

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Irvine Chinese Immersion Academy

CDS Code: TBD

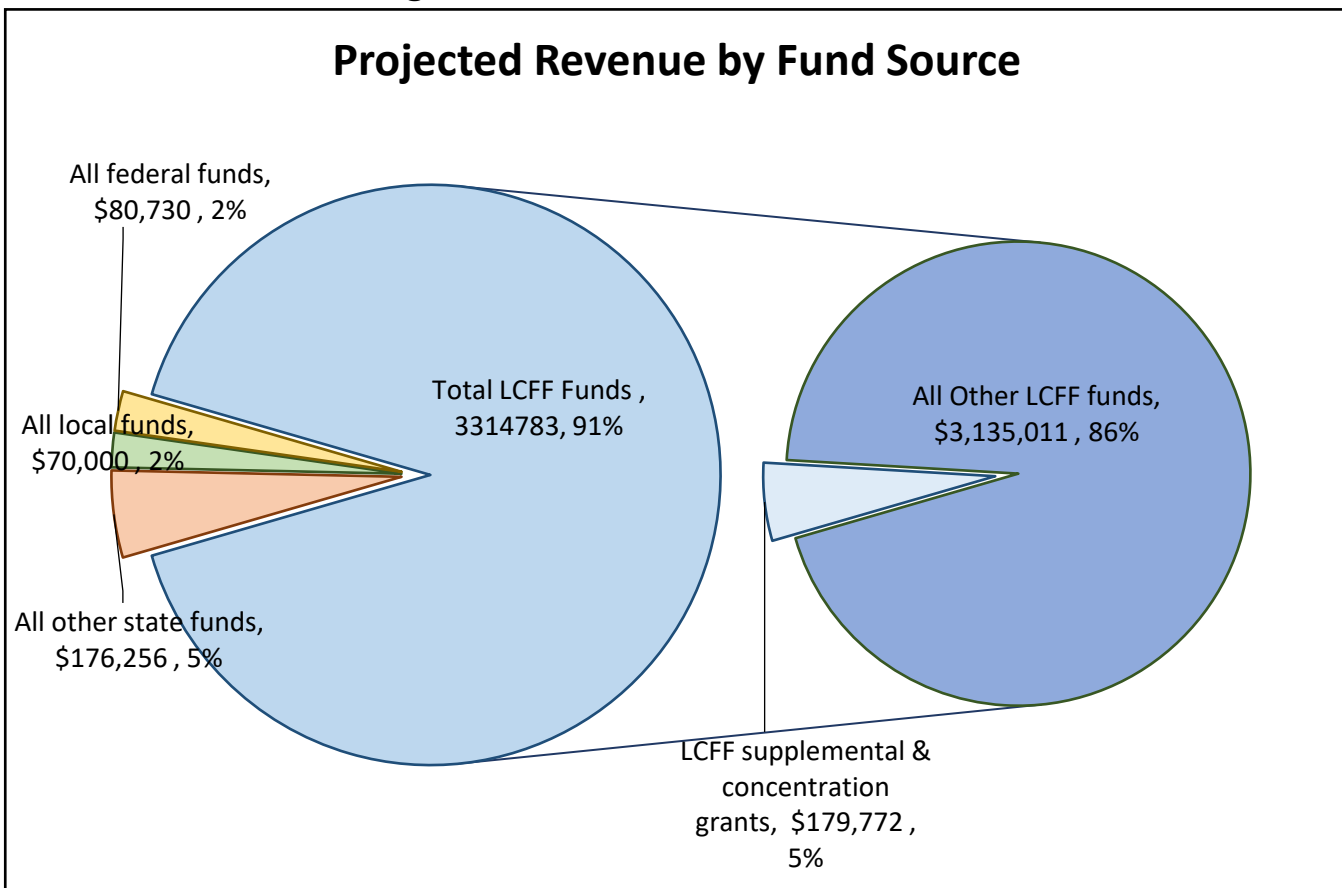
School Year: 2023-24

LEA contact information: Dr. Benson Kwok, bkwok@iciacademy.org

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

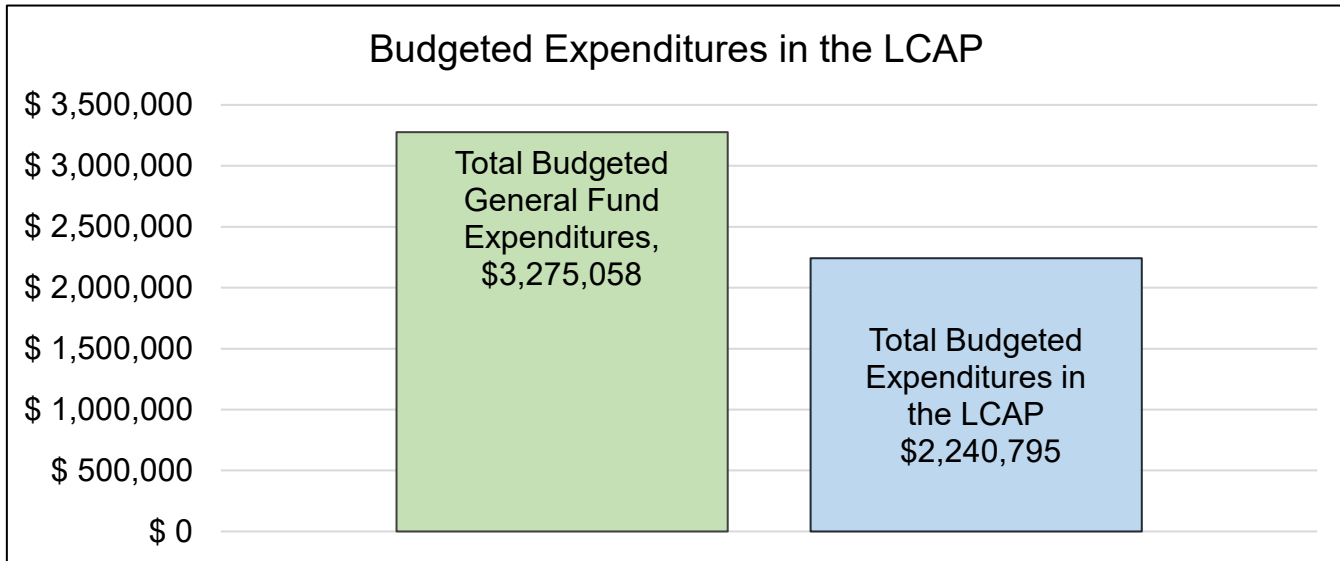


This chart shows the total general purpose revenue Irvine Chinese Immersion Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Irvine Chinese Immersion Academy is \$3,641,769.40, of which \$3,314,783.00 is Local Control Funding Formula (LCFF), \$176,256.00 is other state funds, \$70,000.00 is local funds, and \$80,730.40 is federal funds. Of the \$3,314,783.00 in LCFF Funds, \$179,772.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Irvine Chinese Immersion Academy 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: Irvine Chinese Immersion Academy plans to spend \$3,275,058.00 for the 2023-24 school year. Of that amount, \$2,240,795.00 is tied to actions/services in the LCAP and \$1,034,263.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

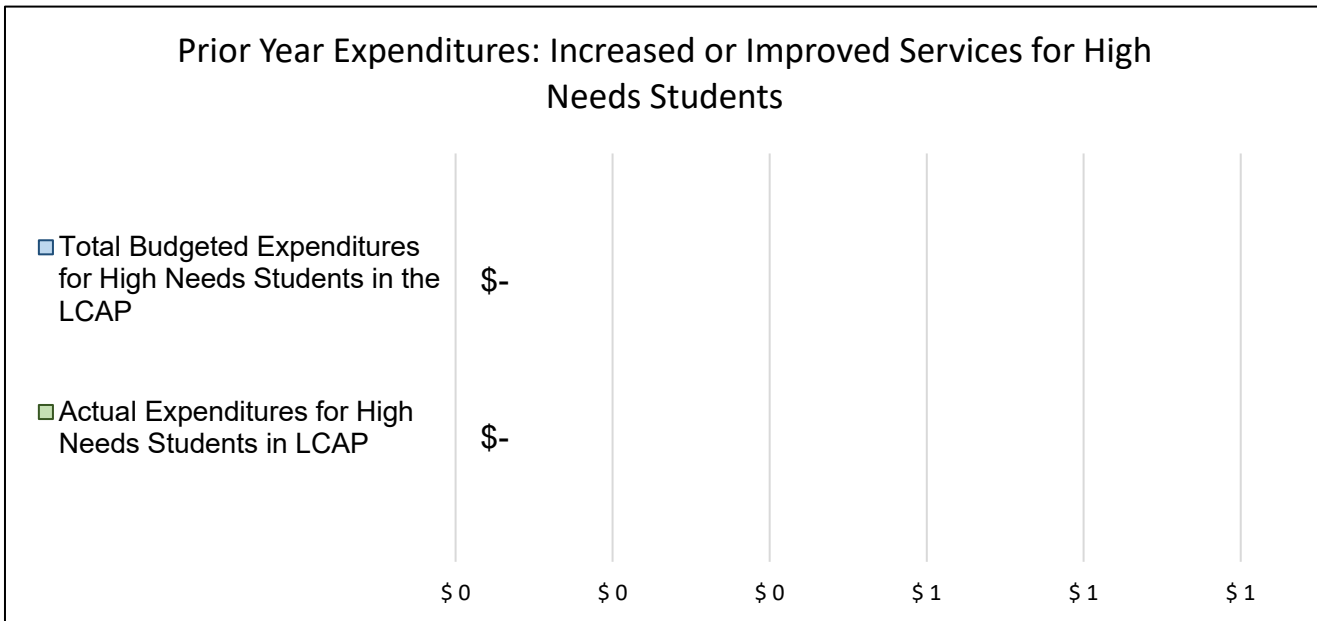
General Fund Budget Expenditures for the school year that are not included in the LCAP include a portion of classified salaries and benefits, materials and supplies such as office supplies and uniforms, food expenses, district oversight fee, dues and memberships, operating expenses such as insurance, lease expense, accounting and legal fees, business services, communication services, and recruitment and

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

In 2023-24, Irvine Chinese Immersion Academy is projecting it will receive \$179,772.00 based on the enrollment of foster youth, English learner, and low-income students. Irvine Chinese Immersion Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Irvine Chinese Immersion Academy plans to spend \$247,500.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Irvine Chinese Immersion Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Irvine Chinese Immersion Academy 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, Irvine Chinese Immersion Academy's LCAP budgeted \$0.00 for planned actions to increase or improve services for high needs students. Irvine Chinese Immersion Academy actually spent \$0.00 for actions to increase or improve services for high needs students in 2022-23.

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
Irvine Chinese Immersion Academy	Dr. Benson Kwok Executive Director	bkwok@iciacademy.org (949) 559-6868

Plan Summary [LCAP Year]

General Information

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

Irvine Chinese Immersion Academy (ICIA) is an independent public charter school authorized by the Irvine Unified School District. ICIA was approved to open for the 2023-2024 academic year to serve students in Grades TK-5th. ICIA is located in the northern portion of the city of Irvine, Orange County, California. There are no geographical boundaries for admittance to the school, ICIA may draw students from multiple cities from surrounding counties. The projected annual new student enrollment is 85 with a maximum projected total enrollment of 575 students for the 2029-2030 school year. This cap is due to space limitations in the facility. Our partnership with Irvine Unified School District (IUSD) and affiliation with the South Coast Chinese Cultural Association (SCCCA), both with exemplary reputations in the local community, along with the enrollment cap has led to a waiting list for the inaugural year. Future waiting lists are projected, and enrollment may be determined by lottery.

ICIA will offer a mandarin immersion program to promote bilingualism, biliteracy, and cross-cultural competency, fostering 21st century skills, high levels of academic achievement, and enhancing cognitive skills. Our entire staff are dedicated to ensuring learning through high quality, research-based instruction while fostering character development and citizenship. We will prepare our students to become global citizens by engaging in cultural exchanges, and civic activities. ICIA is deeply committed to providing an empowerment-focused approach through rigorous academics, and a highly enriched curriculum. We believe in the power of individualized, personalized, and differentiated instruction, incorporating technology and showcasing Project-Based Learning. In addition to traditional academic areas, Visual and Performing Arts (VAPA), Science, Technology, Engineering, Art, and Mathematics (STEAM) will be offered so scholars can discover their interests and talents and transform them into strengths through character development and mentoring. By adjusting instructional support as needed, we will maximize growth for every learner. Our educational institution is open to all, regardless of ethnicity or social background.

ICIA will promote a school culture focused on Engagement, Well-Being and Belonging through development of character skills of Respect, Responsibility, Gratitude, Empathy, Perseverance, Honesty, Cooperation, Courage and Creativity using the Character Strong Curriculum. We will also implement the Second Step curriculum school-wide to support students social-emotional needs. ICIA will promote strong family engagement in offering many unique opportunities to be part of the school community.

Our Vision is to provide diversified experiences to develop the whole child. We are committed to educating all students to be critical thinkers, lifelong learners, and collaborative bi-literate, global citizens.

ICIA WILL SUPPORT THE SPECIFIC GOALS OF THE DISTRICT IN THE FOLLOWING WAYS:

1. Clear Focus on Learning

Establish a specific vision of what high-quality, personalized learning and instruction looks like inside classrooms based on Common Core State Standards.

ICIA's educational program will be rigorous and will encompass all required state standards. Each student will have an individual learning plan, by the teacher and shared with the parents, to ensure that he or she is meeting or exceeding the minimum standards in language arts, mathematics, science, social science, and the arts. We are committed to exceeding the California State Standards, including the Common Core State Standards and the Next Generation Science Standards. ICIA's educational program will be rigorous and will encompass all required state standards.

2. Comprehensive Accountability

Assess student learning to inform practice and monitor implementation of best practices.

Students will be assessed through a learning management system that teachers and administrators will create and administer. The results will drive instruction and determine any needs for support or intervention. Teachers will review their students' scores, meet with administration to review the results, and together will determine what the next steps of action may be.

3. Climate

Ensure safety of students and staff and build trusting relationships that are driven by the core values of respect, responsibility, and results.

ICIA will be a school founded with a cultural spirit that addresses the social and emotional needs of the whole child. The school will celebrate diversity and our humanity. We will further this focus by incorporating activities and lessons that will help students understand the world around them.

4. Capital

Effectively and efficiently align fiscal, physical, and personnel resources to support and ensure student learning.

ICIA employs a full-time back-office provider, who facilitates along with our legal counsel the development of sound fiscal policies as well as helping to monitor all fiscal obligations and creating sound operational budgets.

5. Communication

Continue to maintain our relationship with the district and buttress their vision and mission with our community, by creating unified messaging, including avenues for two-way communication.

ICIA believes that clear and transparent communication is critical, and therefore provides all of its schools with multiple tools to meet the needs and desires of all stakeholders. ICIA will have and use a regularly updated website, a learning management system, Class Dojo, home visits, newsletters, parent and community events, student-led conferences, text messaging, and phone calls. All teachers and administrators will have an open-door policy and are required to return calls or emails within 24 hours.

6. Community and Parent Involvement

Establish transparent, credible processes for community and stakeholder involvement. Seek and promote partnerships with parent groups, community groups, and community leaders.

Family involvement is a crucial element of the ICIA experience. ICIA collaborates with students and families by providing guidance and fostering development of home-to-school relationships, facilitating regular involvement with their child's learning plan, and strengthening parenting support and skills. Parents are encouraged to be active school advocates, volunteers, and leaders. Parents who need additional assistance are provided with, or directed to, additional resources within the school and community in order to fulfill areas of need (e.g., ESL classes, parenting classes, counseling services, job centers, etc.).

7. Commitment and Capacity

Ensure that all employees feel valued and enact the instructional vision through professional training, implementation, support, and monitoring of performance to strengthen student achievement.

Teacher professional development will be a high priority at ICIA. Teacher teams will dedicate time to develop curriculum, look at student work, and refine their teaching practice together. Importantly, ICIA looks forward to working with Irvine Unified and sharing expertise in exciting and innovative programs. ICIA is committed to using the unique autonomies provided to charters to innovate, learn from both our successes and failures and work collaboratively with IUSD for the benefit of all Irvine students and families.

Members of the ICIA community will facilitate an enriched and engaging learning environment in which interests and talents are discovered and transformed into strengths. Character is refined through self-awareness, acceptance of others, and service to the community. Above all, there is a commitment to ignite a love for learning and inspire a quest to fulfill one's unlimited potential as a unique human being.

Reflections: Successes

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

Evaluation of actions and services and the feedback from our educational partners will proceed throughout the initial year. We are committed to continuing with actions and services that yield positive quantitative and qualitative results. ICIA plans to have a clear understanding of the strengths of the students, the support of the parents, and the dedication of the staff after the 2023-2024 school year. Local achievement data including but not limited to iReady, and Level Learning will be examined along with the California School Dashboard when it becomes available.

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.

No Dashboard data or local indicators are available as ICIA is entering its first year.
As a mandarin immersion school, ICIA anticipates supporting growth for English Learners and English-Language Arts for all students through quality first instruction and intervention. Specifically utilizing a Multi-Tier System of support.
English Learners - It is the school's goal to achieve the grade level proficiency in Math and ELA for the English Learner subgroup.
Students with Disabilities - As the year progresses, we will determine the needs and refine our academic support for this subgroup. We will work with IUSD to develop a coordinated approach with the Education Specialist and regular education staff, to infuse differentiation, individualization, and personalization for scholars under an Individualized Education Program (IEP).
Parent Engagement of English Learners
The development of an active English Learner Advisory Committee (ELAC) is an important goal. ICIA will reach out to the parents of English Learners to create and development engagement in school.

LCAP Highlights

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

The following executive summary reflects the actions that Irvine Chinese Immersion Academy is implementing for the 2023-24 Local Control Accountability Plan (LCAP) to support the eight state priorities and three school goals. The goals in the LCAP revolve around providing a

high-quality rigorous Mandarin Immersion program, led by qualified staff in a safe and welcoming environment. In addition, goals focus on the need for the support and organization necessary for staff to fulfill the demanding mission of Irvine Chinese Immersion Academy. Given this is our first year, the primary source for developing our LCAP goals was through engaging the community during the charter petition process and to deeply reflect on our Mission and Vision which helped to inform discussions around the top priorities we need to identify in order to achieve that Mission and Vision.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

Initially ICIA’s goals will be aligned to those of the Irvine Unified School District. Goals will be refined as we retrieve achievement data from all educational partners. Below is a summary of the process that will be used to engage educational partners.

Students:

3rd grade students will complete a survey in the spring of 2024. The directions for the survey will ask them to respond to f questions with pictures, captioned pictures, or a written response. The teachers will select an approach that is developmentally appropriate for their scholars. Questions will be developed by the Instructional Leadership team and adapted from the PBIS support program.

Parents/Guardians

School Site Council (SSC): The ICIA SSC will be composed of four parents with one alternate and four staff members. The four parents and one alternate will be elected to represent a parental perspective. The four staff members include one classified staff, two certificated staff, and the executive director. Other than the executive director, the staff members will be elected to represent a staff member perspective. The SSC will convene monthly, and the LCAP/School plan will be discussed, and feedback will be received during scheduled meetings. In addition, an English Learner Advisory Committee (ELAC): ELAC members must be at least the same % as that of English Learners at ICIA. **Parent Survey:** A parent survey will be sent out in multiple languages in the Spring of 2024.

Certificated Staff: An instructional leadership team and PBIS committee will be formed when staff have been finalized. Staff will engage in regularly scheduled meetings and professional development.

Classified Staff: Meetings and training courses will be regularly scheduled for the upcoming school year. Feedback will be gathered from meetings and surveys.

A summary of the feedback provided by specific educational partners.

N/A

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

N/A

Goals and Actions

Goal 1

Goal #	Description
1	Create a positive school climate and system of support for student personal and academic growth.

An explanation of why the LEA has developed this goal.

ICIA will establish and uphold a positive and safe school atmosphere while providing comprehensive support systems for students' personal and academic growth. We firmly believe that every student should be an engaged and successful learner. To ensure the success of all students, we will integrate ongoing improvement initiatives into school-wide academic, behavioral, and social-emotional systems of support that foster a positive, predictable, inclusive, and safe environment. Additionally, we will actively involve all stakeholders in the educational process, as high engagement serves as an indicator for increased achievement. We are committed to providing intentional and purposeful educational, counseling, and mental wellness services to our students. Moreover, we acknowledge and accommodate the diverse learning needs of all students by offering opportunities to extend the school day and year.

The engagement of all stakeholders in the educational process is imperative, as it correlates with heightened success. Our school will engage in continuous improvement efforts to contribute to creating intellectually safe and engaging learning environments for students, achieved through the implementation of multi-tiered systems of support (MTSS) encompassing academic, behavioral, and social-emotional aspects. Low suspension and high attendance rates will serve as indicators of a safe and welcoming school environment, facilitated by positive behavioral interventions and support, as well as the utilization of academic and behavioral interventions. ICIA will use parent participation/attendance data to indicate engagement and connection to our school community. To evaluate and assess the impact of our instructional efforts, we collect data through an annual stakeholder survey.

If scholars are having social-emotional difficulties, it is difficult for them to focus on learning. For this reason, having social-emotional support for scholars in general education, as well as special education, is essential. ICIA will hire a full-time counselor to understand the context of scholars' social-emotional difficulties.

The bilingual office staff will help with the home/school connection, which is essential. The custodial staff will help keep the facilities clean, which will contribute to the scholars' sense of safety. And the administrative staff will support the accomplishment of Goal 1.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Data (Power School)	N/A	N/A	N/A		95%
Chronic Absenteeism	N/A	N/A	N/A		5%
Suspension Data	N/A	N/A	N/A		0 Suspensions
Parent Attendance and community member engagement activities	N/A	N/A	N/A		Increase parent, family, and community member attendance at school activities. Actively seek and have documentation of input on school decisions from parents and stakeholder groups.
PBIS School Climate Survey for Student in Grades 3-5	N/A	N/A	N/A		95% Often/Always for Each Item

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	PBIS Rewards System and Incentives for attendance and positive behavior.	An incentive system will be implemented, which focuses on catching our scholars being Respectful, Responsible, Gracious, Creative, Collaborative, and Courageous. Monthly celebrations will occur based on having accumulated sufficient points as well as teacher recommendations. Attendance: Classes with the best Average Daily Attendance (ADA) will receive rewards points for classroom purchases/enrichment that are determined by the teacher and students. In addition, each trimester, scholars with perfect attendance will be recognized with a certificate, and other various rewards. PBIS rewards application system 360.	\$5,000	No
1.2	Character Education materials and training on Social Emotional Learning Curriculum	<p>Character Strong Curriculum Training Implementation of a multi-tiered system of support to build capacity to ensure that students learn fundamental behavior skills as it relates to the school PBIS. Character Strong provides the following:</p> <ul style="list-style-type: none"> -Explicit, direct skill instruction designed to lead to 3 powerful outcomes: Be Strong, Be Kind, and Be Well -Instruction centers around 1 character trait per month -Generalization practices support students to apply skills and character traits beyond the lessons. -Content is aligned with CASEL competencies and vertically aligned from Pre-K through 5th Grade to build skills effectively. <p>Second Step SEL curriculum</p>	\$12,500	No

Action #	Title	Description	Total Funds	Contributing
1.3	Student Mental Health and Social Emotional Services	Certificated school-based counselor to work with child development in the areas of self-management strategies, social skills, and learning strategies. The counselor will implement a program to support students through an important development period of their lives. The program will provide education, prevention and intervention activities. Will work in collaboration with teachers and administrators as part of a proactive total education program. Connect with local community services providers as a resource for the ICIA community.	\$107,532	No
1.4	Materials, Programs Targeting English Learners, Low-Income and Foster Youth	<p>ICIA will research, pilot, and provide supplemental resources and instructional programs that ensure access and equity for ELL, LI, and FY to all learning opportunities.</p> <p>Materials and supplemental programs provide 1) culturally responsive teaching and learning strategies, 2) integration of academic language and literacy standards across content areas, 3) targeted skill development, 4) scaffolds for differentiation - content, process, and products, 5) appropriate formative and summative assessments for monitoring/assessing student progress, and 6) parent and family engagement activities that support learning at home.</p> <p>The school will engage in professional learning opportunities for developing best instructional practices in meeting the needs of ELL and immigrant students. The instructional leadership team will focus on the use of research-based strategies and supplemental materials that facilitate and improve 1) student attainment of English language proficiency and 2) development of the academic language/literacy skills needed across the curricular areas.</p> <p>Professional learning ensures the development of integrated programs, the replication of best instructional practices for differentiation and sheltered instruction, common formative assessments, and monitoring of student progress towards language fluency/proficiency and content knowledge development.</p>	\$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Executive Director/Principal	The site administrator will create a vision for the school in collaboration with stakeholders, and then coordinate efforts to fulfill the vision.	\$219,527	No
1.6	Bilingual Office Staff	The office staff will consist of a full-time lead office manager and part-time office clerk. One or both staff will be bilingual in order to support coordination with the community.	\$123,488	No
1.7	Parent Engagement Programs and Services	In order to provide multiple ways for parents/guardians of ICIA students, especially Title I, ELL and immigrant students, to be involved in the work of the school and the learning of their children. Establish workshops and community resources, develop an understanding of the learning process, learn and practice effective strategies that support student learning and wellness at home, establish home/school connections, and become active participants of the learning community (volunteers, committee members). Training opportunities for bilingual staff focus on the development of skills needed to facilitate parent courses and family engagement activities. Establish a communication messaging system (Final Site, Class Dojo, Power school Parent Portal) and the school website to provide readily available information about activities, programs and services. Extra Assignment for Classified staff to support parents.	\$15,000	Yes

Goal Analysis for 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.

N/A First year of implementation

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

N/A

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

N/A

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.

N/A

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

Goal 2

Goal #	Description
2	Ensure all students attain proficiency in state standards and local assessments through access to rigorous and relevant learning tools, resources and skills for all staff and students.

An explanation of why the LEA has developed this goal.

In conjunction with the with IUSD, a goal of ICIA is to ensure all students attain proficiency in state standards by providing them with access to rigorous and relevant learning tools, and by ensuring staff have access to the resources and skills they need to provide the highest quality educational experience we can envision. We share the belief of preparing all students for their respective futures requires empowering students to own their learning. Teachers must infuse creativity and innovation, thinking and problem-solving, as well as the application of skills and concepts into the curriculum. In order to improve learning outcomes for all students, we must rely on evidence to inform instruction and implement prevention and intervention strategies as needed. Based upon our belief that people are our most valuable resource, we are committed to developing, supporting and retaining employees who understand and embrace our vision and values. The majority of our fiscal resources are spent on the people who comprise our organization and deliver services to students; therefore, we must leverage their talent and empower personnel to develop essential capacities within our students.

We will accomplish this goal by utilizing PLCs / Data teams as a proven vehicle to support instruction to increase student learning, cultivating essential capacities in students and staff, and leveraging technology. Technology is a transformative tool that can elevate student learning and leverage a teacher’s ability to enhance the educational process. Technology allows us to personalize learning, expand opportunities, and promote creativity. By doing so, students will have access to relevant, rigorous and engaging material and interactions. We will use technology to connect our staff, students and community to our vision and goals.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
iReady Reading and Math Assessments	No Data Available	N/A	N/A		<p>2023-2024 EOY</p> <p>iReady Assessments:</p> <p>For all grade levels, 100% of the scholars should meet their Annual Typical Growth Goal, 80% of the scholars should make their Annual Stretch Goals, and 100% should have an improved placement.</p> <p>The same desired outcomes are true for English Learners, Hispanics, and Socioeconomically Disadvantaged</p>
CAASPP for ELA and Math (3rd Grade)	No data Available	N/A	N/A		<p>2023-2024 SBAC</p> <p>Date for ELA For school-wide and the subgroups of English Learners, Hispanics, and Socioeconomically Disadvantaged, the goal is to meet the standard (green level).</p>

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	10-11 Classroom Teachers TK-4	The classroom teachers selected for will be highly qualified with a clear vision for making a positive academic and social-emotional difference in our scholars' lives. Majority of teachers will require BCLAD certification for Mandarin Immersion.	\$998,480.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	8-10 Part Time Instructional Assistants / Paraprofessionals	Instructional assistants will be assigned to each of the eight classrooms with a focus on scholars who are English Learners, Foster Youth, and Socioeconomically Disadvantaged. They will support both ELA, CLA and mathematics. (This action includes 1.7 Staff Targeting EL, FY, LI)	\$192,500.00	Yes
2.3	Approved Textbooks and Core Curricula Materials for all subjects	As an immersion school, we will require core materials in Chinese and English, Math, and other subjects.	\$35,000.00	No
2.4	Computer-Based Instruction and intervention for ELA, CLA, and Math	Each teacher uses several computer-based programs requiring subscriptions for their use. Possible Programs listed below *iReady *Lexia Pilot *IXL *RazKids *Imagine Learning	\$20,000.00	Yes
2.5	Professional Learning	Some teachers will attend the Dual Immersion Conference June 2024. (\$600 per attendee) and CABA conference (\$300-\$700 per attendee.) Ongoing professional development for implementation of CCSS and other instructional resources programs. Other Travel and Conferences.	\$11,000.00	No
2.6	Art and Music Programs and Staff	Implement Visual and performing art instruction into the program by delivering standards-aligned lessons that are interdisciplinary integrated and delivered by state VAPA certified teachers. Part time Staff – certificated VAPA teacher \$33,658.00 VAPA curriculum - \$2500.00 Materials and supplies \$3,500.00	\$39,658	No

Action #	Title	Description	Total Funds	Contributing
2.7	21 st Century Skills Programs (Materials and supplies)	Utilize researched-based resources, strategies and programs that promote project-based learning and STEAM competencies appropriate to students' levels. -Robotics - Lego -CS programs Scratch -Maker Space	\$15,000.00	No
2.8	Technology to Support Instruction	Teachers need to have presentation technology (e.g., laptop, document camera, projection camera) and scholars need to have learning technology (e.g., Chromebook, headphones, mice). These tools need to be replaced on an ongoing basis, and the school is budgeting yearly.	\$ 65,000.00	No
2.9	Physical Education Materials and Support	P.E. Teacher, \$67,316.00 Equipment, curriculum \$10,000.00 ICIA has an interest in supporting the health of our students through a strong physical education program. Support the P.E. educators in their efforts to collaborate and continue to build quality physical health activities for students across all grade levels. This includes curriculum, equipment, and professional development. PE Support Staff provide students with physical education opportunities that promote a healthy lifestyle. According to the CDC, "Students who are physically active tend to have better grades, school attendance, cognitive performance, and classroom behaviors".	\$77,316	No
2.10	Parent Workshops	Parent workshops with focus on their students work in academics, social emotional wellness, and digital citizenship, can be provided by counselors, teachers, and administrators. If not outsourced, the primary cost will involve childcare, materials, and possible stipends for the teachers.	\$3,500.00	No

Action #	Title	Description	Total Funds	Contributing
2.11	Special Education Support Programs	IUSD will be providing Special Education Services until ICIA can join the regional SELPA. Costs include the SPED Encroachment Fee as well as any contracted SPED vendors.	\$143,640	No
2.12	Instructional Materials and Supplies	Instructional materials and supplies will be purchased to support instruction in English-language arts for struggling scholars, with a focus on English Learners, Foster Youth, and Socioeconomically Disadvantaged scholars. Schoolwide Instructional Initiatives Thinking Maps Informational Reading Materials Agendas Supplemental Curriculum	\$10,000.00	Yes
2.13	Field Trips	Classes will have an opportunity for field trips to support classroom instruction.	\$10,000.00	No
2.14	After school Intervention	Certificated staff and paraeducators paid extra assignments to support struggling students.	\$15,000.00	Yes

Goal Analysis for 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.

N/A First year of implementation

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.

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Goal 3

Goal #	Description
3	Address barriers limiting student participation in programs and provide equity in allocation of resources

An explanation of why the LEA has developed this goal.

ICIA will ensure educational equity by addressing barriers limiting student participation in programs, and by providing an equitable allocation of resources. We believe that every learner should have full access to the highest quality educational experience we can envision, including qualified teachers, challenging curriculum, full opportunity to learn, and appropriate, sufficient support for learning so they can achieve at high levels in academic and other student outcomes. Qualified staff, well-maintained facilities and learning spaces, technology for curriculum-related activities, instructional materials and equipment, and all other instructional supports will be distributed in an equitable manner such that all diverse learners have the tools and resources they need to achieve high academic standards and other school outcomes.

School environments are characterized by acceptance, valuing, respect, support, safety and security such that students feel challenged to become invested in the pursuits of learning and excellence without fear of threat, humiliation, danger or disregard. All students will have equitable access to school resources, including entrance into and full participation within the advanced coursework, programs and activities offered within our schools. Learning opportunities will be created so that every child, regardless of characteristics and identified needs, is presented with the challenge to reach high standards and is given the requisite academic, social, emotional and psychological supports needed to achieve the high standards of excellence that are established. BASIC SERVICES: Teachers appropriately assigned and credentialed Every student has access to standards aligned instructional materials School facilities are maintained in "good repair".

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of teachers appropriately assigned and credentialed.	N/A	N/A	N/A		All Teachers: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of Pupils who have access to standards aligned instructional materials	N/A	N/A	N/A		All Students: 100%
Implement the State Standards. Programs and services will be provided to train teachers in Standards. Ongoing Professional Develop.	N/A	N/A	N/A		Implement the State Standards. Programs and services will be provided to train teachers in Standards. Ongoing Professional Develop.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Quality School Facilities and Custodial Staff	<p>Establish Innovative collaborative spaces, media centers, classrooms, and labs to ensure equity of instructional environment and materials for all students. Maintenance to maintain facilities in good repair.</p> <p>Custodial Supplies \$7,500.00</p> <p>1 part time and 1 full time custodian Staff \$52,800.00 plus benefits</p> <p>Furniture \$20,000.00</p>	\$104,424	No

Action #	Title	Description	Total Funds	Contributing
3.2	Student accessibility to textbooks, standards aligned resources, and additional supports for student success	Maintain student accessibility to resources and additional support to ensure success. This action items includes the purchase and adoption of textbooks to ensure all students are provided an individual textbook or instructional material as well as establish reserves for future purchases as needed. All core textbooks and instructional materials. The impact of access to standards-aligned resources, textbooks, and additional support to close the achievement gap. Increased individual attention with writing assignments, detailed feedback and coaching as well as opportunities to directly benefit and support the needs of all students.	\$0.00	No
3.3	Teacher Induction	Some teachers may need to complete Year 1 or Year 2 of the OCDE Induction Program to clear their credentials (\$3,600 per candidate).	\$7200.00	No

Goal Analysis for 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.

N/A First year of implementation

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

N/A

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

N/A

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.

N/A

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$179,772	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6%	0%	\$0	6%

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.

ICIA comprehensive, quality “first” instruction is critical to the educational success of those students who are considered “disadvantaged.” Our school will build a strong educational foundation for all students, including low-income, EL’s and foster students, through a data-driving coherent system of actions and services supported by the supplemental and concentration grants. These services and actions, designed to be direct towards and are effective in meeting our goals for “disadvantaged students are:

Goal /Action 1.4 - Materials, Programs Targeting English Learners, Low-Income and Foster Youth

This action calls for purchase of Materials and supplemental programs targeting disadvantaged students as part of intervention in a Multi-Tiered System of Support (MTSS). In addition, professional development will be provided on best instructional practices to meet the needs of disadvantaged students. Topics and materials will focus on the following areas: 1) culturally responsive teaching and learning strategies, 2) integration of academic language and literacy standards across content areas, 3) targeted skill development, 4) scaffolds for differentiation - content, process, and products, 5) appropriate formative and summative assessments for monitoring/assessing student progress, and 6) parent and family engagement activities that support learning at home.

Goal / Action 1.7 – Parent Engagement Program and Services

Parent engagement will be a key factor in supporting our students, and especially our unduplicated student population. Through activities specified in Goal 1 action 7, the parents of the unduplicated student population will be provided with tools for understanding our curriculum and to better guide their students. Parents will also have the opportunity to provide direct feedback through parent engagement meetings.

Goal / Action 2.2 – Instructional Aides / Paraprofessionals

Instructional assistants will be assigned to each of the nine classrooms with a focus on students who are English Learners, Foster Youth, and Socioeconomically Disadvantaged. Paraprofessionals will provide support through academic assistance, mechanics of the classroom and differentiate instruction, small groups, support in native language, and social emotional support.

Goal/Action 2.4 and 2.12– Computer based instruction and intervention for ELA, CLA, and Math. Instructional Materials and supplies.

Staff will use support and productivity tools to incorporate into their instruction. These tools will be able to assess student levels so staff can adjust their practice aligning to the needs of our disadvantaged students. Technology and additional instructional support tools will be able to supplement, enhance, and complement curriculum and instruction supporting the needs of struggling students. Materials and technology that will be selected will support all three tiers of our MTSS framework academically and for behavioral support.

Goal/Action 2.14 After school intervention.

After-school intervention will allow for staff to be intentional and aim for challenges of our disadvantaged students. It will be specific and formalized, yet flexible for more intense support. Staff will engage with students who are not progressing adequately to provide, small group or even one to one support.

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

All programs and staff that support and monitor learners and low-income students will be expanded, because this is our inaugural year. Because we are a dual immersion school, EL's will be receiving instruction in their primary language. English teachers and paraeducators will serve as English learner support. In addition, office staff will be bilingual, and the office assistant will serve as a community coordinator to engage families. All of the actions outlined above, all result in services being increased or improved by over the 6% requirement.

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

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	[Provide ratio here]	1:21.13
Staff-to-student ratio of certificated staff providing direct services to students	[Provide ratio here]	1:19.86

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 2,245,765	\$ -	\$ -	\$ -	2,245,765	\$ 1,837,425	\$ 408,340

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	PBIS Rewards System and Incentives for attendance and positive behavior	All	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000
1	2	Character Education materials and training on Social Emotional Learning Curriculum	All	\$ 12,500	\$ -	\$ -	\$ -	\$ 12,500
1	3	Student Mental Health and Social Emotional Services	All	\$ 107,532	\$ -	\$ -	\$ -	\$ 107,532
1	4	Materials, Programs Targeting English Learners, Low-Income, and Foster Youth	All	\$ 15,000	\$ -	\$ -	\$ -	\$ 15,000
1	5	Executive Director/Principal	All	\$ 219,527	\$ -	\$ -	\$ -	\$ 219,527
1	6	Bilingual Office Staff	All	\$ 123,488	\$ -	\$ -	\$ -	\$ 123,488
1	7	Parent Engagement Programs and Services	All	\$ 15,000	\$ -	\$ -	\$ -	\$ 15,000
2	1	10-11 Classroom Teachers TK-4	All	\$ 998,480	\$ -	\$ -	\$ -	\$ 998,480
2	2	8-10 Part Time Instructional Assistants/Paraprofessionals	All	\$ 192,500	\$ -	\$ -	\$ -	\$ 192,500
2	3	Approved Textbooks and Core Curricula Materials for all subjects	All	\$ 35,000	\$ -	\$ -	\$ -	\$ 35,000
2	4	Computer-Based Instruction and intervention for English-Language Arts and Math	All	\$ 20,000	\$ -	\$ -	\$ -	\$ 20,000
2	5	Professional Learning	All	\$ 11,000	\$ -	\$ -	\$ -	\$ 11,000
2	6	Art and Music Programs and Staff	All	\$ 39,658	\$ -	\$ -	\$ -	\$ 39,658
2	7	21st Century Skills Programs (Materials and Supplies)	All	\$ 15,000	\$ -	\$ -	\$ -	\$ 15,000
2	8	Technology to Support Instruction	All	\$ 65,000	\$ -	\$ -	\$ -	\$ 65,000
2	9	Physical Education Materials and Support	All	\$ 77,316	\$ -	\$ -	\$ -	\$ 77,316
2	10	Parent Workshops	All	\$ 3,500	\$ -	\$ -	\$ -	\$ 3,500
2	11	Special Education Support Programs	Special Education	\$ 143,640	\$ -	\$ -	\$ -	\$ 143,640
2	12	Intructional Materials and Supplies	#REF!	\$ 10,000	\$ -	\$ -	\$ -	\$ 10,000

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
\$ 2,996,194	\$ 179,772	6.00%	0.00%	6.00%	\$ 247,500	0.00%	8.26%	Total:	\$ 247,500
								LEA-wide Total:	\$ 247,500
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

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	4	Materials, Programs Targeting English Learners	Yes	LEA-wide	All	All	\$ 15,000	0.00%
1	7	Parent Engagement Programs and Services	Yes	LEA-wide	All	All	\$ 15,000	0.00%
2	2	8-10 Part Time Instructional Assistants/Paraprofessionals	Yes	LEA-wide	All	All	\$ 192,500	0.00%
2	12	Instructional Materials and Supplies	Yes	LEA-wide	All	All	\$ 10,000	0.00%
2	14	After school Intervention	Yes	LEA-wide	All	All	\$ 15,000	0.00%

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 students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For

any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are

provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Data Entry Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

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

LCFF Carryover Table

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

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

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

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