

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ingenuity Charter School

CDS Code: 37683380131979

School Year: 2023-24

LEA contact information:

Cindy Wagner

Superintendent

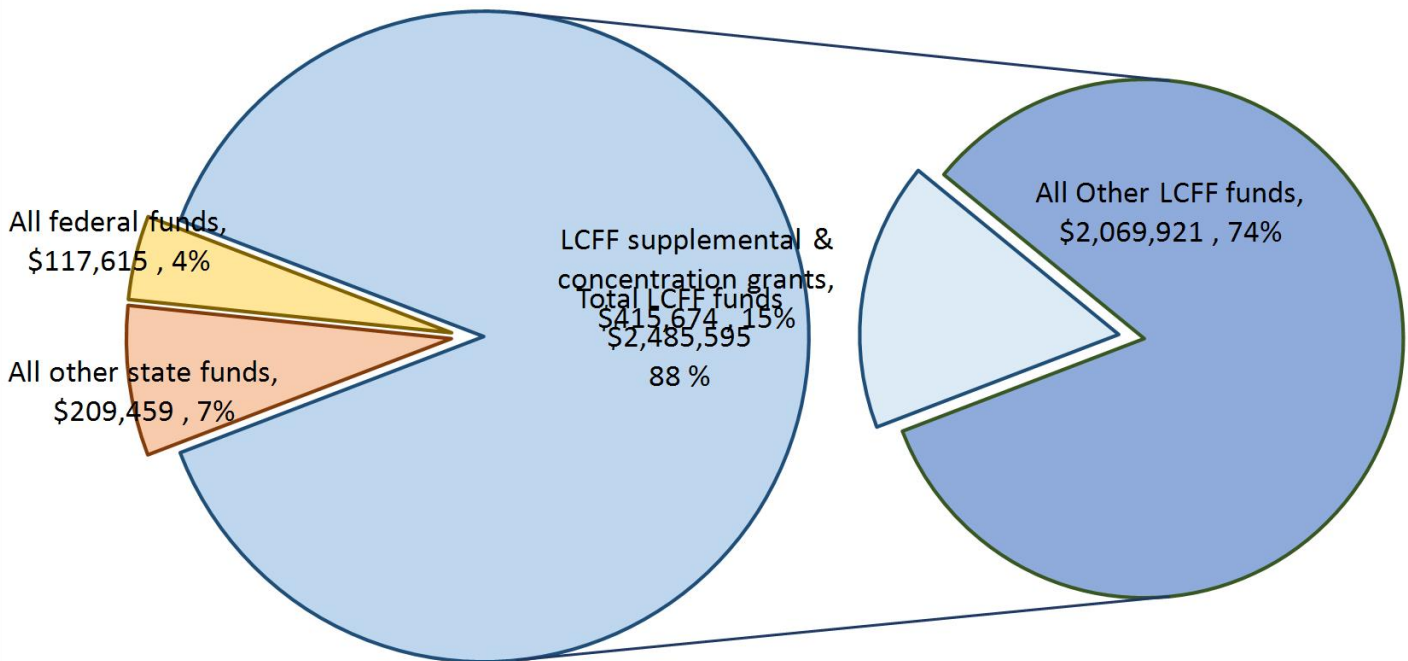
cindy.wagner@ofarrellschool.org

6193234030

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

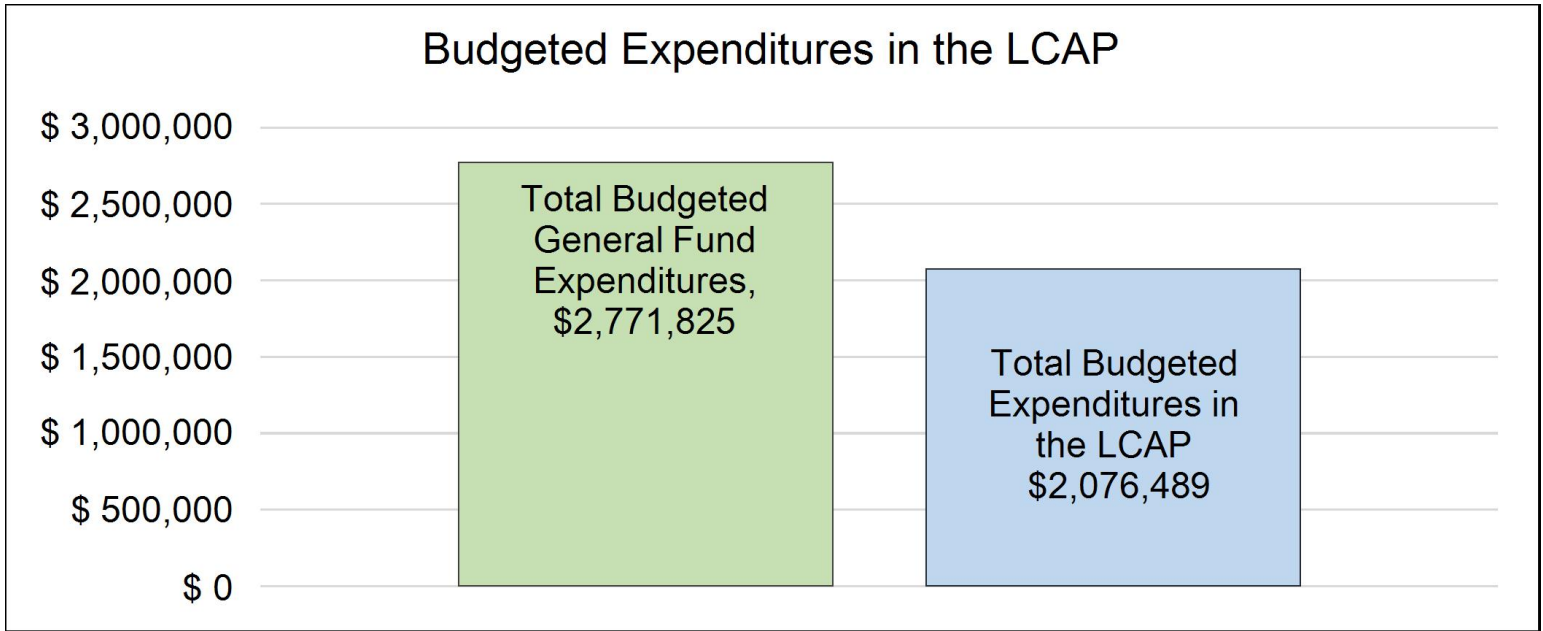


This chart shows the total general purpose revenue Ingenuity Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Ingenuity Charter School is \$2,812,669, of which \$2,485,595 is Local Control Funding Formula (LCFF), \$209,459 is other state funds, \$0 is local funds, and \$117,615 is federal funds. Of the \$2,485,595 in LCFF Funds, \$415,674 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 Ingenuity Charter School plans to spend for 2023-24. 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: Ingenuity Charter School plans to spend \$2,771,825 for the 2023-24 school year. Of that amount, \$2,076,489 is tied to actions/services in the LCAP and \$695,336 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General fund expenditures such as resource center leases, district oversight fees, universal meals, utilities, copier leases, fuel costs, and general office materials and supplies are not in the LCAP.

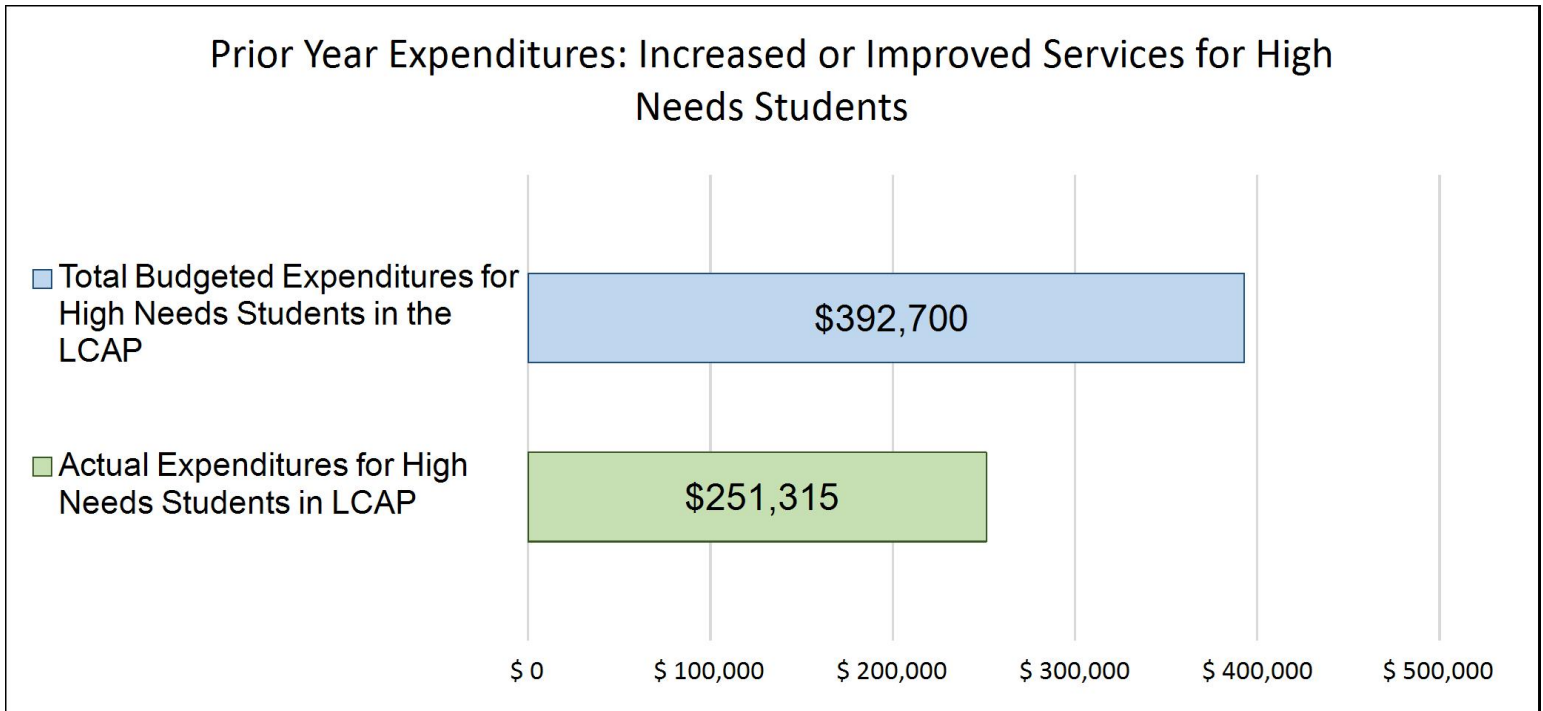
Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Ingenuity Charter School is projecting it will receive \$415,674 based on the enrollment of foster youth, English learner, and low-income students. Ingenuity Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Ingenuity Charter School plans to spend \$444,500 towards meeting this requirement, as described in the LCAP.

Additional support and services will be determined and added after LCAP public hearing for final LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what Ingenuity 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 Ingenuity 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 2022-23, Ingenuity Charter School's LCAP budgeted \$392,700 for planned actions to increase or improve services for high needs students. Ingenuity Charter School actually spent \$251,315 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$-141,385 had the following impact on Ingenuity Charter School's ability to increase or improve services for high needs students:

The major contributor for this difference was the inability to staff a classified position for EL support. This support was provided by certificated staff members instead as part of their duties. This had minimal impact on the support provided for students.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ingenuity Charter School	Cindy Wagner Superintendent	cindy.wagner@ofarrellschool.org 6193234030

Plan Summary [2023-24]

General Information

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

Ingenuity Charter School opened its doors on July 1, 2015. At this time Ingenuity Charter School has 4 locations within the Southeast San Diego community. These locations are as follows:
 6130 Skyline Dr. San Diego, CA 92114
 324 Euclid Ave. Suite 401, San Diego, CA 92114
 6530 El Cajon Blvd, Suite 3, San Diego, CA 92115
 8300 Paradise Valley Road, Suite 104, Spring Valley, CA 91977

All locations serve the surrounding low socioeconomic, primarily Hispanic and African-American population. The following neighborhoods surround the Resource Centers and their respective ethnic makeup are as follows:

Skyline: 37.6% Hispanic / 28.6% African-American / 8.5% White / 20.4% Asian / 3.8% Mixed / 1.2% Other
 Encanto: 45.4% Hispanic / 17.1% African-American / 13.3% White / 17.8% Asian / 3.6% Mixed / 2.7% Other
 Lincoln Park: 51.3% Hispanic / 29.4% African-American / 3.2% White / 11.3% Asian / 0.4% Mixed / 4.5% Other
 Bay Terrace: 27.4% Hispanic / 16% African-American / 8% White / 44.7% Asian / 2.5% Mixed / 1.5% Other
 Oak Park: 28.9% Hispanic / 22.5% African-American / 21.8% White / 23% Asian / 3.2% Mixed / 0.6% Other
 Paradise Hills: 42.8% Hispanic / 11.2% African-American / 16.9% White / 23.7% Asian / 3.7% Mixed / 1.7% Other
 Emerald Hills: 64.9% Hispanic / 24.3% African-American / 5.2% White / 2.8% Asian / 2.8% Mixed / 0% Other

The following information reflects the student body’s demographics, as reported on the California School Dashboard

English Learners: 38, 18.4%
 Homeless: 41, 19.8%

Socioeconomically Disadvantaged: 181, 87.4%
Students with Disabilities: 57, 27.5%
African American: 29, 14%
American Indian: 1 0.5%
Asian: 4, 1.9%
Filipino: 4, 1.9%
Hispanic: 134, 64.7%
Two or More Races: 16, 7.7%
Pacific Islander: 3, 1.4%
White: 16, 7.7%

Ingenuity's unique multi-track, full year calendar design allows for many students to not only catch up on deficient credits but also to return to a traditional setting if that is the preference of the student. In that regard, Ingenuity is largely re-directive in nature. With the desire to either make up credits or excel, many students take the summer months as an opportunity to enroll in Ingenuity to help meet their overall educational goals.

Ingenuity Charter School is a community-oriented program dedicated to fostering student centered academic achievement in a unique blended learning environment. We promote emotional and social growth and maintain a safe and secure learning environment for all enrolled students.

Ingenuity Charter School provides a personalized academic plan based on a student's learning style, academic need, and personal educational goals. We offer a variety of online course options, small group workshops, hands-on learning experiences, one on one tutoring, post high school planning, and service learning projects to ensure each student has a well-balanced academic program.

Ingenuity Charter School's academic program draws on the efforts of motivated students, a talented and highly qualified faculty, and the ongoing commitment from the community to empower our students to become Competent, Creative, and Collaborative, Critical thinkers who are effective Communicators and are prepared to contribute to society.

Ingenuity provides a multi-cultural, linguistically and racially diverse learning environment in which students experience educational equity and are encouraged to celebrate their own individuality.

Our mission is to create a unique independent study school atmosphere in which children can thrive and grow as individuals. Our goal is for students to see themselves as an individual capable of great achievements, and as a part of a larger learning community at school.

Due to the high volume of at-risk students being served, Ingenuity meets the requirements to be classified under the Dashboard Alternative School Status (DASS). The California Department of Education has developing measures appropriate for alternative schools, which were implemented in Fall 2019, and amended Fall 2021. The LCAP addresses these criteria for the three year cycle of the LCAP.

Ingenuity's LCAP reflects the needs of students enrolled in an alternative setting. The unique blended learning model of Ingenuity provides the needed support and structures for students to succeed.

These goals and actions have been developed after a comprehensive needs assessment where the areas of graduation rate, attendance, academic success, and mental health were identified as barriers to student success. As a school identified for Comprehensive Support and Intervention, a root cause analysis was performed related to graduation rate. This analysis identified the causes of chronic absenteeism and transportation as significant barriers. Action steps have been revised and added to the 2023-2024 LCAP to address these needs in each goal. Examples of action steps include additional progress monitoring meetings with all families (Goal 1), revised attendance tracking and monitoring (Goal 2), continued attendance incentives (Goal 2), educational enrichment (Goal 2), and transportation (Goal 2) for students who are unable to get to school through bus passes and other means.

Reflections: Successes

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

California School Dashboard data indicate success in the areas of school climate, especially related to suspension/expulsion. As a blended learning, non-classroom based charter school, students attend in person appointments at least twice weekly. This produces a school climate that is supportive and understanding of students' unique learning needs. Student behavior remains very positive, thus resulting in a low suspension rate.

Chronic absenteeism has also improved since the data were last reported in 2019. At that time, 90.9% of students were chronically absent. In 2022, chronic absentee rate had improved to 71.4%. While this is a success, it is also still an area of improvement.

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.

Local areas of need identified through local data analysis and educational partner input include the following:

- o Increasing parent involvement
- o Increasing the number of students scoring at or above grade level
- o Additional re-engagement strategies for at risk students to reduce chronic absenteeism
- o Increase graduation rate

2022 California School Dashboard data indicate the following areas of improvement:

Chronic Absenteeism: 71.4% students are identified as chronically absent. Both student groups identified for Ingenuity are performing in the very high category. Actions in this LCAP to address this area of need include attendance support and incentives (Goal/Action 2.7)

Graduation Rate: Current graduation rate, as reported on the 2022 California School Dashboard is 59%. Both student groups (Hispanic and Socioeconomically Disadvantaged) identified for Ingenuity are performing in the very low category. As a DASS school, the adjusted one year DASS data are critical to examine. This data indicates an area of improvement, especially for students with disabilities and homeless youth. In addition, Ingenuity has been identified for Comprehensive Support and Intervention for graduation rate. As part of this process, the LEA has reviewed relevant data related to graduation rate, including student group data. In addition, educational partner input was solicited during School Site Council and DELAC.

Ingenuity leadership met with school staff, School Site Council/LCAP Parent Advisory Committee, and DELAC to discuss the LCAP and CSI, review relevant data, and provide educational partner input. Key elements included in this input and analysis include the following:

- -A desire for more in person sessions with teachers (currently a minimum of two per week)
- -Continuation of after-school support hours
- -Family Conferences to monitor path t graduation and progress
- -Motivational texts and emails from staff to students
- -Additional scaffolds for difficult content
- -Individual graduation plans for each student which are reviewed with entire family on a quarterly basis
- -Additional courses being offered
- -Assistance in applying to college
- -Potential AVID course as an elective
- -More small workshops with teachers for specific content areas.

Actions in this LCAP to address these area of need include 2.5, 2.7, 3.1

Academic Performance:

California School Dashboard data indicate a significant need for improvement in the area of mathematics. Both student groups identified for Ingenuity (Hispanic and Socioeconomically Disadvantaged) are performing in the very low category. All students are currently performing more than 165 points below standard. Actions in this LCAP to address this area of need include Goal/Action 3.1, 3.2, 3.3.

LCAP Highlights

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

The LCAP for Ingenuity Charter School focuses on the following key areas:

Goal 1: Student-centered Instruction - Deliver a broad course of study for all students through standards aligned courses, well-prepared teachers, and a robust digital environment.

Goal 2: Positive Educational Environment - Create a safe educational environment which promotes improved attendance and engagement through enrichment offerings, student support, and counseling.

Goal 3: Academic Support - Increase student achievement outcomes by providing additional academic supports, and academic enrichment opportunities and activities for students, including English language learners, Special Education, and foster youth, to increase the number of students who score at grade level or above in math and reading.

Goal 4: Family Involvement and Engagement - Collaborate with families to deepen understanding of Ingenuity's educational program and how to best support academic achievement through involvement in school events and planning of programs.

Through a comprehensive and holistic perspective, the school intends to improve all outcomes for at risk students, who make up the majority of the student population. Any such endeavor must take into account the need for increased academic and social-emotional supports for students while promoting high levels of family engagement and involvement. Key features of this LCAP include the following:

- -Improved monitoring and support of course completion, combined with more relevant and hands-on learning experiences for students, thus leading to increased graduation rates.
- -Continued and expanded enrichment opportunities to promote school connectedness and positive relationships with students and adults.
- -Refinement of, and additional, academic interventions, especially in the area of mathematics, to support increased academic performance.
- -Deeper analysis of MAP data to support student learning.
- -Increased culturally responsive family events and educational opportunities to promote school connectedness and increased academic outcomes.

Ingenuity has been identified for Comprehensive Support and Intervention based on graduation rate. Due to this, additional metrics and action steps have been added in goals one and three. Metrics have been adjusted to better measure graduation rates among significant student groups as well as deeper analysis of ongoing academic performance as measured by verified data sources.

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.

Ingenuity Charter School entered CSI in the Spring of 2023, after being exited the previous cycle.

Support for Identified Schools

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

The Superintendent of The O'Farrell Charter Schools met on multiple occasions with the principal of Ingenuity to review the requirements and process for conducting a comprehensive needs assessment. Available state and local data related to graduation rate and academic outcomes was reviewed and analyzed. The principal then conducted a root cause analysis with staff and educational partners. This root cause analysis included the "five whys" protocol to both determine root causes as well as identify potential counter measures. This information has been used in the development of the CSI Plan and LCAP. Ingenuity staff are working collaboratively to identify evidenced based interventions that can support improved attendance and mental health needs of students, thus leading to increased graduation rates. Staff will review evidenced based interventions during summer 2023 for implementation in the 2023-2024 school year.

Data indicate a need for improvement in school attendance, chronic absenteeism, and course completion. Root causes included a lack of transportation to Resource Centers for appointments with teachers, perpetual truancy related to family needs and student responsibilities, and many students returning to traditional programs post-pandemic. The following elements have been identified as potential barriers to timely graduation:

- -A decline of graduation rates post pandemic
- -Significant number of chronic absentee students, including students who fail to report to school or log in for long periods of time, despite outreach efforts from the school
- -Students registering with significant credit deficiencies
- -A lack of transportation despite the provision of MTS bus passes

Ingenuity leadership met with school staff, School Site Council and DELAC to discuss CSI, review relevant data, and provide educational partner input. Key elements included in this input and analysis include the following:

- -A desire for more in person sessions with teachers (currently a minimum of two per week)
- -Continuation of after-school support hours
- -Family Conferences to monitor path t graduation and progress
- -Motivational texts and emails from staff to students
- -Additional scaffolds for difficult content
- -Individual graduation plans for each student which are reviewed with entire family on a quarterly basis
- -Additional courses being offered

- -Assistance in applying to college
- -AVID course as an elective
- -More small workshops with teachers for specific content areas

The CSI Plan and this LCAP have been developed to address the root causes, including new or refined action steps. The Superintendent and Director of Operations from The O'Farrell Charter Schools will assist school leadership in the development of all improvement plans and will monitor the areas of course completion and attendance. Assistance will also be provided to ensure a careful review of all ESSA eligible evidence based interventions. Evidenced based interventions will be used to improve attendance and improve academic outcomes for students, thus leading to higher course completion rates and graduation rates.

Resource inequities will be identified through the comprehensive needs assessment and ongoing monitoring of programmatic and fiscal review.

The Superintendent and Director of Operations from The O'Farrell Charter Schools will assist school leadership in the development of all improvement plans and will monitor the areas of course completion and attendance. Assistance will also be provided to ensure a careful review of all ESSA eligible evidence based interventions.

Monitoring and Evaluating Effectiveness

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

Ingenuity Charter School will collect, analyze and respond to ongoing data in the areas of average daily attendance, chronic absenteeism, academic outcomes and course completion on a quarterly basis. This data will be collected at the local level throughout the year and will be collected via the California School Dashboard annually. Any student demonstrating deficiencies in these areas will receive evidenced based interventions and tiered reengagement strategies. As data analysis occurred in the development of this plan, it became clear that a contributing factor to graduation was a lack of course completion. Therefore this data will be monitored on a more regular ongoing basis throughout the year, versus at year end only.

The data review will be conducted by school staff and will be shared with educational partners. This quantitative data, combined with qualitative data from student and family empathy interviews, will be used to measure effectiveness of the plan.

As part on ongoing LCAP monitoring, the following will be monitored by staff:

Metrics in this LCAP related to Comprehensive Support and Intervention include the following:

Goal 1: Course completion rates

Goal 1: Graduation rate

Goal 2: Chronic absentee rate

Goal 3: Academic progress indicators

Actions in this LCAP related to Comprehensive Support and Intervention include the following:

- 1.3: Provide rigorous and relevant curriculum to support A-G requirements
- 2.1: Provide educational enrichment opportunities such as content area field trips to increase engagement and attendance
- 2.2: Provide expanded learning opportunities to provide enrichment activities for students including enrichment field trips and student clubs
- 3.1. Provide content area lessons through small group and one-on-one instruction to increase success in academic courses
- 3.3 Provide evidenced based interventions for students

Engaging Educational Partners

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

Educational partner engagement was conducted and feedback was collected throughout the 2022-2023 school year:

1. School site council and LCAP advisory committee: April 27, 2023 and May 26, 2023 - review of LCAP data and actions with input
2. DELAC: April 27, 2023 and May 26, 2023 - review of LCAP data and actions with input
3. Staff Input: April 19 and 26, and May 17, 2023 - review of LCAP data and actions with input
4. Public Hearing: May 15, 2023
5. Board approval and adoption: June 12, 2023

A summary of the feedback provided by specific educational partners.

1. School Site Council and Local Control Accountability Plan Advisory Committee feedback summary:

- -Enrichment offerings, especially field trips have been helpful in student engagement and attendance
- -Offerings such as Young Men's Group and counseling groups with school psychologist have been supportive of students' social emotional needs
- -Attendance incentives have been successful for some students
- -All resource centers have a positive and welcoming environment
- -In person tutoring has been helpful of students
- -Additional ELD support has benefited students
- -More engaging and relevant curriculum offerings are needed
- -There was a desire for more adult and student interactions, including increasing the minimum number of in person sessions per week
- -Science labs are highly engaging and motivating
- -There is a desire for more content area field trips
- -Parents and students expressed a need for more frequent progress updates for families
- -Students would like more club opportunities
- -Students expressed a need for more hands-on, active learning opportunities
- -There is a need for evening sessions or check ins due to student responsibilities
- -Increase CTE offerings

2. District English Learner Advisory Committee feedback summary:

Ingenuity leadership met with school staff, School Site Council and DELAC to discuss CSI, review relevant data, and provide educational partner input. Key elements included in this input and analysis include the following:

- -A desire for more in person sessions with teachers (currently a minimum of two per week)
- -Continuation of after-school support hours

- -Family Conferences to monitor path to graduation and progress
- -Motivational texts and emails from staff to students
- -Additional scaffolds for difficult content
- -Individual graduation plans for each student which are reviewed with entire family on a quarterly basis
- -Additional courses being offered
- -Assistance in applying to college
- -AVID course as an elective
- -More small workshops with teachers for specific content areas

3. Staff input included the following themes:

- -Additional goal setting and communication using MAP data
- -Using MAP data to assign courses, monitor progress, and communicate with families
- -More robust and relevant technology training for staff
- -Increase hands-on, rigorous and relevant lessons in all content areas
- -Add evening sessions for opportunities such as California Healthy Kids Survey, tutoring, progress monitoring, and family meetings
- -Increase culturally relevant curriculum offerings
- -Implement consistent social emotional learning support
- -Increase content area field trips
- -Refine intervention programs and materials to ensure effectiveness and evidence based interventions
- -Focus efforts on chronically absent students using tiered reengagement strategies
- -Continue to offer virtual options for families to participate in meetings and events
- -Conduct regular progress monitoring meetings with families
- -Plan culturally relevant and accessible family events

4. At all meetings for Educational Partner input sessions, Comprehensive Support and Intervention was discussed including graduation rate data and the need for improvement in this area. Ingenuity leadership met with school staff, School Site Council and DELAC to discuss CSI, review relevant data, and provide educational partner input. A comprehensive needs assessment including root cause analysis was conducted which identified the areas below as key barriers to graduation.

- -A decline of graduation rates post pandemic
- -Significant number of chronic absentee students, including students who fail to report to school or log in for long periods of time, despite outreach and tiered reengagement efforts from the school
- -Students registering with significant credit deficiencies
- -A lack of transportation despite the provision of MTS bus passes

Other key elements from CSI educational partner input include the following:

- -A desire for more in person sessions with teachers (currently a minimum of two per week)
- -Continuation of after-school support hours

- -Family Conferences to monitor path to graduation and progress
- -Motivational texts and emails from staff to students
- -Additional scaffolds for difficult content
- -Individual graduation plans for each student which are reviewed with entire family on a quarterly basis
- -Additional courses being offered
- -Assistance in applying to college
- -AVID course as an elective
- -More small workshops with teachers for specific content areas

5. Public hearing feedback summary:

- -There was no additional input at or after the public hearing.

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

Revisions to each goal and action steps for the 2023-2024 LCAP year, based on educational partner input include the following:

Goal 1:

1.3: Action has been revised to include closer monitoring of course completion and the hosting of course completion celebrations with students and families

1.6: Action has been revised to focus on Professional Learning Communities to monitor student performance and adjust instructional practices

1.10 was added to ensure Career Technical Education offerings.

Goal 2:

2.4: Action has been revised to include the purchase of evidenced based SEL curriculum implementation

Goal 3:

3.1: Action has been revised to include content area specific lessons and tutoring by teachers in their area of expertise

3.2: Action has been revised to include more family outreach and goal setting based on student MAP scores

3.3: Action has been revised to ensure the use of evidenced based interventions to improve academic outcomes

Goals and Actions

Goal

Goal #	Description
1	Student-centered Instruction: Deliver a broad course of study for all students through standards aligned courses, well-prepared teachers, and a robust digital environment.

An explanation of why the LEA has developed this goal.

The need has been identified to ensure all teachers are well prepared to meet the academic needs of students through the implementation and monitoring of of standards aligned courses. The level of teacher quality, experience, and preparedness directly impacts student learning and academic success. In addition, the offering and completion of a broad course of study leads to graduation for all students. To do this in a non-classroom based manner require a robust digital infrastructure and access to technology for all staff and students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Course Completion Rates	68.6% of courses assigned to students were completed.	62.3% of courses assigned to students were completed in 2021-2022	45.5% of courses assigned to students have been completed thus far in 2022-2023. This number will be updated at year end. (June 30)		72% course completion rate
Graduation Rates	The last California School Dashboard reported graduation rate data is from 2019-20. At that time, Ingenuity had a 68.7% graduation rate.	According to the California School Dashboard, graduation rate for the 2021-2022 school year was 59%.	This data will be available in August of 2023.		70% graduation rate

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	<p>Provide professional learning for teachers in the following areas to support implementing a broad course of study, increasing graduation rates, and supporting student needs. Examples include, but are not limited to the following:</p> <ul style="list-style-type: none"> • -Course design in a blended learning environment • -Supporting English Learners • -Effective use of Instructional Technology and Digital Content Platforms, including Leading Edge Certification • -Social Emotional Learning • -Culturally Responsive Pedagogy • -Restorative Practices 	\$14,000.00	No
1.2	Rigorous and Relevant Curriculum	<p>Provide access for all students to online A-G approved, common core aligned curriculum to be used by all students to promote the development of 21st century students and enhance student centered, blended learning instruction.</p> <p>Increase opportunities for hands-on, culturally relevant learning opportunities for all students.</p> <p>Host course completion celebrations on a regular basis to acknowledge course completion and mastery of content.</p>	\$100,000.00	No
1.3	Digital Infrastructure and Devices	<p>Ensure adequate infrastructure, devices, systems, and staffing to promote secure and robust digital environments. This includes, but is not limited to the following:</p> <ol style="list-style-type: none"> 1. Network and data security. 2. Robust internet connections. 	\$106,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>3. Student, staff, and classroom technology devices and peripherals (supply, replace, and renew).</p> <p>4. Wifi capability including portable WiFi devices.</p> <p>5. Technology support personnel.</p> <p>6. Student Information Systems.</p>		
1.4	Special Education Professional Development - Teachers and Paraprofessionals	Provide ongoing professional development for teachers and paraprofessionals through the El Dorado Charter Special Education Local Plan Area ("SELPA") to support all students including those eligible to receive special education and related services on topics including strategies for behavior support plans, instructing English Learners, and implementing classroom accommodations.	\$0.00	No
1.5	Professional Learning Communities	Staff will participate in ongoing Professional Learning Communities to analyze instructional effectiveness as measured by student outcomes. PLC work will include the analysis of teaching practices, ongoing monitoring of student progress, and sharing of best practices.	\$7,000.00	No
1.6	English Language Development	Implement a comprehensive English Language Development program, including designated and integrated ELD.	\$10,000.00	Yes
1.7	Science Labs	Provide access for all students to authentic science lab experiences using common core aligned curriculum and hands-on lessons.	\$15,000.00	Yes
1.8	Fully Credentialed Teachers	Maintain a fully credentialed teaching staff to ensure rigorous blended learning and effective instruction.	\$1,275,489.00	No

Action #	Title	Description	Total Funds	Contributing
1.9	Career Technical Education	Provide Career Technical Education offerings to students through online and in person offerings.	\$85,000.00	Yes

Goal Analysis [2022-23]

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.

There were limited substantive differences in planned and implemented actions. Some professional development from Action 1.2 did not take place, but is planned for 2023-24.

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.

Due to a structural deficit within the Ingenuity budget, it was necessary to reduce planned expenditures identified within the LCAP and budget.
 1.3 Rigorous Curriculum expenditure is lower than planned, as the renewal for online courses took place late in the prior fiscal year.
 1.9 Teacher salaries expenditure was higher than anticipated due to a 4.5% salary increase awarded by the Board of Directors in August.

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

Actions that have been especially effective for the 2022-2023 school year include the following:
 1.1 Professional Development with National Center for Urban School Transformation (NCUST) focused on ensuring equitable outcomes for all students has led to increased levels of cultural responsiveness, ensuring rigorous expectations, and professional collaboration.
 1.4 Significant improvements have been made to the digital infrastructure at all resource centers. This includes new structured cabling, mobile device management, and replacement of outdated devices. As a non-classroom based school, access to curriculum and teachers via digital means is crucial.
 1.7 Support and monitoring for English Learners has been effective based on curricular supports and a teacher dedicated to supporting ELD.
 1.8 Students, families, and staff report that Science labs have been highly engaging.
 1.9 Ingenuity employs fully credentialed teachers to support students. In 2022-2023, Ingenuity maintained the entire teaching staff, despite a significant decline in enrollment. This led to small class sizes, however it also resulted in a structural deficit for the school's budget.

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.

Former Action 1.1: Educational Technology Professional Development was deleted and incorporated into Action 1.2 as a part of overall professional development. Staff expressed a desire to no longer participate in Leading Edge certification. In 2023-24, professional learning related to digital content platforms and technology engagement strategies will be conducted.

An additional metric was added to include graduation rate. This is critical as Ingenuity has been identified for Comprehensive Support and Intervention for graduation rate.

Action 1.6 was revised to reflect the Educational Partner input provided by staff. Staff expressed a desire to participate in professional learning communities on a regular basis, with a focus on student outcomes.

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

Goals and Actions

Goal

Goal #	Description
2	Positive Educational Environment: Create a safe educational environment which promotes improved attendance and engagement through enrichment offerings, student support, and counseling.

An explanation of why the LEA has developed this goal.

As a non-classroom based charter school serving mostly at risk and credit deficient students, it is critical for students to feel welcome and successful at Ingenuity. Chronic absenteeism and attendance are areas of improvement. In addition, students are still in need of social emotional support post pandemic. Actions in this goal are aimed at ensuring high levels of engagement, improved attendance, and mental health support.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rates	The LEA had less than 1% of the student population receiving a suspension	Less than 1% of students have been suspended at least once.	0% of students have been suspended at least once.		No more than 2% of students suspended at least once.
Chronic Absentee Rates	90.9% of students are reported as Chronically Absent on the 2019 California School Dashboard. Student groups of significant concern include Hispanic students who were 96.7% chronically absent.	Chronic Absentee rate for all Ingenuity students in the 2020-21 school year was 85.8%. Student groups of significant concern included two or more races, with a chronic absentee rate of 95.7%.	71.4% of students are reported as Chronically Absent on the 2022 California School Dashboard. No student group data was reported on the California School Dashboard, due to student group size.		Chronic Absentee rates of less than 65%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dropout Rates	The LEA had 22 drop outs in 2021. this represents a a 8.5% dropout rate.	The LEA had 20 dropouts in 2021-22. This represents a 8.4% dropout rate for the 2021-22	Thus far in 2022-23, there has been one drop out. Final drop out rates will be calculated at year end.		Reduce dropout rate by 2%, for a rate of 6.5%
California Healthy Kids Survey	School connectedness indicator on California Healthy Kids Survey (New metric established 2022): 78%	School connectedness indicator on California Healthy Kids Survey: 78%	School connectedness indicator on California Healthy Kids Survey: 57%		School connectedness indicator on California Healthy Kids Survey: 82%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Educational Enrichment	Provide educational enrichment offerings such as college and career planning, presentations, and content area field trips.	\$20,000.00	Yes
2.2	Extended Learning Opportunities	Provide extended learning opportunities through CIF sports; academic and social clubs; and small groups to promote overall well being. Run at least two clubs focused on mental health and well being. Provide transportation solutions to students in need for school related events.	\$60,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Homeless and Foster Youth Support	Foster youth will receive case management and counseling through the foster liaison to ensure academic success. MTS bus passes, uniforms, and other basic needs will be provided to all homeless and foster youth.	\$10,000.00	Yes
2.4	Systems of Support For Student Support and Re-engagement	Create systems of support to ensure overall well being, leading to improved attendance, student mental health, and academic outcomes. Actions include but are not limited to the following: 1. Identify, purchase and implement a social emotional learning curriculum. 2. Use digital tracking systems to monitor student behavior and engagement. 3. Contract with external agencies for mental health support	\$25,000.00	Yes
2.5	Academic Counseling	Employ, academic counselor to provide services to families in group and individual environments to promote parent involvement in future academic planning.	\$189,000.00	Yes
2.6	School Psychologist	Employ a part time school psychologist to provide services to families in group and individual environments to promote parent involvement in future academic planning.	\$71,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.7	Attendance Support and Rewards	<p>Create a comprehensive attendance and chronic absenteeism support program aligned with school wide policies and restorative practices. Actions include but are not limited to the following:</p> <ol style="list-style-type: none"> 1. Identify, purchase and implement programs aimed at decreasing chronic absenteeism. 2. Purchase support programs necessary to carry out this action. 3. Implement an attendance reward system. 5. Conduct family outreach to identify and carry out necessary supports to improve attendance. 6. Conduct family workshops regarding attendance 	\$5,000.00	Yes

Goal Analysis [2022-23]

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.

While Ingenuity had planned to hire support staff for actions 2.4 and 2.7, due to a structural deficit brought on by unexpected declining enrollment, staffing portions of the actions were not carried out. Other, non-personnel aspects of the actions did take place.

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.

Ingenuity Charter budgeted a large amount for Extended Learning Opportunities. Many such opportunities took place for students, but came in well under budget.

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

Students, staff and families report how much they enjoyed the enrichment opportunities and field trips. Student clubs were also effective in getting students to attend their in person sessions.

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 metric for absenteeism has been modified to better reflect Chronic Absenteeism as measured by the California School Dashboard. Baselines and outcomes have been revised to ensure alignment and correct information. An additional metric has been added for overall ADA. Baseline data has been calculated to ensure historical data is accurate and future outcomes are aligned.

Action 2.4, MTSS has been revised to better reflect student need and current fiscal challenges faced by Ingenuity. Additional staffing will not be possible in the coming year(s) due to a structural deficit.

Action 2.5, Counseling has been revised to better reflect student need and current fiscal challenges faced by Ingenuity. Additional staffing will not be possible in the coming year(s) due to a structural deficit.

Action 2.7 Attendance Supports has been revised to better reflect student need and current fiscal challenges faced by Ingenuity. Additional staffing will not be possible in the coming year(s) due to a structural deficit.

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

Goals and Actions

Goal

Goal #	Description
3	Academic Support: Increase student achievement outcomes by providing additional academic supports and evidenced based interventions for students, including English language learners, Special Education, homeless youth, and foster youth to increase the number of students who score at grade level or above in math and reading.

An explanation of why the LEA has developed this goal.

As a DASS school, many on Ingenuity's students enter the school credit deficient, at risk for not graduating, and struggling academically. The actions in this goal are aimed at increasing academic success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic Performance: Measure of Academic Progress (MAP)	<p>35.6% of students are meeting growth projections as measured by MAP in ELA.</p> <p>43% of students are meeting growth projections as measured by MAP in mathematics.</p> <p>Baseline data was established in the 2021-2022 school year.</p>	<p>35.6% of students are meeting growth projections as measured by MAP in ELA.</p> <p>43% of students are meeting growth projections as measured by MAP in mathematics.</p>	<p>The LEA’s students are completing the 3rd round of MAP testing (last one for the 2022-2023 school year), and performance will be assessed after the completion of testing in late Spring.</p>		<p>50% of students are meeting growth projections as measured by MAP in ELA.</p> <p>58% of students are meeting growth projections as measured by MAP in mathematics.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic Performance: English Language Arts	2019 California School Dashboard Data indicated students are performing 88.6 points below standard met.	California School Dashboard Data for 2021-2022 indicated students are performing 62.8 points below standard.	To be reported when CAASPP Scores are available for 2022-23.		California School Dashboard Data indicate students are performing no more than 50 points below standard met.
Academic Performance: Mathematics	2019 California School Dashboard Data for indicated students are performing 171 points below standard met.	California School Dashboard Data for 2021-2022 indicated students are performing 165 points below standard.	To be reported when CAASPP Scores are available for 2022-23.		California School Dashboard Data indicated students are performing no more than 50 points below standard met.
English Learner Progress Indicator	2019 California School Dashboard data indicate 59.4% of English Learners are making one year's progress	2021-2022 California School Dashboard data indicate 45.7% of English Learners are making one year's progress	To be reported when data is released for 2022-2023 school year.		California School Dashboard data indicate 62% of English Learners are making one year's progress.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Content Area Lessons and Support	Provide small group and one-on-one tutoring by teachers in their area of credential expertise.	\$15,000.00	Yes
3.2	Student Assessments	Administer MAPS (Measure of Academic Progress) testing three times yearly through NWEA (North West Educational Association) to monitor student progress throughout the school year. After each testing period, complete the following: 1. Conduct data analysis of student progress 2. Conduct student goal setting sessions based on MAPS scores	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>3. Share assessment results with families</p> <p>4. Host meetings with families of students not on track to make one year's growth</p>		
3.3	Evidenced Based Interventions	<p>Purchase and implement evidenced based interventions to improve academic outcomes for at promise students</p> <p>Continue to use supplemental Edgenuity MyPath curriculum to be used by all students who are in need of interventions to promote the development of 21st century students and enhance student centered, blended learning instruction.</p>	\$10,000.00	No
3.4	Language Development Monitoring	<p>Monitor language development of all English learners and reclassified students through the use of ELLevation.</p> <p>Create individual learning plans for students, track support, document reclassifications, calibrate reclassification recommendations, and coordinate ELL student services.</p>	\$5,000.00	No
3.5	Dashboard Alternative School Status	Complete the requirements to remain/reapply for Dashboard Alternative School Status.	\$0.00	Yes
3.6	English Learner Support	<p>Provide supplemental, evidenced based interventions to further support the learning needs of our English learner student population with the specific purpose of increasing accessibility to both language development tools, and academic content. Materials may include, but are not limited to the following:</p> <p>Print materials</p> <p>Digital platforms</p>	\$55,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		Web-based curricular tools Hire a part-time EL Asssitant to provide direct service to EL students.		

Goal Analysis [2022-23]

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.

Action 3.1 was not fully implemented due to financial concerns and staffing difficulties. Educational consultants were hired to provide additional support and tutoring to students. In addition, existing staff provided after hours tutoring.

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.

There were no significant material differences.

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

Action 3.2 was effective in ensuring student progress is being monitored three times per year through the administration of MAP testing. Action 3.4 was especially effective in monitoring the ongoing progress of English Learners and creating individual learning plans for these students.

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.

Action 3.1 has been revised to reflect student support provided by existing staff during after hours tutoring, as well as outside consultants. Educational partner input included a strong desire for further refinement and use of MAP data, especially as a means to assign students to courses, provide academic interventions, and involve families in academic success. Revisions have been made to action 3.2 to reflect this feedback.
Action 3.6 has been revised to include the addition of a part time EL assistant based on the Concentration Grant add-on to support English Learners.
Two new metrics have been added for academic performance as measured by the California School Dashboard, to monitor English Language Arts and Math scores.



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

Goals and Actions

Goal

Goal #	Description
4	Family Involvement and Engagement: Collaborate with families to deepen understanding of Ingenuity's educational program and how to best support academic achievement through involvement in school events and planning of programs.

An explanation of why the LEA has developed this goal.

Research has shown that family involvement in student's academics increases their performance. This is especially true for the students Ingenuity serves as a DASS school. Family engagement has been limited over the past three years, especially post-pandemic. The LEA seeks to broaden its parental involvement and outreach by better facilitating two-way communication between the LEA and families. Additionally, the LEA seeks to better support families by learning about their specific needs and implementing programs and events to target those identified needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Family Engagement Events	Due to COVID-19 related school closures, the family forums (open houses) were held twice virtually in the 2020-2021 school year.	Two family forums were held virtually in 2021-2022.	Two family forums have been held in 2022-2023. One was in the Fall and one in the Spring.		Maintain two family forums yearly.
Family Attendance at Engagement Events	There were 33 total families that	There were 33 total families that	There were a total of 32 families who participated in Family		An increase of 25% of number of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	participated in the family forums in the 2021-2022 school year.	participated in the family forums in the 2021-2022 school year.	Forums during the 2022-2023 school year.		parents involved in school initiatives and programs.
Family attendance at progress meetings with academic counselor.	32% of the parent population attended an academic counseling meeting.	20% of the parent population attended an academic counseling meeting.	32% of the parent population met with an academic counselor regarding progress.		37% of the parent population will attend an academic counseling meeting.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Family Engagement Events and Workshops	Provide a minimum of four family workshops annually which are culturally responsive and relevant. Topics for family workshops will be generated through Educational Partner Input. Also provide one Fall Family Forum and one Spring Family Forum to increase the number of parents trained in academic initiatives and to increase school connectedness.	\$3,800.00	No
4.2	One-On-One Family and Teacher Meetings	Implement family and teacher meetings focused on academics, college preparatory advising, and access to post secondary options	\$1,700.00	No
4.3	Family Communication	Use various means of communication to inform and engage families such as:	\$10,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ol style="list-style-type: none"> 1. Continue subscription to Learning Management System(s) that will help to implement a system to text, email, and call system to notify families of school events. 2. Flyers for upcoming events in Spanish and English. 3. Mailers and supplies needed such as stamps, postcards, cards, envelopes, and an automatic postage machine. 4. Continue subscription to document translating services. 		
4.4	Recruitment	<p>Positively promote the charter school and recruit potential staff and students through various means including, but not limited to:</p> <ol style="list-style-type: none"> 1. Purchase school promotional materials. 2. Work with local media for public relations advertisements and news stories. 3. Promote the charter school in the community through PR materials, billboards, bus advertisements, and vehicle wraps. 	\$35,000.00	No
4.5	Website	Maintain an up-to-date and easy to navigate website to inform and educate families and the public.	\$6,000.00	No
4.8				

Goal Analysis [2022-23]

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

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

All actions in this goal were implemented.

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.

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

Despite increased recruitment and advertising, INgenuity's enrollment is still well below expectations. Billboard advertising was revised to include additional neighborhoods, targeting two additional high schools in the local area. There was a slight increase in enrollment after these billboards ran.

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.

Action 1.1 has been modified to ensure family events are planned in a culturally responsive and relevant manner.

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 [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
363,480	7,200

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
15.13%	2.50%	\$46,573.00	17.63%

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.

The LEA has greater than 70% enrollment of unduplicated students. In consideration of our foster youth, English learners, and low-income students and their specific needs, we found that each group has unique needs.

Our homeless and foster youth are faced with school stability issues related to homelessness/eviction, moving from one home to another, and lack of clean clothes/access to toiletries. In order to address these issues, we have a location in our office (and on our school campus) where we provide general hygiene toiletries, clothing, blankets, and general basic necessities to foster students. Foster students also have access to our school psychologist who meets with students one-on-one or in small groups to provide personal counseling support. Our foster/homeless liaison is also available for additional support and resources. Since these personal needs of our foster youth are addressed, we expect to see improvement in academic stability and performance.

The LEA's English learners struggle in the areas of reading and writing. We developed and implemented our ELD curriculum and class that supports our EL students in these areas. The ELD class is structured using EDGE curriculum, Read 180/System 44, and custom created

ELD curricula which addresses reading comprehension, grammar, and writing skills. This structured class will provide students with skill supports. We expect that all EL students in this class will improve their reading MAP score by 3 points (or greater) per school year.

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

The LEA increased and improved the services for foster youth, English learners, and low-income students by maintaining a fully credentialed (per ESSA regulations) teaching staff LEA-wide.

While the above service is provided school-wide, it has been implemented with the intent to raise the academic achievement of unduplicated and at-risk students. Many school-wide initiatives connected to this action/service are implemented with the intent to provide measurable growth in the targeted areas, as mentioned in the goals and actions.

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.

Ingenuity will recruit and hire a part time EL Assistant to provide direct service to English Learners.

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		1:75
Staff-to-student ratio of certificated staff providing direct services to students		1:13

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,002,989.00	\$81,000.00		\$55,500.00	\$2,139,489.00	\$1,723,689.00	\$415,800.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Professional Development	All		\$10,000.00		\$4,000.00	\$14,000.00
1	1.2	Rigorous and Relevant Curriculum	All	\$100,000.00				\$100,000.00
1	1.3	Digital Infrastructure and Devices	All	\$101,000.00			\$5,000.00	\$106,000.00
1	1.4	Special Education Professional Development - Teachers and Paraprofessionals	Students with Disabilities	\$0.00				\$0.00
1	1.5	Professional Learning Communities	Students with Disabilities	\$5,000.00			\$2,000.00	\$7,000.00
1	1.6	English Language Development	English Learners	\$10,000.00				\$10,000.00
1	1.7	Science Labs	English Learners Foster Youth Low Income	\$15,000.00				\$15,000.00
1	1.8	Fully Credentialed Teachers	All	\$1,275,489.00				\$1,275,489.00
1	1.9	Career Technical Education	English Learners Foster Youth Low Income	\$85,000.00				\$85,000.00
2	2.1	Educational Enrichment	English Learners Foster Youth Low Income	\$20,000.00				\$20,000.00
2	2.2	Extended Learning Opportunities	English Learners Foster Youth Low Income	\$60,000.00				\$60,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.3	Homeless and Foster Youth Support	Foster Youth	\$10,000.00				\$10,000.00
2	2.4	Systems of Support For Student Support and Re-engagement	English Learners Foster Youth Low Income	\$20,000.00			\$5,000.00	\$25,000.00
2	2.5	Academic Counseling	English Learners Foster Youth Low Income	\$189,000.00				\$189,000.00
2	2.6	School Psychologist	All		\$71,000.00			\$71,000.00
2	2.7	Attendance Support and Rewards	English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00
3	3.1	Content Area Lessons and Support	English Learners Foster Youth Low Income	\$15,000.00				\$15,000.00
3	3.2	Student Assessments	All	\$5,000.00				\$5,000.00
3	3.3	Evidenced Based Interventions	English language learners All Students with Disabilities				\$10,000.00	\$10,000.00
3	3.4	Language Development Monitoring	English Learners				\$5,000.00	\$5,000.00
3	3.5	Dashboard Alternative School Status	English Learners Foster Youth Low Income	\$0.00				\$0.00
3	3.6	English Learner Support	At Promise Students, English Learners English Learners	\$35,000.00			\$20,000.00	\$55,000.00
4	4.1	Family Engagement Events and Workshops	All	\$1,000.00			\$2,800.00	\$3,800.00
4	4.2	One-On-One Family and Teacher Meetings	All				\$1,700.00	\$1,700.00
4	4.3	Family Communication	English Learners Foster Youth Low Income	\$10,500.00				\$10,500.00
4	4.4	Recruitment	All	\$35,000.00				\$35,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.5	Website	All	\$6,000.00				\$6,000.00

2023-24 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
2,402,092	363,480	15.13%	2.50%	17.63%	\$474,500.00	0.00%	19.75 %	Total:	\$474,500.00
								LEA-wide Total:	\$464,500.00
								Limited Total:	\$10,000.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.6	English Language Development	Yes	LEA-wide	English Learners	All Schools	\$10,000.00	
1	1.7	Science Labs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	
1	1.9	Career Technical Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$85,000.00	
2	2.1	Educational Enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
2	2.2	Extended Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$60,000.00	
2	2.3	Homeless and Foster Youth Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$10,000.00	

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 (%)
2	2.4	Systems of Support For Student Support and Re-engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
2	2.5	Academic Counseling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$189,000.00	
2	2.7	Attendance Support and Rewards	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
3	3.1	Content Area Lessons and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	
3	3.5	Dashboard Alternative School Status	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
3	3.6	English Learner Support	Yes	LEA-wide	English Learners	All Schools	\$35,000.00	
4	4.3	Family Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,500.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,141,399.00	\$1,998,760.71

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	Education Technology - Teachers	No	\$3,200.00	\$0
1	1.2	Professional Development - Teachers	No	\$11,000.00	\$5,745
1	1.3	Rigorous Curriculum	No	\$168,000.00	\$87,629.00
1	1.4	Digital Infrastructure and Devices	No	\$135,570.00	\$123,552
1	1.5	Special Education Professional Development - Teachers and Paraprofessionals	No	\$0.00	\$0
1	1.6	Professional Development - Coaching	No	\$7,000.00	\$0
1	1.7	English Language Development Program and Staff	Yes	\$52,000.00	\$41,500
1	1.8	Science Labs	Yes	\$14,000.00	\$12,523
1	1.9	Fully Credentialed Teachers		\$1,188,231.00	\$1,358,719
2	2.1	Educational Enrichment	Yes	\$7,200.00	\$7,450

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	2.2	Extended Learning Opportunities	Yes	\$117,000.00	\$14,173.55
2	2.3	Homeless and Foster Youth Support	Yes	\$10,000.00	\$3,722
2	2.4	Multi-tiered Systems of Support For Student Re-engagement	Yes	\$45,500.00	\$188
2	2.5	Counselor	Yes	\$189,000.00	\$151,300
2	2.6	School Psychologist	No	\$71,000.00	\$69,720
2	2.7	Attendance Support and Rewards	Yes	\$8,000.00	\$1,1140
3	3.1	Student Support Staff	Yes	\$18,000.00	\$35,730
3	3.2	North West Educational Association - Measure of Academic Progress	No	\$8,000.00	\$3,250
3	3.3	Intervention Curriculum	No	\$5,995.00	\$7,499
3	3.4	Language Development Monitoring	Yes	\$42,000.00	\$41,733
3	3.5	Dashboard Alternative School Status	Yes	\$0.00	\$0
3	3.6	Evidenced Based Interventions	No	\$6,725.00	\$5,070

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)
4	4.1	Parent Workshops	No	\$3,600.00	\$256.98
4	4.2	One-On-One Family and Teacher Meetings	No	\$1,700.00	\$103
4	4.3	Family Communication	Yes	\$10,500.00	\$6,121
4	4.4	Recruitment	No	\$12,000.00	\$9,926.46
4	4.5	Website	No	\$6,178.00	\$5,428

2022-23 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)
297,888	\$392,700.00	\$251,315.00	\$141,385.00	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	1.7	English Language Development Program and Staff	Yes	\$42,000.00	41,500		
1	1.8	Science Labs	Yes	\$14,000.00	6,845		
2	2.1	Educational Enrichment	Yes	\$7,200.00	7,450		
2	2.2	Extended Learning Opportunities	Yes	\$92,000.00	11,366		
2	2.3	Homeless and Foster Youth Support	Yes	\$10,000.00	226		
2	2.4	Multi-tiered Systems of Support For Student Re-engagement	Yes	\$35,000.00	188		
2	2.5	Counselor	Yes	\$124,000.00	151,300		
2	2.7	Attendance Support and Rewards	Yes	\$8,000.00	1,140		
3	3.1	Student Support Staff	Yes	\$13,000.00	31,300		
3	3.4	Language Development Monitoring	Yes	\$37,000.00			
3	3.5	Dashboard Alternative School Status	Yes		0		

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)
4	4.3	Family Communication	Yes	\$10,500.00			

2022-23 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)
1,861,745	297,888	0	16.00%	\$251,315.00	0.00%	13.50%	\$46,573.00	2.50%

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