refreshers of best practices that are already in place are necessary to refocus our intentions.

This action effectively contributes to meeting the goals for improving services of the subgroups because best teaching practices directly affect student outcomes.

Goal 2: Increase proficiency for all students in English language arts, mathematics, and science.

Action 11: Purchase curriculum for ELA, Math, and Science.

It is a goal of Integrity to purchase SBE approved curriculum that adheres to Common Core State Standards. Along with this curriculum, it will be important to have an intervention program that supports our struggling groups of students which include the foster/homeless youth, EL's, and low-income students. An ELD curriculum will be important to have to support EL students and to utilize along with CA ELD standards, framework, and GLAD.

This action effectively meets the goals for our subgroup students because the curriculum is directly tied to teaching and learning.

Goal 2: Increase proficiency for all students in English language arts, mathematics, and science.

Action 12: Increase education technology for teachers and students.

Increasing and maintaining technology is an important part of our educational program. As we know, technology is a huge part of the 21st century, but, it can also be expensive and so access isn't always an option for many people. Therefore, it is necessary for our school to provide the access and opportunity for all of our students to be able to utilize technology.

Goal 2: Increase proficiency for all students in English language arts, mathematics, and science.

Action 13: Before/After School Tutoring

Before and After School Tutoring was designed specifically for struggling students. All of these students fall into one of the subgroups that we are focusing on for improved academic outcomes. Therefore, these programs were designed specifically to support foster/homeless youth, EL's, and low-income students.

Goal 2: Increase proficiency for all students in English language arts, mathematics, and science.

Action 14: After School Program

Our ASES Program is geared towards providing enrichment and academic support for our low-income, EL, and foster/homeless youth. The aim is to provide a free program that gives students in need a safe space to get homework assistance, tutoring, and opportunities for healthy habits.

Goal 3: All students will participate in daily lessons that develop good character.

Action 1: Teachers will implement character education.

Integrity's founders created Integrity with a focus on character education. And, Integrity was founded to serve the children in National City and it's surrounding areas which have a high population of EL's and low-income students.

Goal 3: All students will participate in daily lessons that develop good character.

Action 2: 3rd - 6th Grade girls will be provided the opportunity to participate in Girls on the Run to build good character.

Girls on the Run is a program that has a mission of helping girls find joy, confidence, and develop healthy habits. The program has lessons that develop good character which aligns with our school's mission. The program is not free, but, we apply for a grant to cover the cost of each girl's participation. Integrity covers the cost of materials. The grant specifically covers students who are low-income, foster/homeless youth, and low-income students. Therefore, these students were considered first when partnering with Girls on the Run.

By students participating in the program, their participation assists in meeting Integrity's goal of developing good character.

Goal 3: All students will participate in daily lessons that develop good character.

Action 3: Teachers and students will participate in Safe School Ambassadors.

Safe School Ambassadors is a program we use that supplements our character education. The actions of the SSA student, teacher, and staff align with our Integrity anchors. It provides a well-balanced approach and program for our positive character development. In choosing students who attend the "intensive" training for SSA, we consider students in our subgroups first. Those students share with the rest of the student body the actions they have learned and promote SSA actions.

Safe Schools Ambassador has been and will continue to be an effective support for our school program. It assists us in meeting our goals of developing good character.

Goal 3: All students will participate in daily lessons that develop good character.

Action 4: Teachers will implement Restorative Practices as the discipline model.

Restorative Practices is a tool used for positive discipline. Historically, more punitive approaches to discipline have shown little growth outcomes in positive behavior and punitive approaches to discipline have affected students who are either low-incomes, EL's, or foster/homeless youth more frequently. Therefore, Integrity has adopted a positive discipline plan. Restorative Practices focuses on strategies that encourage and help students make better choices and how to "fix" situations that they may have impacted in negative ways.

The Restorative Practices approach is an asset to our developing good character goal.

Goal 4: Integrity Charter School shall provide a safe and secure environment for all staff and students.

Action 3: Teachers will implement social emotional learning .

Social emotional learning is a priority for Integrity Charter School. Due to the Covid-19 Pandemic, we know that many of our families suffered financial loss and loss of a loved one. Therefore, we are prioritizing SEL. This directly impacts our foster/homeless youth and our low-income students.

Creating this action directly impacts our goal of providing a safe and secure environment for all students and staff.

Goal 4: Integrity Charter School shall provide a safe and secure environment for all staff and students.

Action 4: Students will be provided individual and group supports with a Social Emotional Learning teacher.

Along with our social emotional learning that will be taught by classroom teachers, a Social Emotional Learning Teacher will be available to provide lessons and support students one on one or in small groups with their social emotional needs. Per statements above our students who fall into the categories of EL's, low-income, and foster/homeless youth have been affected greatly by the Covid-19 Pandemic and so we want to have as many supports in place as we can to meet the needs of the whole child.

Goal 4: Integrity Charter School shall provide a safe and secure environment for all staff and students.

Action 5: Social Emotional Learning Teacher will provide professional learning opportunities for staff.

In addition to students receiving support from an SEL teacher, staff will also need support. The implementation of new SEL curriculum will require that staff is trained on the best practices for implementing new SEL standards in the classroom. The SEL teacher will also provide supports for the SSA program. The learning that staff acquires will directly affect our students. Therefore, students' needs were considered first.

This action is imperative for the overall program of developing our SEL school wide.

Goal 5: Community and Family Engagement: Integrity Charter School will ensure students, staff, parents and the community are both satisfied and engaged.

Action 1: Improve chronic absentee rates and tardies.

Per attendance data, our EL's, low-income students, and foster/homeless students have attendance concerns in places that have

Goal 5: Community and Family Engagement: Integrity Charter School will ensure students, staff, parents and the community are both satisfied and engaged.

Action 2: Families will complete School Experience Survey.

The family survey is given yearly. Data is compiled from the survey to determine the needs of our students per the perspective of their families. The data is broken down into subgroups and, therefore, we can determine next steps. This survey acts as one type of communication tool between school and families.

Therefore, this action directly affects goal 5 and also supporting the needs of our subgroups.

Goal 5: Community and Family Engagement: Integrity Charter School will ensure students, staff, parents and the community are both satisfied and engaged.

Action 3: Provide Parenting Classes

Parenting classes are provided to support families in supporting their child's academic success. Classes are given in English and Spanish. Spanish classes are promoted to ensure that our EL students' families have access to the information that supports academic growth. All subgroups of students were considered with this action as we know that the more families are informed and engaged in the school, the more support is given to students for academic success.

Goal 5: Community and Family Engagement: Integrity Charter School will ensure students, staff, parents and the community are both satisfied and engaged.

Action 5: Employees attend all school wide activities.

All employees attending school wide events signifies a commitment to the growth of all students including the subgroups as the engagement of all staff promotes the academic and social emotional well being of all students.

Goal 5: Community and Family Engagement: Integrity Charter School will ensure students, staff, parents and the community are both satisfied and engaged.

Action 7: Student Service Director to monitor social media.

The Student Service Director communicates information to all families through social media. Having a social media outlet for our families has been successful in distributing information in a timely manner. We are able to use social media for blasts, but, also able to do all calls, text messages, and Class Dojo for quick communication about important dates, etc.

Goal 5: Community and Family Engagement: Integrity Charter School will ensure students, staff, parents and the community are both satisfied and engaged.

Action 8: Increase communication between teachers and families.

It is an action to increase the communication between teachers and families because we know that the communication between the two groups is essential in partnering to improve outcomes for students. Therefore, along with the communication through social media, teachers and families have access to digital means of communicating through phone, text, video chat, Class Dojo, etc. This ensures that there is transparency between home and school.

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

The services for foster/homeless youth, EL's, and low-income students are being increased or improved by the percentage required in a few ways. The biggest impact we foresee for this is the amount of personnel that will be available to provide supports in the classroom with small

group or one on one tutoring. These supports will specifically address the needs of our foster/homeless youth, low-income, and EL's. The support teachers will give academic support in ELA, Math, and ELD. The goal is to increase academic and social emotional outcomes in a positive way for all students especially unduplicated students.

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.

We will not have additional concentration grant add-on funding.

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		1:21 grades k-3, 1:27 grades 4-8
Staff-to-student ratio of certificated staff providing direct services to students		1:10 K-3, 1:12 4-6, 1:25 7-8

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,824,505.00	\$949,386.00		\$134,901.00	\$3,908,792.00	\$3,248,123.00	\$660,669.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	K-8 will study about different careers and set a career goal.	English Learners Foster Youth Low Income					\$0.00
1	1.2	K-8th graders will identify their personal strengths to help them find a career path.	English Learners Foster Youth Low Income	\$3,400.00				\$3,400.00
1	1.3	All students will have studied and visited a college or university campus.	English Learners Foster Youth Low Income	\$4,000.00				\$4,000.00
1	1.4	All 8th grade students will leave ICS with an individual academic plan.	8th					\$0.00
1	1.5	All 6th - 8th Grade Teachers will attend "Middle School Career and College Readiness" professional development through SDCOE	6-8				\$900.00	\$900.00
2	2.1	Administration provides support for teachers around instructional practices based on the ICS Teacher Evaluation Rubric	All	\$3,000.00				\$3,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.2	Administration provides support for teachers around instructional practices based on teacher goals.	All					\$0.00
2	2.3	Give Renaissance Learning Early Literacy Assessment and Reading Assessment on a regular basis.	English Learners Foster Youth Low Income				\$6,000.00	\$6,000.00
2	2.4	Give Renaissance Learning Math STAR Assessment on a regular basis.	English Learners Foster Youth Low Income					\$0.00
2	2.5	Give CAASPP Interim Assessment ELA and Math for Fall and Winter.	English Learners Foster Youth Low Income					\$0.00
2	2.6	Academic Support Teachers will provide push-in support in the classroom.	English Learners Foster Youth Low Income		\$557,804.00			\$557,804.00
2	2.7	Instructional and Educational Assistants will provide support in the classroom.	English Learners Foster Youth Low Income	\$264,862.00				\$264,862.00
2	2.8	Instructional Lead Teachers will provide support and coaching. PE teacher will provide collaboration time for teachers.	English Learners Foster Youth Low Income	\$390,345.00				\$390,345.00
2	2.9	Instruction and Curriculum Coordinator will provide training on	English Learners Foster Youth Low Income				\$54,001.00	\$54,001.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		curriculum, and assessment.						
2	2.10	Professional Development to Staff and Administrators	English Learners Foster Youth Low Income	\$6,500.00	\$25,000.00		\$12,000.00	\$43,500.00
2	2.11	Purchase curriculum for ELA, Math, Social Studies, P.E and Science.	English Learners Foster Youth Low Income	\$25,000.00				\$25,000.00
2	2.12	Increase education technology for teachers and students.	English Learners Foster Youth Low Income	\$156,000.00			\$15,000.00	\$171,000.00
2	2.13	Before/After School Tutoring	English Learners Foster Youth Low Income	\$5,000.00	\$71,000.00		\$8,000.00	\$84,000.00
2	2.14	After School Program/Extended year programs	English Learners Foster Youth Low Income		\$292,482.00			\$292,482.00
2	2.15	Maintain a small classroom size for grades K-3 (21-1) 4-8 (27-1)	English Learners Foster Youth Low Income	\$1,490,293.00				\$1,490,293.00
2	2.16	Planning time for Teachers/Support staff	All	\$20,000.00				\$20,000.00
2	2.17	Consultants for improving Teaching and Learning	English Learners Foster Youth Low Income	\$25,000.00			\$25,000.00	\$50,000.00
3	3.1	Teachers will implement character education.	All	\$3,000.00				\$3,000.00
3	3.2	3rd - 5th Grade girls will be provided the opportunity to participate in Girls on the Run to build good character.	English Learners Foster Youth Low Income				\$1,000.00	\$1,000.00
3	3.3	Teachers and students will	All				\$1,000.00	\$1,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		participate in Safe School Ambassadors						
3	3.4	Teachers will implement Restorative Practices as the discipline model.	English Learners Foster Youth Low Income				\$5,000.00	\$5,000.00
4	4.1	Staff is provided and follows the Comprehensive School Safety Plan.	All					\$0.00
4	4.2	Staff establishes, supervises, and enforces Play Area rules.	All	\$1,000.00				\$1,000.00
4	4.3	Teachers will implement social emotional learning .	English Learners Foster Youth Low Income				\$5,000.00	\$5,000.00
4	4.4	Students will be provided individual and group supports with a Social Emotional Learning teacher/provider.	English Learners Foster Youth Low Income	\$149,679.00				\$149,679.00
4	4.5	Social Emotional Learning Teacher/provider will provide professional learning opportunities for staff.	All		\$2,000.00			\$2,000.00
4	4.6	Train all staff on digital citizenship and utilize the information and resources to teach all students digital citizenship.	All					\$0.00
4	4.7	Maintain facility in good working order, ensuring that it remains clean and safe.	All	\$38,337.00				\$38,337.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.8	Provide transportation/uniforms/emotional supports for Foster and Homeless Students.	Foster Youth				\$2,000.00	\$2,000.00
4	4.9	Safety and Operations Coordinator	All	\$99,328.00				\$99,328.00
4	4.10	Teaching equity and Social Justice in all of our classrooms	All	\$4,000.00				\$4,000.00
5	5.1	Improve chronic absentee rates and tardies.	English Learners Foster Youth Low Income	\$2,000.00	\$1,000.00			\$3,000.00
5	5.2	Families will complete School Experience Survey.	All		\$100.00			\$100.00
5	5.3	Provide Parenting Classes	English Learners Foster Youth Low Income	\$15,000.00				\$15,000.00
5	5.4	ICS will have monthly assemblies.	All	\$1,500.00				\$1,500.00
5	5.5	Employees attend all school wide activities.	All					\$0.00
5	5.6	Utilize a school to home communication software or mobile application.	English Learners Foster Youth Low Income	\$950.00				\$950.00
5	5.7	Communication and Student Service Director to monitor social media and compliance items.	All	\$116,311.00				\$116,311.00
5	5.8	Increase communication and contact between teachers and families.	English Learners Foster Youth Low Income					\$0.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2749273	1005438	36.57%	18.55%	55.12%	\$2,538,029.00	0.00%	92.32 %	Total:	\$2,538,029.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$2,538,029.00

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	1.1	K-8 will study about different careers and set a career goal.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
1	1.2	K-8th graders will identify their personal strengths to help them find a career path.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$3,400.00	
1	1.3	All students will have studied and visited a college or university campus.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$4,000.00	
2	2.3	Give Renaissance Learning Early Literacy Assessment and Reading Assessment on a regular basis.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
2	2.4	Give Renaissance Learning Math STAR Assessment on a regular basis.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.5	Give CAASPP Interim Assessment ELA and Math for Fall and Winter.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools 3-8		
2	2.6	Academic Support Teachers will provide push-in support in the classroom.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools k-8		
2	2.7	Instructional and Educational Assistants will provide support in the classroom.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools k-8	\$264,862.00	
2	2.8	Instructional Lead Teachers will provide support and coaching. PE teacher will provide collaboration time for teachers.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools K-8	\$390,345.00	
2	2.9	Instruction and Curriculum Coordinator will provide training on curriculum, and assessment.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
2	2.10	Professional Development to Staff and Administrators	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools K-8	\$6,500.00	
2	2.11	Purchase curriculum for ELA, Math, Social Studies, P.E and Science.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools K-8	\$25,000.00	
2	2.12	Increase education technology for teachers and students.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools K-8	\$156,000.00	
2	2.13	Before/After School Tutoring	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools K-8	\$5,000.00	
2	2.14	After School Program/Extended year programs	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools K-8		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.15	Maintain a small classroom size for grades K-3 (21-1) 4-8 (27-1)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,490,293.00	
2	2.17	Consultants for improving Teaching and Learning	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	
3	3.2	3rd - 5th Grade girls will be provided the opportunity to participate in Girls on the Run to build good character.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools 3-5		
3	3.4	Teachers will implement Restorative Practices as the discipline model.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools K-8		
4	4.3	Teachers will implement social emotional learning .	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools K-8		
4	4.4	Students will be provided individual and group supports with a Social Emotional Learning teacher/provider.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools K-8	\$149,679.00	
4	4.8	Provide transportation/uniforms/emotional supports for Foster and Homeless Students.	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		
5	5.1	Improve chronic absentee rates and tardies.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools K-8	\$2,000.00	
5	5.3	Provide Parenting Classes	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools K-8	\$15,000.00	
5	5.6	Utilize a school to home communication software or mobile application.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$950.00	
5	5.8	Increase communication and contact between teachers and families.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools K-8		

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,853,945.00	\$3,710,723.00

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	1.1	K-2 will study about different careers and set a career goal.	Yes	\$0.00	0.00
1	1.2	3rd - 8th graders will identify their personal strengths to help them find a career path.	Yes	\$600.00	500
1	1.3	All students will have studied and visited a college or university campus.	Yes	\$7,500.00	500
1	1.4	All 8th grade students will leave ICS with an individual academic plan.	Yes	\$0.00	0
1	1.5	All 6th - 8th Grade Teachers will attend "Middle School Career and College Readiness" professional development through SDCOE	Yes	\$900.00	0
2	2.1	Administration provides support for teachers around instructional practices based on the ICS Teacher Evaluation Rubric	Yes	\$0.00	3500
2	2.2	Administration provides support for teachers around instructional practices based on teacher goals.	Yes	\$0.00	0
2	2.3	Give Renaissance Learning Early Literacy Assessment and Reading Assessment on a regular basis.	Yes	\$13,500.00	13500
2	2.4	Give Renaissance Learning Math STAR Assessment on a regular basis.	Yes	\$0.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Give CAASPP Interim Assessment ELA and Math for Fall and Winter.	Yes	\$0.00	0
2	2.6	Academic Support Teachers will provide push-in support in the classroom..	Yes	\$596,922.00	656138
2	2.7	Instructional and Educational Assistants will provide support in the classroom.	Yes	\$185,496.00	183000
2	2.8	Instructional Lead Teachers will provide support and coaching.	Yes	\$257,690.00	189861
2	2.9	Instruction and Curriculum Coordinator will provide training on curriculum and assessment.	No	\$50,000.00	49236
2	2.10	Professional Development to Staff and Administrators	Yes	50,000.00	33600
2	2.11	Purchase curriculum for ELA, Math, and Science.	Yes	\$90,000.00	79820
2	2.12	Increase education technology for teachers and students.	Yes	\$196,000.00	75945
2	2.13	Before/After School Tutoring	Yes	\$64,800.00	69505
2	2.14	After School Program	Yes	\$177,559.00	283,000
2	2.15	Maintain a small classroom size for grades K-3 (21-1) 4-8 (27-1)	Yes	\$1,490,293.00	1490293
2	2.16	Planning time for Teachers/Support staff	Yes	\$52,000.00	15000
2	2.17	Consultants for improving Teaching and Learning	Yes	\$50,000.00	50,000

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)
3	3.1	Teachers will implement character education.	Yes	\$3,000.00	1200
3	3.2	3rd - 5th Grade girls will be provided the opportunity to participate in Girls on the Run to build good character.	Yes	\$1,000.00	100
3	3.3	Teachers and students will participate in Safe School Ambassadors	Yes	\$1,000.00	1200
3	3.4	Teachers will implement Restorative Practices as the discipline model.	Yes	\$5,000.00	0
4	4.1	Staff is provided and follows the Comprehensive School Safety Plan.	No	\$0.00	0
4	4.2	Staff establishes, supervises, and enforces Play Area rules.	No	\$1,000.00	0
4	4.3	Teachers will implement social emotional learning lessons	Yes	\$5,000.00	0
4	4.4	Students will be provided individual and group supports with a Social Emotional Learning teacher/provider.	Yes	\$157,000.00	126762
4	4.5	Social Emotional Learning Teacher will provide professional learning opportunities for staff.	Yes	\$3,000.00	525
4	4.6	Train all staff on digital citizenship and utilize the information and resources to teach all students digital citizenship.	No	\$0.00	0
4	4.7	Maintain facility in good working order, ensuring that it remains clean and safe.	No	\$159,000.00	170416
4	4.8	Provide transportation/uniforms/emotional	No	\$1,500.00	350

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)
		supports for Foster and Homeless Students.			
4	4.9	Assistant Director for K-2 campus	No	\$117,685.00	117685
4	4.10	Teaching equity and Social Justice in all of our classrooms		\$0	520
5	5.1	Improve chronic absentee rates and tardies.	Yes	\$1,000.00	0
5	5.2	Families will complete School Experience Survey.	Yes	\$1,000.00	50
5	5.3	Provide Parenting Classes	Yes	\$15,000.00	0
5	5.4	ICS will have monthly assemblies.	No	\$1,500.00	0
5	5.5	Employees attend all school wide activities.	Yes	\$0.00	0
5	5.6	Utilize a school to home communication software or mobile application.	No	\$3,000.00	3000
5	5.7	Student Service Director to monitor social media.	Yes	\$95,000.00	95517
5	5.8	Increase communication and contact between teachers and families.	Yes	\$0.00	0
5	5.9	Teaching equity and Social Justice in all of our classrooms		\$0	0

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1057113	\$1,841,508.00	\$1,591,373.00	\$250,135.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	K-2 will study about different careers and set a career goal.	Yes				
1	1.2	3rd - 8th graders will identify their personal strengths to help them find a career path.	Yes	\$600.00	500.00		
1	1.3	All students will have studied and visited a college or university campus.	Yes	\$7,500.00	500.00		
1	1.4	All 8th grade students will leave ICS with an individual academic plan.	Yes				
1	1.5	All 6th - 8th Grade Teachers will attend "Middle School Career and College Readiness" professional development through SDCOE	Yes				
2	2.1	Administration provides support for teachers around instructional practices based on the ICS Teacher Evaluation Rubric	Yes				
2	2.2	Administration provides support for teachers around instructional practices based on teacher goals.	Yes				

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.3	Give Renaissance Learning Early Literacy Assessment and Reading Assessment on a regular basis.	Yes	\$13,500.00	13,500.00		
2	2.4	Give Renaissance Learning Math STAR Assessment on a regular basis.	Yes				
2	2.5	Give CAASPP Interim Assessment ELA and Math for Fall and Winter.	Yes				
2	2.6	Academic Support Teachers will provide push-in support in the classroom..	Yes	\$596,922.00	656,138.00		
2	2.7	Instructional and Educational Assistants will provide support in the classroom.	Yes	\$185,496.00	183,000.00		
2	2.8	Instructional Lead Teachers will provide support and coaching.	Yes	\$257,690.00	189,861.00		
2	2.10	Professional Development to Staff and Administrators	Yes	\$50,000.00	33,600.00		
2	2.11	Purchase curriculum for ELA, Math, and Science.	Yes	\$90,000.00	79,820.00		
2	2.12	Increase education technology for teachers and students.	Yes	\$196,000.00	75,945.00		
2	2.13	Before/After School Tutoring	Yes	\$64,800.00	69,505.00		
2	2.14	After School Program	Yes				
2	2.15	Maintain a small classroom size for grades K-3 (21-1) 4-8 (27-1)	Yes				
2	2.16	Planning time for Teachers/Support staff	Yes	\$52,000.00	15,000.00		
2	2.17	Consultants for improving Teaching and Learning	Yes	\$50,000.00	50,000.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.1	Teachers will implement character education.	Yes	\$3,000.00	1,200.00		
3	3.2	3rd - 5th Grade girls will be provided the opportunity to participate in Girls on the Run to build good character.	Yes				
3	3.3	Teachers and students will participate in Safe School Ambassadors	Yes				
3	3.4	Teachers will implement Restorative Practices as the discipline model.	Yes				
4	4.3	Teachers will implement social emotional learning lessons	Yes	\$5,000.00	0.00		
4	4.4	Students will be provided individual and group supports with a Social Emotional Learning teacher/provider.	Yes	\$157,000.00	126,762.00		
4	4.5	Social Emotional Learning Teacher will provide professional learning opportunities for staff.	Yes	\$1,000.00	525.00		
5	5.1	Improve chronic absentee rates and tardies.	Yes	\$1,000.00	0.00		
5	5.2	Families will complete School Experience Survey.	Yes				
5	5.3	Provide Parenting Classes	Yes	\$15,000.00	0.00		
5	5.5	Employees attend all school wide activities.	Yes				
5	5.7	Student Service Director to monitor social media.	Yes	\$95,000.00	95,517.00		
5	5.8	Increase communication and contact between teachers and families.	Yes				

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3250534	1057113	34.99	67.51%	\$1,591,373.00	0.00%	48.96%	\$603,101.85	18.55%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

California Department of Education
January 2022