

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ingenuity Charter School

CDS Code: 37683380131979

School Year: 2024-25

LEA contact information:

Cindy Wagner

Superintendent

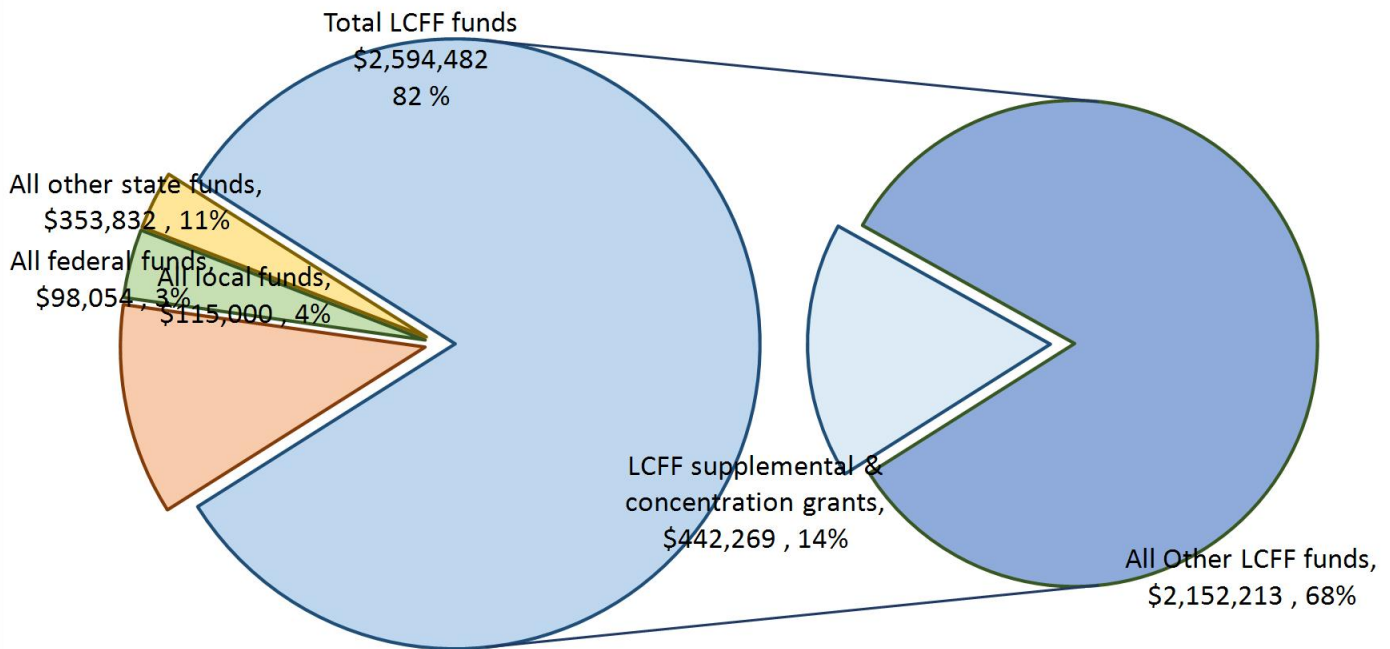
cindy.wagner@ofarrellschool.org

619-263-3009

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 2024-25 School Year

### Projected Revenue by Fund Source

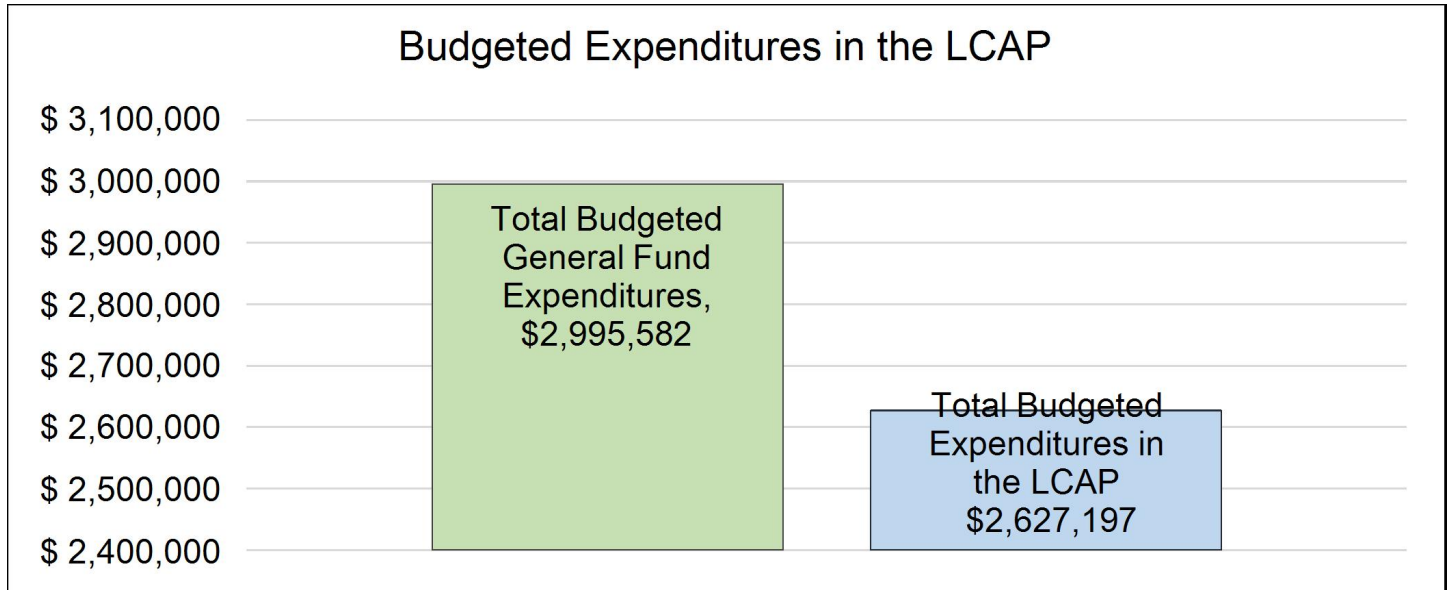


This chart shows the total general purpose revenue Ingenuity Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Ingenuity Charter School is \$3,161,368, of which \$2,594,482 is Local Control Funding Formula (LCFF), \$353,832 is other state funds, \$115,000 is local funds, and \$98,054 is federal funds. Of the \$2,594,482 in LCFF Funds, \$442,269 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Ingenuity Charter School plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Ingenuity Charter School plans to spend \$2,995,582 for the 2024-25 school year. Of that amount, \$2,627,197 is tied to actions/services in the LCAP and \$368,385 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenses not included in the LCAP include the following:

- Utilities
- Copier Leases
- Custodial Staff
- Support Staff
- Administrative Costs
- Sub-agreement services (Student information systems, etc.)
- Transportation Costs

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Ingenuity Charter School is projecting it will receive \$442,269 based on the enrollment of foster youth, English learner, and low-income students. Ingenuity Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Ingenuity Charter School plans to spend \$376,000 towards meeting this requirement, as described in the LCAP.

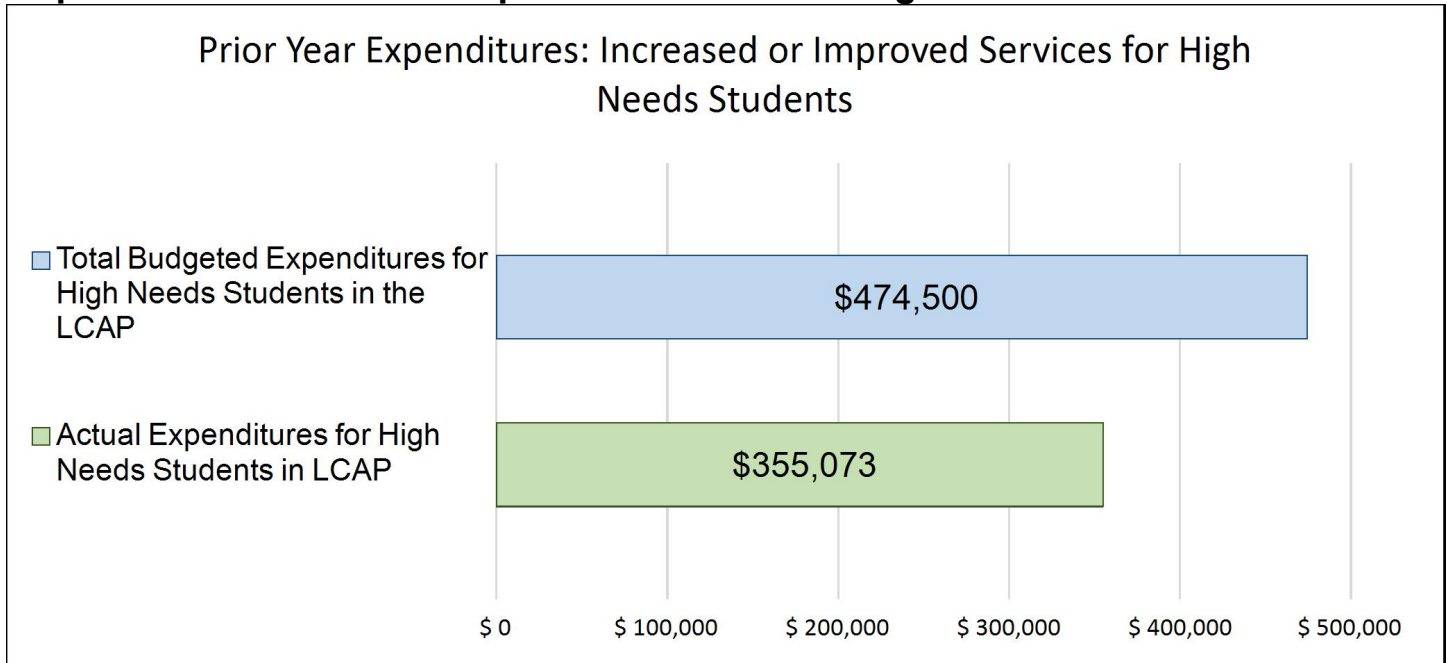
The following actions are being taken by the LEA to ensure the requirement for increased and improved services for high needs students is met. These actions are not represented in the LCAP..

- Additional supplemental curricular and intervention materials are purchased to serve high needs students.
- Services are being provided by administrative and operational staff to meet the needs of high needs students such as, but not limited to, Director of Special Education, campus supervision, etc.

Transportation is being provided through school vehicles to ensure high needs students are able to attend school and special school related events.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24



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

The text description of the above chart is as follows: In 2023-24, Ingenuity Charter School's LCAP budgeted \$474,500.00 for planned actions to increase or improve services for high needs students. Ingenuity Charter School actually spent \$355,073.00 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-119,427 had the following impact on Ingenuity Charter School's ability to increase or improve services for high needs students:

The budgeted amounts were based on a higher ADA than Ingenuity experienced, thus expenditures needed to be reduced. No services were not provided to the students enrolled at Ingenuity.

# 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ingenuity Charter School	Cindy Wagner Superintendent	cindy.wagner@ofarrellschool.org 619-263-3009

# Goals and Actions

## Goal

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Course Completion Rates	68.6% of courses assigned to students were completed.	62.3% of courses assigned to students were completed in 2021-2022	38.65% of courses assigned to students in 2022-23 were completed.	Final course completion rates can not be calculated until the end of the school year, as students are still completing courses. The last available data is 38.65% at the end of the 2022-2023 school year.	72% course completion rate
Graduation Rates	The last California School Dashboard reported graduation rate data is from 2019-20. At that time, Ingenuity had a 68.7% graduation rate.	According to the California School Dashboard, graduation rate for the 2021-2022 school year was 59%.	2022-23 California School Dashboard data indicates a 66% graduation rate.	2022-23 California School Dashboard data indicates a 66% graduation rate.	70% graduation rate

## Goal Analysis

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

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

During the 2023-2024 school year, teachers participated in multiple professional learning sessions with the site administrator as well as outside agencies such as SDCOE. All students were provided access to Edgenuity, an online platform for core curriculum. In addition, teachers began curricular development to supplement the online platform based on student and family feedback. All students have access to digital devices in a 1:1 manner. English learners have access to both designated and integrated ELD as well as support from an EL assistant. This is an area of refinement in the next LCAP cycle. All students have access to hands on science instruction through science labs at the Elementary Institute of Science. Ingenuity employs one CTE teacher. Most planned actions were carried out as described in the plan, with some (1.1, 1.2, and 1.5) being partially implemented. These actions have had some impact on course completion rates, however end of year data is not yet available. Graduation rate increased from 59% to 66%, demonstrating some effectiveness of the action steps. The implementation of actions do not differ substantially from the planned actions in the 2023-24 LCAP.

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

Ingenuity saw significant increases in enrollment for the 2023-2024 school year. The LEA began the year with approximately 155 students and is ending the year with 250. This increase in the number of students required additional staff to be hired and increased costs of digital devices for students. This resulted in a difference for action step 1.8 and 1.3.

Action steps 1.1 and 1.5 had lower than expected expenditures given that internal staff provided a significant portion of the professional learning. Therefore external agencies were not needed, thus lowering expenditures.

Action step 1.6 had lower than expected expenditures, as ELD curriculum has been ordered, yet not received, therefore not included in the total expenditures to date.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Actions aimed at increasing graduation rates (1.2, 1.3, 1.6) all resulted in a 6% increase in graduation rates from the previous year. While graduation rate is still a significant concern and these action steps will be revised in the 2024-2027 LCAP, they have shown to be effective. Significant improvement in the academic performance indicators on the California School Dashboard (ELA +38.4 points and Math +13.6 points) demonstrate the effectiveness of the following actions:

Professional Learning and collaboration (1.1, 1.4, 1.5) have been effective at improving instruction and relationships with students. The Ingenuity team has participated in professional learning on a regular basis with internal and external staff. Students report more engaging instruction and improved relationships with teachers.

Ingenuity employs a staff of fully credentialed teachers. (1.8) By having fully credentialed teachers in all content areas, students have greater access to content areas and academic support. Moving forward, Ingenuity will ensure a broad range of teaching credentials are represented.

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.

In the analysis of the 2023-2024 LCAP and planning for the 2024-2027 LCAP, based on data analysis and educational partner feedback three new goals and associated action steps have been developed to better reflect an emphasis on well rounded, engaging and standards aligned curriculum and instruction. This includes additional in person offerings in all content areas. In addition, specific action steps to improve graduation rates have been added. Less effective action steps from this LCAP cycle have been eliminated (1.5, 1.4).

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



# Goals and Actions

## Goal

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rates	The LEA had less than 1% of the student population receiving a suspension	Less than 1% of students have been suspended at least once.	0% of students have been suspended at least once.	0% of students suspended as measured by the 2022-23 California School Dashboard.	No more than 2% of students suspended at least once.
Chronic Absentee Rates	90.9% of students are reported as Chronically Absent on the 2019 California School Dashboard. Student groups of significant concern include Hispanic students who were 96.7% chronically absent.	Chronic Absentee rate for all Ingenuity students in the 2020-21 school year was 85.8%. Student groups of significant concern included two or more races, with a chronic absentee rate of 95.7%.	71.4% of students are reported as Chronically Absent on the 2022 California School Dashboard. No student group data was reported on the California School Dashboard, due to student group size.	84.4% of students were reported as chronically absent on the 2022-2023 California School Dashboard. Student group data was not assigned a performance level due to group size. The chronic absentee rate for socioeconomically disadvantaged students is 81.6%. The chronic absentee rate for hispanic students is 87.1%.	Chronic Absentee rates of less than 65%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dropout Rates	The LEA had 22 drop outs in 2021. this represents a a 8.5% dropout rate.	The LEA had 20 dropouts in 2021-22. This represents a 8.4% dropout rate for the 2021-22	Thus far in 2022-23, there were five dropout students.	Thus far in 2023-2024, there have been no drop outs.	Reduce dropout rate by 2%, for a rate of 6.5%
California Healthy Kids Survey	School connectedness indicator on California Healthy Kids Survey (New metric established 2022):  78%	School connectedness indicator on California Healthy Kids Survey: 78%	School connectedness indicator on California Healthy Kids Survey: 57%	School connectedness indicator on California Healthy Kids Survey will be determined after Spring administration of survey.	School connectedness indicator on California Healthy Kids Survey: 82%

## Goal Analysis

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.

Ingenuity provided students with multiple opportunities for educational enrichment activities such as field trips, engagement events, and student clubs. (Actions 2.1, 2.2)  
 Ingenuity continued to support homeless and foster youth through meeting basic needs and providing transportation, as needed. (Action 2.3)  
 Staff collaborated to choose and purchase an SEL curriculum to meet the needs of students in a systemic manner. This curriculum will be implemented in 2024-2025. (Action 2.4)  
 Student support such as academic counseling and psychologist services have been made available to all students. (Actions 2.5, 2.6)  
 Over the course of the year, staff refined the implementation of attendance incentives based on student feedback. (Action 2.7)

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

There are material differences between Budgeted Expenditures and Estimated Actual Expenditures in the action steps listed below:

2.1, 2.2 and 2.4 were over budgeted, as costs for services had not yet been determined when the 2023-2024 LCAP was adopted. These were estimated expenses and actual expenses for the implementation of these action steps resulted in lower than expected costs. The action steps were fully implemented.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Average daily attendance has increased from 61% at P1 to 69% at P2. The action steps aimed at improving attendance and engagement have demonstrated effectiveness. For example, engagement events such as field trips and enrichment offerings have resulted in higher participation than in previous years as well as improved attendance rates. Students provided feedback as to the effectiveness of attendance incentives. Based on student feedback, staff revised these incentives. This proved to be successful based on attendance data and student feedback. In addition these actions resulted in a 7% decrease in chronic absentee rates since the 2019 California School dashboard. In addition the drop out rate has decreased from 22 per year to zero thus far in 2023-2024. The associated action steps include 2.1, 2.2, 2.3, 2.5, 2.5, 2.6 and 2.7.

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.

In the 2024-2027 LCAP goals and actions have been revised to better reflect a sense of belonging and connectedness as a means of improving attendance and increasing engagement. Some action steps have been refined to better reflect this sense of belonging and improving attendance. For example, actions 2.1 and 2.2 have been combined in order to promote a more cohesive, well rounded experience for students. Action step 2.4 was only partially implemented in the 2023-2024 school year. This aciton steo will include the full implementation of the SEL curriculum in the 2024-2027 LCAP. Action steps 2.5 and 2.6 which serve as critical to the support of students will be continued.

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

# Goals and Actions

## Goal

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic Performance: Measure of Academic Progress (MAP)	35.6% of students are meeting growth projections as measured by MAP in ELA.  43% of students are meeting growth projections as measured by MAP in mathematics.  Baseline data was established in the 2021-2022 school year.	35.6% of students are meeting growth projections as measured by MAP in ELA.  43% of students are meeting growth projections as measured by MAP in mathematics.	32% of students are meeting growth projections as measured by MAP in ELA.  42% of students are meeting growth projections as measured by MAP in mathematics.	Growth projections are not yet available for the 2023-24 school year.	50% of students are meeting growth projections as measured by MAP in ELA.  58% of students are meeting growth projections as measured by MAP in mathematics.
Academic Performance: English Language Arts	2019 California School Dashboard Data indicated students are	California School Dashboard Data for 2021-2022 indicated students are	California School Dashboard Data for 2022-2023 indicated students are	California School Dashboard Data for 2022-2023 indicated students are	California School Dashboard Data indicate students are performing no more

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	performing 88.6 points below standard met.	performing 62.8 points below standard.	performing 27.4 points below standard in ELA.  Student group data includes hispanic students scoring 42.2 points below standard and socioeconomically disadvantaged students scoring 38.6 points below standard.	performing 27.4 points below standard in ELA.  Student group data includes hispanic students scoring 42.2 points below standard and socioeconomically disadvantaged students scoring 38.6 points below standard.	than 50 points below standard met.
Academic Performance: Mathematics	2019 California School Dashboard Data for indicated students are performing 171 points below standard met.	California School Dashboard Data for 2021-2022 indicated students are performing 165 points below standard.	California School Dashboard Data for 2022-2023 indicated students are performing 157.2 points below standard in Mathematics.  Student group data includes hispanic students scoring 167.6 points below standard and socioeconomically disadvantaged students scoring 170.4 points below standard.	California School Dashboard Data for 2022-2023 indicated students are performing 157.2 points below standard in Mathematics.  Student group data includes hispanic students scoring 167.6 points below standard and socioeconomically disadvantaged students scoring 170.4 points below standard.	California School Dashboard Data indicated students are performing no more than 50 points below standard met.
English Learner Progress Indicator	2019 California School Dashboard	2021-2022 California School Dashboard	2022-2023 California School Dashboard	2022-2023 California School Dashboard	California School Dashboard data

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	data indicate 59.4% of English Learners are making one year's progress	data indicate 45.7% of English Learners are making one year's progress	data indicate 32% of English Learners are making one year's progress	data indicate 32% of English Learners are making one year's progress	indicate 62% of English Learners are making one year's progress.

## Goal Analysis

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

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

While there are no substantive differences in planned actions and actual implementation of these actions, refinement on some action steps will take place in the coming LCAP cycle.

Content area lessons were provided in all core content areas. (Action 3.1)

MAP assessments were administered as planned (Action 3.2)

Evidenced based interventions were identified and purchased this school year. They were not fully implemented, but will be in the coming school year. (Action 3.3)

EL Progress monitoring has taken place as planned. (Action 3.4)

Ingenuity remained a Dashboard Alternative School (Action 3.5)

English Learners were provided designated and integrated ELD through certificated and classified staff. This included the hiring of a new EL assistant. (Action 3.6)

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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures are listed below:

Action step 3.1 was completed mostly during the school day and contract hours for teachers. This resulted in lower than expected increases, as there was limited out of contract pay for certificated staff.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Thus year, teachers began implementing content area workshops with more frequency and consistently. Students reported high levels of satisfaction and attended at higher rates than in the past. (Action 3.1)  
Staff administered MAP assessments as planned. This action step has an impact on student placement, but limited impact on performance. In the coming school year, staff will engage in professional learning to better use MAP scores to impact students' academic success. Action step 3.3 was only partially implemented. New supplemental math intervention curriculum has been identified and purchased. It was not fully implemented in the 2023-2024 school year, as other initiatives took priority. This action step has been revised and included in the 2024-2027 LCAP.  
Action steps 3.3 and 3.4 have had limited impact on English Learner performance as measured by the 2022-23 California School Dashboard English Learner Progress Indicator. During the 2023-2024 school year, an EL assistant was hired to better support ELs in small group and 1:1 settings. Results from the 2024 California School Dashboard English Learner Progress Indicator will inform this action step moving forward.

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.

Based on the metric above, significant improvement in academic achievement was noted. However, further improvement in English learner progress has resulted in refinement of these action steps in the 2024-2027 LCP cycle. In addition, based on Educational Partner input, this goal and effective action steps (3.1, 3.2) have been incorporated into the 2024-2027 LCAP in Goals 1 and 2.

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

# Goals and Actions

## Goal

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Family Engagement Events	Due to COVID-19 related school closures, the family forums (open houses) were held twice virtually in the 2020-2021 school year.	Two family forums were held virtually in 2021-2022.	Two family forums have been held in 2022-2023. One was in the Fall and one in the Spring.	There have been four family engagement events held thus far in 2023-2024.	Maintain two family forums yearly.
Family Attendance at Engagement Events	There were 33 total families that participated in the family forums in the 2021-2022 school year.	There were 33 total families that participated in the family forums in the 2021-2022 school year.	There were a total of 32 families who participated in Family Forums during the 2022-2023 school year.	A total of 66 families have participated in engagement events so far in 2023-2024.	An increase of 25% of number of parents involved in school initiatives and programs.
Family attendance at progress meetings with academic counselor.	32% of the parent population attended an academic counseling meeting.	20% of the parent population attended an academic counseling meeting.	32% of the parent population met with an academic counselor regarding progress.	Academic counselor is holding regular progress monitoring meetings. Overall percent of parent	37% of the parent population will attend an academic counseling meeting.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				population participating will be calculated at end of year.	

## Goal Analysis

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

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

There are no substantive differences in planned actions and actual implementation of these actions. All action steps have been implemented.

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

Material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services are listed below:

Action step 4.2: Family meetings mostly occurred during the school day, thus reducing the number of out of contract hours for certificated staff.

Action step 4.4: Significant efforts for recruitment and marketing took place this year in an effort to increase declining enrollment. Ingenuity hired a professional marketing and public relations firm for this action step. This resulted in higher than estimated costs and resulted in significant increases to enrollment.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Family engagement events have increased and been well attended. This is an area of significant improvement and increased effectiveness. Staff have modified the engagement events to better reflect the needs of families, provided engaging content, and celebrated participation. In addition, family communication has taken various means including calls, emails, texts, and social media. (Actions 4.1, 4.3)

A comprehensive public relations and marketing campaign was completed during the 2023-2024 school year. This was extremely effective, increasing enrollment from 155 to 205 during the 2023-2024 school year. (Action 4.4, 4.5)

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.

Family engagement strategies have been refined and incorporated into goal three of the new 2024-2027 LCAP. Feedback from educational partners and successes from this school year have led to this refinement for the coming year.

**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.**

# Instructions

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](mailto:lcff@cde.ca.gov).

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

### Goal Analysis

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.

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

- 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.

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.

- 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
  - 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.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education  
November 2023

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ingenuity Charter School	Cindy Wagner Superintendent	cindy.wagner@ofarrellschool.org 619-263-3009

## Plan Summary [2024-25]

### General Information

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

Ingenuity Charter School is a non-classroom based, independent study school serving 250 students in grades 6-12. Ingenuity currently serves the southeast San Diego community at three resource centers in a blended learning model. Students work both independently at home and attend in person instruction with teachers at least two days per week, with many students attending in person up to four days per week. In addition, Ingenuity offers many educational enrichment experiences for students including field trips, enrichment clubs, and family engagement events.

As a Dashboard Alternative Status School, Ingenuity serves students with high levels of need, including, but not limited to the following:

- Expelled (EC Section 48925[b]) including situations in which enforcement of the expulsion order was suspended (EC Section 48917)
- Suspended (EC Section 48925[d]) more than 10 days in a school year
- Wards of the Court (Welfare and Institution Code [WIC] Section 601 or 602) or dependents of the court (WIC Section 300 or 654)
- Pregnant and/or Parenting Youth
- Recovered Dropouts – State Board of Education (SBE) defines recovered dropouts based on EC Section 52052.3(b) as students who: (1) are designated as dropouts pursuant to the exit and withdraw codes in the California Longitudinal Pupil Achievement Data System (CALPADS), or (2) left school and were not enrolled in a school for a period of 180 days
- Habitually Truant (EC Section 48262) or Habitually Insubordinate and Disorderly whose attendance at the school is directed by a school attendance review board or probation officer (EC Section 48263)
- Retained more than once in kindergarten through grade eight
- Students who are credit deficient (i.e., students who are one semester or more behind in the credits required to graduate on-time, per grade level, from the enrolling school’s credit requirements)
- Students with a gap in enrollment (i.e., students who have not been in any school during the 45 days prior to enrollment in the current school, where the 45 days does not include non-instructional days such as summer break, holiday break, off-track, and other days when a school is closed)
- Students with high level transiency (i.e., students who have been enrolled in more than two schools during the past academic year or have changed secondary schools more than two times since entering high school)

Foster Youth (EC Section 42238.01[b])  
Homeless Youth

Student demographic data indicates the following:

English Learners

19.5%

Foster Youth

0.6%

Homeless

26.6%

Socioeconomically Disadvantaged

91.6%

Students with Disabilities

27.9%

African American

13.6%

American Indian

0.6%

Asian

1.9%

Filipino

3.9%

Hispanic

64.3%

Two or More Races

9.1%

White

6.5%

## Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

During the 2022-2023 school year, Ingenuity saw significant increases in academic performance indicators (ELA, mathematics, graduation rate) from the previous year. Overall areas of significant concern include chronic absenteeism, graduation rate and English Learner progress. While there was significant improvement in graduation rates, this is still an area of concern when compared to statewide average. Student

groups especially impacted by low graduation rates include hispanic students and socioeconomically disadvantaged students. Early indicators demonstrate significant improvement in these areas for 2023-2024.

Ingenuity saw large increases in performance on three key indicators. English Language Arts, Mathematics, and graduation rate all increased. Ingenuity has two student groups large enough to have a performance indicator. Hispanic and socioeconomically disadvantaged students both showed improved performance in English Language Arts, mathematics, and graduation rate.

All students increased performance as follows:

English Language Arts: increased 38.4 points

Mathematics: increased 13.6 points

Graduation Rate: increased 7%

Socioeconomically disadvantaged students increased performance as follows:

English Language Arts: increased 52.4 points

Mathematics: increased 24 Points

Graduation Rate: increased 8.5%

Hispanic students increased performance as follows:

English Language Arts: 44.6 points

Mathematics: increased 14.5 Points

Graduation Rate: increased increased 7.8%

Despite the above improvements, these two student groups are still performing in the lowest performance level in graduation rate. In addition, Ingenuity students are demonstrating challenges with attendance as indicated by a chronic absentee rate of 84.4% with a red performance level. (See Goal

English Learner progress Indicator demonstrates a decrease in the overall number of English learners making annual progress. 32% of English learners made one year progress in 2022-2023 as compared with 42.9% the previous year. 48% of English learners made one years progress in 2021-2022. This data analysis has indicated a need for improvement in designated ELD instruction.

The Ingenuity team is extremely proud of students for showing up and proving how hard they have been working over the last school year. Their assessment scores show their dedication to learning. Ingenuity has worked diligently to help students improve their skills in English Language Arts and Mathematics as demonstrated in part by the increase in student CAASPP scores in these indicators. Ingenuity has continued to support student behavior in non-exclusionary ways as demonstrated by our 0% suspension rate. One of the primary goals at Ingenuity is to help students toward their next step in life. Ingenuity has increased the number of students graduating by 7%. We continue to work towards our students attending and working towards their goals daily.

Educational partner feedback has illuminated the need for welcoming environments and strong relationships. Partners have communicated that strategies such as attendance reminders, text messages, open and available resource centers and engaging enrichment activities have led to increased attendance and engagement with academics.

Newly developed goals and both continuing and new action steps in this LCAP are aimed at improving outcomes for all students.

## Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

As part of technical assistance, Ingenuity staff are participating in Differentiated Assistance through San Diego County Office of Education. This includes a team of administration, counseling, and teacher leaders participating in professional development through SDCOE including data analysis, root cause analysis and improvement strategies.

Ingenuity team members including administrators, teacher leaders and counseling participated in data analysis on multiple occasions. This analysis included satellite data, map data, and street data. Data examples are California School Dashboard indicators, survey data, NWEA assessment data, California Healthy Kids surveys. The data revealed that while there has been improvement in graduation rate over the past three years, only 66% of seniors are currently graduating on time. In comparison, the one year DAAS graduation rate is significantly higher.

Ingenuity team members including administrators, teacher leaders and counseling participated in root cause analysis through multiple processes including affinity protocols and 5 Whys. The root cause analysis resulted in evidence of chronic absenteeism as a barrier to graduation. Further analysis revealed that a lack of engaging curriculum and instruction may be leading to students not logging into the online platform or attending in person sessions.

As a result of this work, Ingenuity has implemented systems of attendance support and monitoring, academic intervention in the area of mathematics, as this academic area is a barrier to graduation for many students, especially hispanic and socioeconomically disadvantaged youth. With a strong focus on school culture related to welcoming and engaging environments, strong adult-student relationships, and family connections Ingenuity has already seen tremendous growth in the areas of attendance and engagement. Associated action steps include the following:

INSERT ACTION STEPS



# Comprehensive Support and Improvement

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

## ***Schools Identified***

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

Ingenuity is a single school LEA. Ingenuity Charter School was identified for CSI based on graduation rate.

## ***Support for Identified Schools***

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

Due to federal accountability structures, Ingenuity was placed in to Comprehensive Support and Improvement (CSI) in the 2022-2023 school year for graduation rate. State accountability and support measures have identified Ingenuity for both Comprehensive Support and Improvement as well as Differentiated Assistance through San Diego County Office of Education due to chronic absenteeism and graduation rate for socioeconomically disadvantaged and hispanic students.

The LEA conducted a comprehensive needs assessment using state and local data combined with educational partner input to inform the plan for improvement. Data reviewed include California School Dashboard results for graduation rate as well as other indicators to best understand the issue in a holistic and comprehensive manner. Local data reviewed include course completion rates, student group and individual attendance data, and course grades. The LEA then sought feedback from educational partner groups including staff, families and students. Staff then engaged in a root cause analysis to best understand systemic causes resulting in low graduation rate. This root cause analysis indicated tow primary causes - poor performance in mathematics leading to difficulty in completing the mathematics courses required for graduation; and chronic absenteeism.

LEA staff reviewed multiple evidenced based mathematics interventions and selected a new intervention curriculum to be implemented in the 2024-2025 school year. In addition, the LEA has hired a fully credentialed math intervention teacher to provide supplemental support to students enrolled in, and struggling in mathematics courses at Ingenuity. IN addition, LEA staff have spent considerable time studying attendance data and implementing additional supports such as enhanced communication tools, content area workshops, and other enrichment activities to encourage student attendance. During the 2023-2024 school year, staff also sought input from educational partners to determine why a significant number of students were not logging in or attending in person instruction. Given the unique nature of a Dashboard Alternative School, students face increased barriers to education and need additional social-emotional support. The Ingenuity team reviewed multiple evidenced based SEL curricula and purchased one for full implementation in 2024-2025.

Resource inequities were analyzed during the comprehensive needs assessment. Given the size of Ingenuity, limited student group data, and unduplicated percentage, specific student group data did not result in identified resource inequities. However, as a DAAS school, the student population as a whole has faced inequities throughout the educational system. Many students are enrolled in Ingenuity due to not being successful in a traditional, classroom based program.

## ***Monitoring and Evaluating Effectiveness***

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

The LEA will monitor and evaluate the CSI plan through regular data analysis and follow-up actions. This data includes, but is not limited to average daily attendance, chronic absenteeism, and academic outcomes on a quarterly basis. By also monitoring course completion rates throughout the school year, and at critical times, staff will be better prepared to intervene and support students toward graduation. Graduation rates are monitored for all student groups. Students demonstrating deficiencies in any of these areas will receive supplemental, evidenced based interventions.

Metrics in this LCAP used to measure effectiveness of the plan include the following:

Goal 2: A-G Requirements, College and Career Indicator, Graduation Rate

Goal 3: Chronic Absentee Rate, Average Daily Attendance

Action steps included in the LCAP to address the identify CSI needs include the following:

1.3: Academic Support and Intervention

2.1 Academic counseling and monitoring to support graduation

2.3 Enrichment Activities

2.5 Senior Activities and Support

3.1 Social Emotional Learning Curriculum

3.2 Attendance Monitoring and Support

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Ingenuity staff, including certificated and classified employees	Staff meetings on four occasions 1/31/24, 2/21/24, 3/27/24, 4/10/24 have included focused discussions related to the prior LCAP and the development of a new LCAP. This has included collaborative discussions, data review, and input opportunities.
School Site Council and LCAP Parent Advisory	SSC has reviewed the previous LCAP and the associated data in the annual update. In addition at three meetings, input has been sought from SSC members, including students, in the development of this LCAP. This input has included discussions and survey input. SSC meeting dates include 10/23/23, 12/14/23, 2/22/24, 3/21/24, 4/25/24, 5/23/24.
DELAC and English Learner Parent Advisory	DELAC has reviewed the previous LCAP and the associated data in the annual update. In addition at three meetings, input has been sought from DELAC members, including students, in the development of this LCAP. This input has included discussions and survey input. DELAC meeting dates include 10/24/23, 12/14/23, 2/22/23, 4/25/24.
Students	Student focus groups and surveys have been used to elicit feedback from students.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The following themes were identified during educational partner input.

\*Student-teacher relationships and interactions - Many respondents emphasized the importance of one-on-one connections between students and teachers to facilitate more personalized and effective learning.

- \*Social-emotional needs - Meeting students' social-emotional needs and ensuring their emotional well-being was commonly highlighted as a top priority. This includes things like feeling safe, cared for, valued, and like they belong.
- \*Hands-on, experiential learning - Providing engaging, hands-on learning activities and experiences that help students actively connect knowledge to real-world contexts was valued.
- \*Equity and access - Ensuring all students have equal support and access to a high-quality, personalized education was important to respondents. Teachers meeting students where they are was a common phrase.
- \*Student growth - Watching students succeed, take responsibility for their learning, and grow socially and academically over time emerged as something respondents really value.
- \*Graduation and academic success - Many respondents expressed hopes around students graduating, meeting grade level expectations, going to college, finding academic passion/direction.
- \*Independence and work ethic - Developing qualities like self-discipline, responsibility, and a strong work ethic was commonly mentioned.
- \*Future preparedness - Hopes that students gain skills, knowledge and experiences that prepare them for post-secondary success and fulfilling careers aligned to their interests are prevalent.
- \*Critical thinking - Some responses focused on students becoming critical, contributing thinkers who can navigate challenges.
- \*Engagement - Ensuring students are actively participating, curious, present and making efforts to shape their futures was important.
- \*Safe, supportive environments - Having spaces where students can explore interests, feel comfortable being themselves, and get their social-emotional needs met emerged as well.

When considering all input data, student-teacher relationships and one-on-one connections are viewed as highly important to enabling personalized, effective learning that meets students' needs. Key priorities also focus on supporting students' social-emotional well-being so they feel safe, cared for, and like they belong. Additionally, providing hands-on, experiential learning activities that actively connect knowledge to the real world is valued. Equity, access, and teachers meeting individual students where they help facilitate student growth and well-rounded development is important. Hopes for students center on their ultimate graduation, academic success, and preparation for college, careers and adulthood. Developing qualities like independence, self-discipline, responsibility and strong work ethic are viewed as important. Additionally, there are hopes students grow as critical, engaged thinkers who feel supported in shaping their futures in fulfilling careers aligned to their passions and interests. The aim is for students to gain the skills, knowledge and experiences needed to navigate life's challenges and actively participate in shaping their trajectories. Safe, supportive environments that empower this growth are valued. In summary, strong student-teacher relationships and learning experiences catered to individual needs are seen as key to nurturing well-rounded student development and future preparedness.

Three new LCAP goals for 2024-2027 were development to best reflect this input. Associated goals and actions include the following:

Goal 1 was developed to best illustrate the need for relevant and hands on learning in an independent study setting. Actions include relevant curricular materials (Action 1.2) and hands on science labs (Action 1.4).

Goal 2 was developed to best illustrate the need for well rounded experiences for students and support for graduation. Actions include ensuring academic counseling (Action 2.1), multiple educational enrichment opportunities (Action 2.3), and improved senior activities and graduation support (Action 2.5)

Goal 3 was developed to best illustrate the need for a greater sense of belonging and stronger relationships. Actions include new social emotional learning curriculum (Action 3.1), attendance support and incentives (Action 3.2), school culture efforts (Action 3.5)

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Provide authentic, rigorous, and hands-on learning experiences that connect academic knowledge to the world in order to increase student performance and achievement.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 7: Course Access (Conditions of Learning)</p>
---

An explanation of why the LEA has developed this goal.

As an independent, non-classroom based charter school, it is essential to ensure that learning experiences for students are engaging and relevant. For many Ingenuity students, the traditional educational system has not met their needs. Ingenuity is committed to providing standards based instruction in both digital and in-person learning settings that engages students and increases the path to graduation. Through educational partner input, students and families indicated a need to more engaging and hands on learning in addition to the online curriculum. The action steps below ensure a fully credentialed staff delivering relevant and engaging instruction as well as digital core curriculum and supplemental intervention materials that meet all students' needs.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	California School Dashboard English Language Arts Indicator	<p>2023 California School Dashboard Results</p> <p>All Students: Yellow 27.4 points below standard</p> <p>Socioeconomically Disadvantaged: Yellow</p>			<p>All Students: 15 points below standard</p> <p>Socioeconomically Disadvantaged: 45 points below standard</p> <p>Hispanic: 40 points below standard</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>38.6 points below standard</p> <p>Hispanic: Yellow 42 points below standard</p> <p>(These are the only two student groups with a performance indicator)</p>				
1.2	California School Dashboard Mathematics Indicator	<p>2023 California School Dashboard Results</p> <p>All Students: Orange 157.2 points below standard</p> <p>Socioeconomically Disadvantaged: Orange 170.4 points below standard</p> <p>Hispanic: Orange 167.7 points below standard</p> <p>(These are the only two student groups with a performance indicator)</p>			<p>All Students: 75 points below standard</p> <p>Socioeconomically Disadvantaged: 80 points below standard</p> <p>Hispanic: 80 points below standard</p>	
1.3	California School Dashboard English	2023 California School Dashboard Result			50% making progress towards	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Learner Progress Indicator	32% making progress towards English language proficiency			English language proficiency	
1.4	English Learner Reclassification and LTEL Rate	<p>During the 2023-2024 school year, 63% of Ever English Learners have been reclassified as R-FEP students.</p> <p>60% of English Learners are classified as Long Term English Learners (LTEL)</p>			<p>70% of Ever English Learners will be reclassified</p> <p>45% of English Learners are classified as LTELs.</p>	

## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.



# Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Fully Credentialed Staff	Ensure a fully credentialed and appropriately assigned teaching staff in all content areas.	\$1,083,137.00	No
1.2	Standards Aligned Core Curriculum	Provide access to engaging, standards aligned core curriculum and supplemental materials to all students. <ul style="list-style-type: none"> <li>-Review and evaluate current curriculum platform(s)</li> <li>-Investigate other options for potential change</li> <li>-Increase teacher created instructional materials, as needed</li> </ul>	\$200,000.00	No
1.3	Academic Support and Intervention	Provide academic support to all students in core content areas as needed. <ul style="list-style-type: none"> <li>-Math Intervention Specialist (CSI Action Step)</li> <li>-Content Area Lessons and Tutoring</li> <li>-Evidenced Based Intervention Materials</li> </ul>	\$115,000.00	Yes
1.4	Hands On Science Instruction	Provide hands on science instruction through engaging science labs	\$16,000.00	Yes
1.5	Academic Assessments	Provide local assessment measures to monitor student achievement on an ongoing basis including but not limited to the following: Measre of Academic Progress Assessments	\$7,500.00	No
1.6	Language Development	Provide ongoing English learner support and monitoring through the following: <ul style="list-style-type: none"> <li>-Designated and Integrated ELD to promote language development</li> <li>-EL Assistant to support students in 1:1 and small group settings, including Long Term English Learners</li> </ul>	\$105,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>-Language Development Monitoring Platforms to promote reclassification</li> </ul>		
<b>1.7</b>	Professional Learning	<p>Provide high quality professional development for teachers and support staff to ensure academic progress. Specific professional learning will be provided in the following areas:</p> <ul style="list-style-type: none"> <li>-Language Acquisition and Development</li> <li>-Engagement Strategies</li> <li>-Data Analysis</li> <li>-Evidenced Based Interventions</li> <li>-Social Emotional Needs and Well Being to Support Academic Progress</li> <li>-Culturally Responsive Pedagogy</li> </ul>	\$20,000.00	No
<b>1.8</b>	Classroom/Student Materials and Supplies	Ensure access to adequate classroom materials and supplies for staff and student use.	\$60,000.00	No
<b>1.9</b>	Support for Students with Disabilities	Ensure students with disabilities have a broad spectrum of support, materials, and instruction to ensure progress toward IEP goals as well as access to a rigorous educational experience.	\$238,000.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Nurture well-rounded student development and ensure preparedness for college and career.	Broad Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

During Educational Partner inout, students, families, and staff indicated a desire for more engaging and well rounded learning experereinces. This included additional field trips, student enrichment clubs, elective offerings, and workshops with thier teachers. In addition, as an LEA identified for Comprehensive Support and Improvement for graduation rate, it is critical that the course offerings are engaging for students so they will remain engaged and be prepared for graduation. Students indicated a desire for more opportunities that exposed them to career exposure and possibilities.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	A-G Completion Rates	45% of students are meeting A-G requirements			65% of students meeting A-G requirements	
2.2	College and Career Indicator	11.1% of students prepared according to the California School Dashboard			40% of students prepared	
2.3	Graduation Rate	66% Graduation Rate			75% Graduation Rate	

# Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Academic Counseling	Employ school counselor to ensure academic success and promote graduation through the following: <ul style="list-style-type: none"> <li>-Academic counseling</li> <li>-Progress monitoring</li> <li>-Credit reviews</li> <li>-Graduation plans</li> <li>-Overall support for at risk students</li> <li>-Family meetings with at risk students</li> <li>-Specific monitoring and appropriate intervention with socioeconomically disadvantaged youth and Hispanic students</li> </ul>	\$155,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Career Technical Education and Exploration	Provide CTE opportunities and career exploration for students such as: <ul style="list-style-type: none"> <li>-CTE Pathway Course Development and Implementation</li> <li>-Workforce Partnerships</li> <li>-Military Partnerships</li> <li>-Collaboration with SDCOE for professional learning and program implementation</li> </ul>	\$40,000.00	No
2.3	Educational Enrichment	Provide engaging educational enrichment through the following: <ul style="list-style-type: none"> <li>-Field Trips</li> <li>-Student Clubs</li> <li>-Community Partnerships</li> <li>-Teacher Led Workshops in Content Areas and Enrichment Areas</li> </ul>	\$45,000.00	No
2.4	Digital Infrastructure, Devices, and Content	Ensure student and staff access to appropriate digital environments, devices and content to support a well rounded educational experience.	\$70,000.00	No
2.5	Senior Activities and Graduation Support	Provide opportunities for seniors (especially socioeconomically disadvantaged youth and Hispanic youth) to increase engagement and motivation for graduation. Examples include, but are not limited to the following: <ul style="list-style-type: none"> <li>-Encouraging senior meetings</li> <li>-Graduation goals and plans</li> <li>-Activities to promote continued school engagement through graduation</li> <li>-Increased outreach and monitoring for hispanic and socioeconomically disadvantaged students.</li> </ul> <p>This action has been developed as part of Differentiated Assistance and Comprehensive Support and Improvement due to a red performance level on the California School Dashboard. Effectiveness of this action step will</p>	\$13,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		be measured by the graduation rate indicator on the California School Dashboard.		
<b>2.6</b>	Post-secondary Possibilities	<p>Promote increased opportunity to enhance post secondary options for students. This include, but is not limited to the following examples:</p> <ul style="list-style-type: none"> <li>• -Workforce partnerships</li> <li>• -Military Partnerships</li> <li>• -Connection with vocational and trade schools</li> <li>• -Mentorship Partnerships</li> </ul>	\$10,000.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	Promote a sense of belonging through strong relationships, social emotional support and student engagement strategies.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

Through data analysis, educational partner input and observation it became apparent that students were seeking a greater sense of belonging, especially as independent study, non-classroom based students. Attendance and chronic absentee rates indicate a lack of connection and engagement with school.
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	California School Dashboard Chronic Absentee Rate	2023 California School Dashboard: 84.4% of students are chronically absent			30% Chronic Absentee Rate	
3.2	Average Daily Attendance	As of April 2024 P2 data, ADA is 69%.			85% ADA	
3.3	Suspension/Expulsion Rate	2023 California School Dashboard: 0% of students suspended 0% of students expelled			Maintain baseline	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	School Climate Survey	California Healthy Kids Survey School Connectedness Indicator: 57%			School Connectedness Indicator: 75%	

## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Social Emotional Learning Curriculum	Implement an evidenced based SEL curriculum	\$20,000.00	Yes
3.2	Attendance Monitoring, Support and Incentives	Provide attendance monitoring, support and incentives to increase average daily attendance and reduce chronic absentee rate. This includes, but is not limited to the following:	\$40,000.00	Yes



Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>-Increased and ongoing monitoring of attendance</li> <li>-Implementation of evidenced based attendance interventions</li> <li>-Attendace Support personnel</li> <li>-Incentives and rewards</li> </ul> <p>This action is aimed at improving the red performance level for chronic absenteeism on the California School Dashboard.</p>		
<b>3.3</b>	School Psychologist	Employ a school psychologist to provide special education services and assessments as well as overall SEL support for identified students.	\$65,000.00	No
<b>3.4</b>	Homeless and Foster Youth Support	Provide needed support for homeless and foster youth through the H/F liaison including, but not limited to, the following: <ul style="list-style-type: none"> <li>-Bus passes and transportation support</li> <li>-School uniforms</li> <li>-Basic Needs</li> <li>-Community Services and Connections</li> </ul>	\$10,000.00	Yes
<b>3.5</b>	School Culture	Improve overall school culture and strengthen relationships through the following: <ul style="list-style-type: none"> <li>-Professional Development related to culture, equity, relationship building and inclusion</li> <li>-Student/Staff Engagement Events</li> </ul>	\$65,000.00	Yes
<b>3.6</b>	Family Engagement	Provide multiple opportunities for family engagement and education through events and trainings. Options include, but are not limited, to the following: Family Forums	\$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Family Education (PIQUE and other agencies) Cultural Events		
<b>3.7</b>	Communications, Marketing, and Recruitment	Ensure ongoing communication and recruitment through the following: <ul style="list-style-type: none"> <li>• -High Quality Website</li> <li>• -Targeted Marketing and Advertising</li> <li>• -Family Communication Tools</li> <li>• -Recruitment Events</li> </ul>	\$50,000.00	No
<b>3.8</b>	Resource Centers	Operate three, well maintained resource centers in locations where students live in order to promote a sense of belonging and increase attendance due to proximity.	\$177,560.00	No
<b>3.9</b>	Mental Health Partnerships	Continue to provide access to mental health partnerships such as, but not limited to, Harmonium.	\$7,000.00	Yes

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$442,269	\$9,379

## 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
20.549%	2.438%	\$60,601.00	22.988%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	<p><b>Action:</b> Academic Support and Intervention</p> <p><b>Need:</b> As a Dashboard Alternative School, School wide Title 1, and with an unduplicated count of over 90%, the majority of students need support in one or more content areas.</p> <p><b>Scope:</b></p>	By providing academic support in core content areas, students will have greater access to the support needed to graduate. The action is LEA Wide, as Ingenuity is a one school LEA.	California School Dashboard Performance Indicator in ELA and Math Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.4	<p><b>Action:</b> Hands On Science Instruction</p> <p><b>Need:</b> Students have demonstrated a need for hands on learning to ensure engagement in the content area of Science and improve attendance.</p> <p><b>Scope:</b> LEA-wide</p>	Through Educational Partner input, students and families have indicated a high degree of engagement during science labs. This allows Ingenuity staff to customize science content to best support the academic needs and language needs of students.	CAST scores Science course completion rates
2.1	<p><b>Action:</b> Academic Counseling</p> <p><b>Need:</b> Increased monitoring and support of academic progress and improved graduation rate.</p> <p><b>Scope:</b> LEA-wide</p>	88% of students at Ingenuity are unduplicated. Most of these students face significant barriers to academic success and graduation. There is a need for additional academic counseling services to for monitoring and support. this support includes counseling, family outreach, community connections, and additional monitoring for specific student groups.	Course completion rates and graduation rate
2.5	<p><b>Action:</b> Senior Activities and Graduation Support</p> <p><b>Need:</b> The current graduation rate at Ingenuity is 66% and a red indicator on the California School Dashboard. Ingenuity is in CSI and Differentiated Assistance based on graduation rate.</p>	Seniors have demonstrated a need for increased outreach and engagement in order to complete courses and maintain engagement. These activities and outreach need to take place for all seniors in order to promote increased graduation rate.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Scope:</b> LEA-wide</p>		
<p><b>3.1</b></p>	<p><b>Action:</b> Social Emotional Learning Curriculum</p> <p><b>Need:</b> As a Dashboard Alternative School, students at Ingenuity are faced with challenges, barriers, and collective trauma. It is essential to provide social emotional learning on a regular basis using evidenced based materials and strategies.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Through the purchase of and implementation of an SEL curriculum, students will have access to ongoing learning and supplemental resources for selected at risk students.</p>	<p>California Healthy Kids Survey data will be used to monitor the effectiveness of this action.</p>
<p><b>3.2</b></p>	<p><b>Action:</b> Attendance Monitoring, Support and Incentives</p> <p><b>Need:</b> Current attendance rate is at 69%. In addition the Chronic Absentee rate on teh California School Dashboard is in the red level with a rate of 84%. Attendance is a critical factor in academic achievement and graduation.</p> <p><b>Scope:</b> LEA-wide</p>	<p>With an unduplicated count of over 90%, it is critical that the attendance supports are provided to all students, especially English Learners, low income, and foster youth.</p>	<p>Average Daily Attendance Chronic Absentee Rate on the California School Dashboard</p>
<p><b>3.5</b></p>	<p><b>Action:</b> School Culture</p> <p><b>Need:</b></p>	<p>With staff well trained in equity practices, trauma responsive care, and relationship building students will feel more connected to school. This</p>	<p>Graduation Rate Academic Performance on California School Dashboard</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Socioeconomically disadvantaged and hispanic youth are underperforming in multiple measures on the California School Dashboard such as graduation rate.</p> <p><b>Scope:</b> LEA-wide</p>	connectedness is directly related to attendance rates as well as overall performance.	Attendance Rates
<b>3.9</b>	<p><b>Action:</b> Mental Health Partnerships</p> <p><b>Need:</b> As a DASS school, many students at Ingenuity are in need of additional mental health services that are beyond the scope of educational staff.</p> <p><b>Scope:</b> LEA-wide</p>	As a single school LEA with 250 students, these services are often needed by many students.	California Healthy Kids Survey

### **Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<b>1.6</b>	<p><b>Action:</b> Language Development</p> <p><b>Need:</b></p>	As a single site LEA, this action is LEA wide as all English learners are at the one school (LEA)	English Learner Progress Indicator and Reclassification Rates

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>A need has been identified to ensure high quality designated and integrated ELD instruction and to provide one on one and small group support based on language proficiency level.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>		
3.4	<p><b>Action:</b> Homeless and Foster Youth Support</p> <p><b>Need:</b> Some Homeless/Foster Youth have struggled to attend school on a regular basis. They also have demonstrated difficulty in completing courses in a timely manner.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>Bus passes will assist students in getting to school, thus improving attendance. Other supports meet students' basic needs, thus increasing their chances of success. Regular check ins with families will better identify student and family needs so that the school can most effectively support and intervene.</p>	<p>Academic performance as measured by CASPP and MAP scores Attendance Rates</p>

For any limited 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, as applicable.

N/A

**Additional Concentration Grant Funding**

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.

Additional staff have been hired to provide direct support to students based on a greater than 55% unduplicated student count at Ingenuity (single site LEA). This staff include an EL assistant who supports English Learners in small group and one-on-one settings.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:83
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:20



# 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	2,152,213	442,269	20.549%	2.438%	22.988%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,129,197.00	\$378,000.00		\$120,000.00	\$2,627,197.00	\$1,779,137.00	\$848,060.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Fully Credentialed Staff	All		No			All Schools	Ongoing	\$1,083,137.00	\$0.00	\$1,083,137.00				\$1,083,137.00	
1	1.2	Standards Aligned Core Curriculum	All		No			All Schools	Ongoing	\$0.00	\$200,000.00	\$200,000.00				\$200,000.00	
1	1.3	Academic Support and Intervention	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$90,000.00	\$25,000.00	\$5,000.00			\$110,000.00	\$115,000.00	
1	1.4	Hands On Science Instruction	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$16,000.00	\$16,000.00				\$16,000.00	
1	1.5	Academic Assessments	All		No			All Schools	Ongoing	\$0.00	\$7,500.00	\$7,500.00				\$7,500.00	
1	1.6	Language Development	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$60,000.00	\$45,000.00	\$105,000.00				\$105,000.00	
1	1.7	Professional Learning	All		No			All Schools	Ongoing	\$0.00	\$20,000.00		\$15,000.00		\$5,000.00	\$20,000.00	
1	1.8	Classroom/Student Materials and Supplies	All		No			All Schools	Ongoing	\$0.00	\$60,000.00	\$60,000.00				\$60,000.00	
1	1.9	Support for Students with Disabilities	Students with Disabilities		No			All Schools	Ongoing	\$238,000.00	\$0.00		\$238,000.00			\$238,000.00	
2	2.1	Academic Counseling	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth	All Schools		\$155,000.00	\$0.00	\$155,000.00				\$155,000.00	

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Low Income										
2	2.2	Career Technical Education and Exploration	All		No			All Schools		\$35,000.00	\$5,000.00	\$40,000.00				\$40,000.00	
2	2.3	Educational Enrichment	All		No			All Schools		\$15,000.00	\$30,000.00	\$45,000.00				\$45,000.00	
2	2.4	Digital Infrastructure, Devices, and Content	All		No			All Schools		\$0.00	\$70,000.00	\$70,000.00				\$70,000.00	
2	2.5	Senior Activities and Graduation Support	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$5,000.00	\$8,000.00	\$13,000.00				\$13,000.00	
2	2.6	Post-secondary Possibilities	All		No			All Schools		\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
3	3.1	Social Emotional Learning Curriculum	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
3	3.2	Attendance Monitoring, Support and Incentives	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$28,000.00	\$12,000.00	\$40,000.00				\$40,000.00	
3	3.3	School Psychologist	Students with Disabilities		No			All Schools		\$65,000.00	\$0.00		\$65,000.00			\$65,000.00	
3	3.4	Homeless and Foster Youth Support	Foster Youth		Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
3	3.5	School Culture	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$5,000.00	\$60,000.00	\$5,000.00	\$60,000.00			\$65,000.00	
3	3.6	Family Engagement	All		No			All Schools		\$0.00	\$15,000.00	\$10,000.00			\$5,000.00	\$15,000.00	
3	3.7	Communications, Marketing, and Recruitment	All		No			All Schools		\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	
3	3.8	Resource Centers	All		No			All Schools		\$0.00	\$177,560.00	\$177,560.00				\$177,560.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.9	Mental Health Partnerships	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$7,000.00	\$7,000.00				\$7,000.00	0

# 2024-25 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
2,152,213	442,269	20.549%	2.438%	22.988%	\$376,000.00	0.000%	17.470 %	<b>Total:</b>	\$376,000.00
								<b>LEA-wide Total:</b>	\$261,000.00
								<b>Limited Total:</b>	\$115,000.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Fully Credentialed Staff				All Schools	\$1,083,137.00	
1	1.2	Standards Aligned Core Curriculum				All Schools	\$200,000.00	
1	1.3	Academic Support and Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
1	1.4	Hands On Science Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$16,000.00	
1	1.5	Academic Assessments				All Schools	\$7,500.00	
1	1.6	Language Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$105,000.00	
1	1.7	Professional Learning				All Schools		
1	1.8	Classroom/Student Materials and Supplies				All Schools	\$60,000.00	
1	1.9	Support for Students with Disabilities				All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Academic Counseling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$155,000.00	
2	2.2	Career Technical Education and Exploration				All Schools	\$40,000.00	
2	2.3	Educational Enrichment				All Schools	\$45,000.00	
2	2.4	Digital Infrastructure, Devices, and Content				All Schools	\$70,000.00	
2	2.5	Senior Activities and Graduation Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$13,000.00	
2	2.6	Post-secondary Possibilities				All Schools	\$10,000.00	
3	3.1	Social Emotional Learning Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
3	3.2	Attendance Monitoring, Support and Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,000.00	
3	3.3	School Psychologist				All Schools		
3	3.4	Homeless and Foster Youth Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$10,000.00	
3	3.5	School Culture	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
3	3.6	Family Engagement				All Schools	\$10,000.00	
3	3.7	Communications, Marketing, and Recruitment				All Schools	\$50,000.00	
3	3.8	Resource Centers				All Schools	\$177,560.00	
3	3.9	Mental Health Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,000.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$2,139,489.00	\$2,108,675.31

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Development	No	\$14,000.00	6,576.00
1	1.2	Rigorous and Relevant Curriculum	No	\$100,000.00	97,400
1	1.3	Digital Infrastructure and Devices	No	\$106,000.00	103,019
1	1.4	Special Education Professional Development - Teachers and Paraprofessionals	No	\$0.00	0.00
1	1.5	Professional Learning Communities	No	\$7,000.00	423.83
1	1.6	English Language Development	Yes	\$10,000.00	2,400
1	1.7	Science Labs	Yes	\$15,000.00	13,900
1	1.8	Fully Credentialed Teachers	No	\$1,275,489.00	1,416,284
1	1.9	Career Technical Education	Yes	\$85,000.00	77,400
2	2.1	Educational Enrichment	Yes	\$20,000.00	2,067
2	2.2	Extended Learning Opportunities	Yes	\$60,000.00	13,389

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Homeless and Foster Youth Support	Yes	\$10,000.00	4,200
2	2.4	Systems of Support For Student Support and Re-engagement	Yes	\$25,000.00	5,400
2	2.5	Academic Counseling	Yes	\$189,000.00	163,506
2	2.6	School Psychologist	No	\$71,000.00	65,944
2	2.7	Attendance Support and Rewards	Yes	\$5,000.00	6,802.63
3	3.1	Content Area Lessons and Support	Yes	\$15,000.00	5,365
3	3.2	Student Assessments	No	\$5,000.00	5,000
3	3.3	Evidenced Based Interventions	No	\$10,000.00	
3	3.4	Language Development Monitoring	No	\$5,000.00	1400
3	3.5	Dashboard Alternative School Status	Yes	\$0.00	0
3	3.6	English Learner Support	No	\$55,000.00	53,727
			Yes		
4	4.1	Family Engagement Events and Workshops	No	\$3,800.00	1,867

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.2	One-On-One Family and Teacher Meetings	No	\$1,700.00	0
4	4.3	Family Communication	Yes	\$10,500.00	6,919.85
4	4.4	Recruitment	No	\$35,000.00	49,885
4	4.5	Website	No	\$6,000.00	5,800



# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
415,674	\$474,500.00	\$355,073.00	\$119,427.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.6	English Language Development	Yes	\$10,000.00	2400		
1	1.7	Science Labs	Yes	\$15,000.00	13900		
1	1.9	Career Technical Education	Yes	\$85,000.00	77400		
2	2.1	Educational Enrichment	Yes	\$20,000.00	2067		
2	2.2	Extended Learning Opportunities	Yes	\$60,000.00	13389		
2	2.3	Homeless and Foster Youth Support	Yes	\$10,000.00	4200		
2	2.4	Systems of Support For Student Support and Re-engagement	Yes	\$20,000.00	5400		
2	2.5	Academic Counseling	Yes	\$189,000.00	163506		
2	2.7	Attendance Support and Rewards	Yes	\$5,000.00	6800		
3	3.1	Content Area Lessons and Support	Yes	\$15,000.00	5365		
3	3.5	Dashboard Alternative School Status	Yes	\$0.00	0		
3	3.6	English Learner Support	Yes	\$35,000.00	53727		
4	4.3	Family Communication	Yes	\$10,500.00	6919		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
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To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

# 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2,485,595	415,674	0	16.723%	\$355,073.00	0.000%	14.285%	\$60,601.00	2.438%

# Local Control and Accountability Plan 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](mailto: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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

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

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

### **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*

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

- Identify the schools within the LEA that have been identified for CSI.

#### *Support for Identified Schools*

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

- 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*

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

### **Requirements**

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).



- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

### Complete the table as follows:

#### Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

#### Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in EC sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of EC sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

**Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding**

**Description**

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

**Type of Goal**

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

**State Priorities addressed by this goal.**

Identify each of the state priorities that this goal is intended to address.

**An 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.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

## Broad 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.

### Type of Goal

Identify the type of goal being implemented as a Broad Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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**

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

**Measuring and Reporting Results:**

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

### Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

### Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

### Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

### Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.



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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - 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.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

**Actions:**

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

**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.

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

## 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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

**LEA-wide and Schoolwide Actions**

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

**For School Districts Only**

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

**Requirements and Instructions**

Complete the tables as follows:

**Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

**Projected Additional 15 percent LCFF Concentration Grant**

- 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 LEA's 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:

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

### Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

### **Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

### **Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### **How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

### **Additional Concentration Grant Funding**

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **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 plus 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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