LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Innovations Academy

CDS Code: 37683380118083

School Year: 2023-24

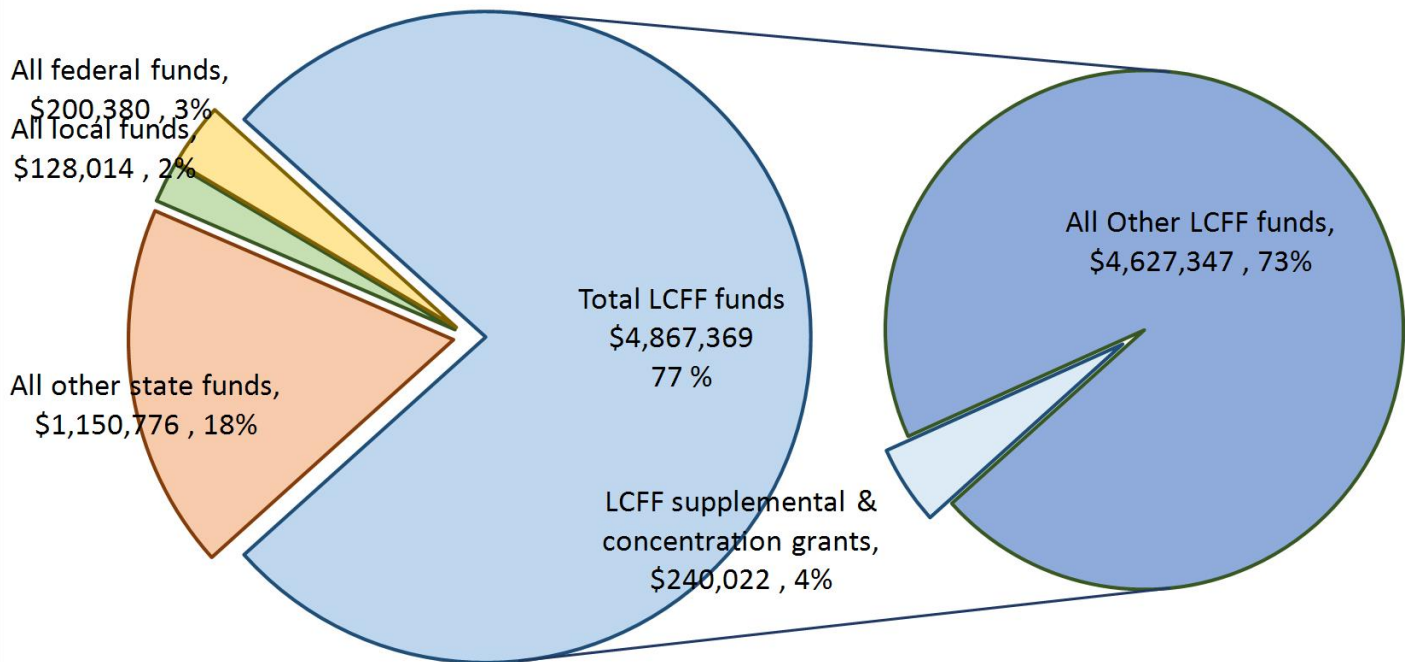LEA contact information:

Christine Kuglen

Director

christine@innovationsacademy.org

858-271-1414

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

All federal funds,
$200,380 , 3%

All local funds,
$128,014 , 2%

All other state funds,
$1,150,776 , 18%

Total LCFF funds
$4,867,369
77 %

LCFF supplemental &
concentration grants,
$240,022 , 4%

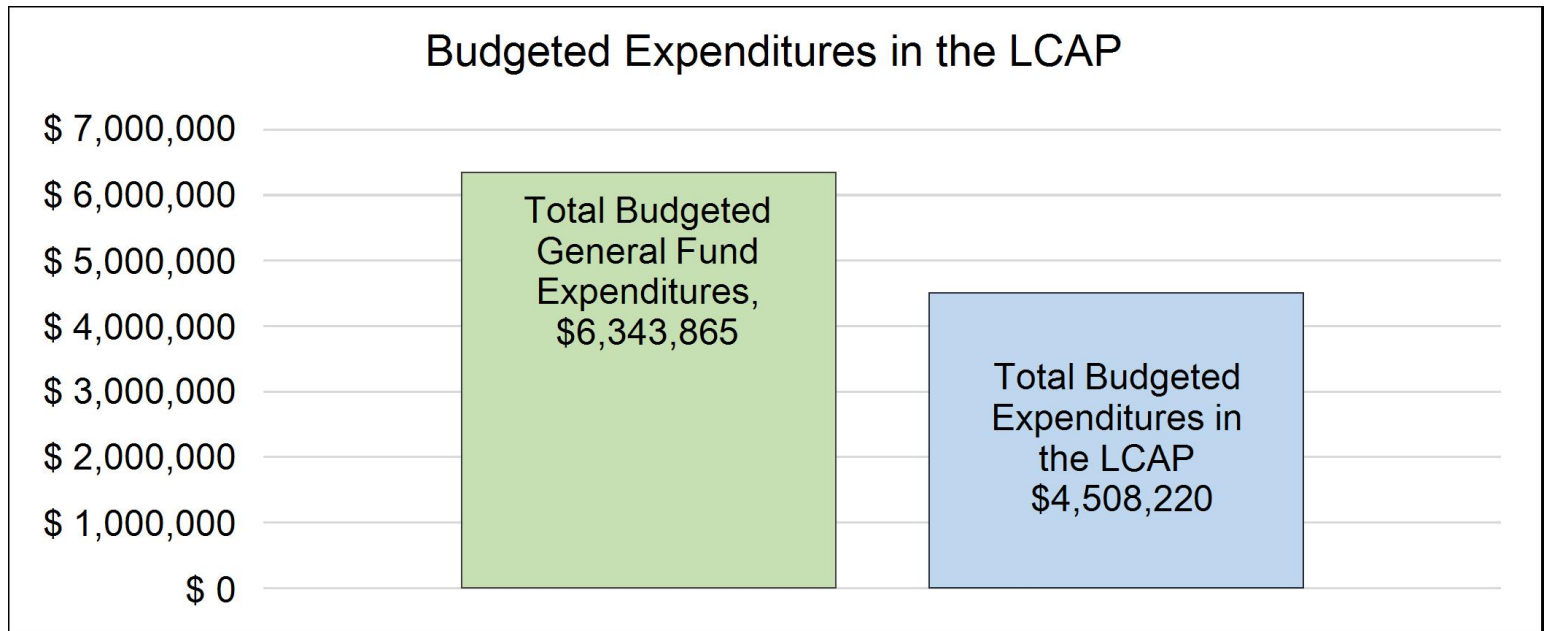All Other LCFF funds,
$4,627,347 , 73%

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

The text description for the above chart is as follows: The total revenue projected for Innovations Academy is $6,346,539, of which $4867369 is Local Control Funding Formula (LCFF), $1150776 is other state funds, $128014 is local funds, and $200380 is federal funds. Of the $4867369 in LCFF Funds, $240022 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.

Budgeted Expenditures in the LCAP

```
$ 7,000,000  ┤
$ 6,000,000  ┤   ┌─────────────┐
             │   │ Total Budgeted│
$ 5,000,000  ┤   │ General Fund │
             │   │ Expenditures,│       ┌─────────────┐
$ 4,000,000  ┤   │  $6,343,865  │       │             │
             │   │              │       │ Total Budgeted│
$ 3,000,000  ┤   │              │       │ Expenditures in│
             │   │              │       │   the LCAP   │
$ 2,000,000  ┤   │              │       │  $4,508,220  │
             │   │              │       │             │
$ 1,000,000  ┤   │              │       │             │
             │   │              │       │             │
$ 0          ┤───┴─────────────┴───────┴─────────────┴──
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This chart provides a quick summary of how much Innovations Academy plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Innovations Academy plans to spend $6343865 for the 2023-24 school year. Of that amount, $4508220 is tied to actions/services in the LCAP and $1,835,645 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
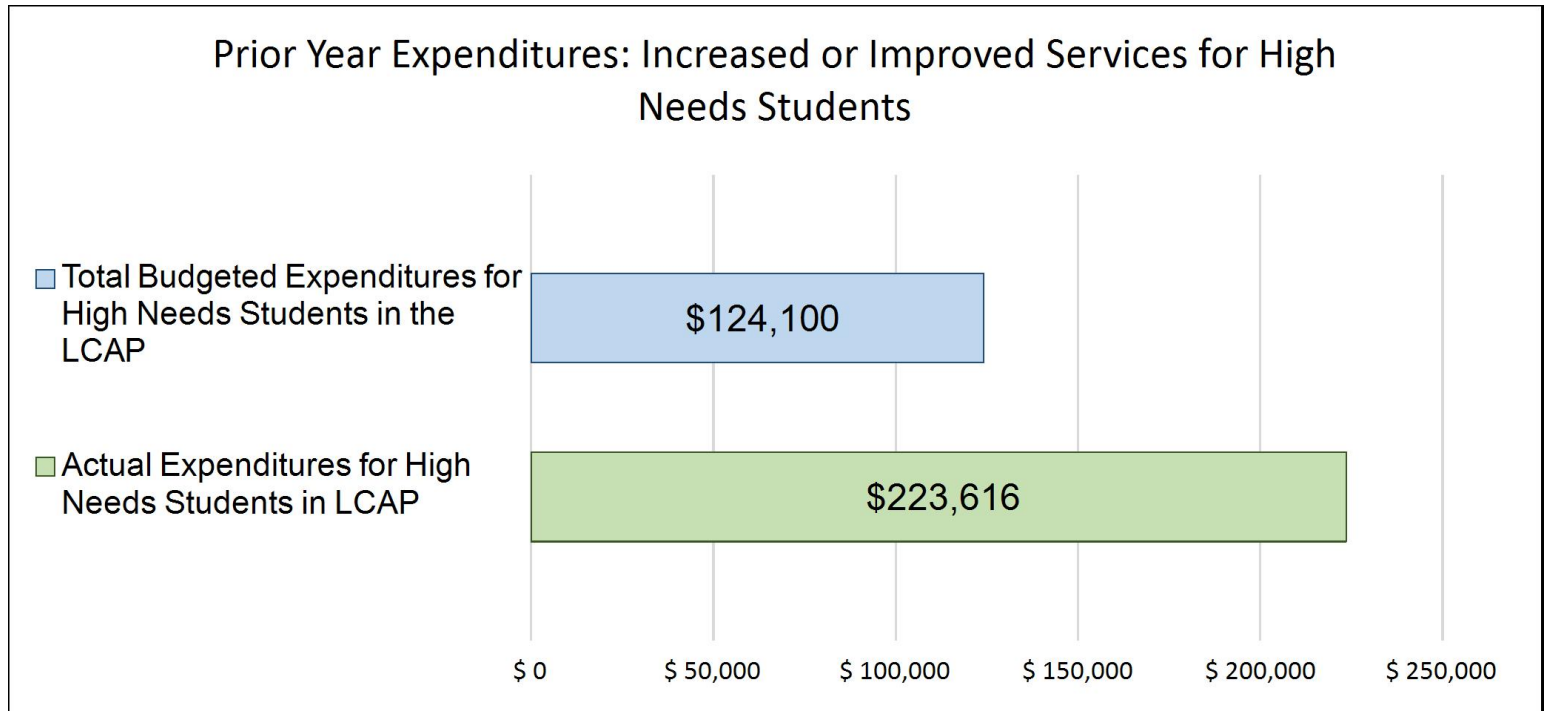
Expenditures not included in the LCAP include some operational, financial and administrative expenditures. Also not included in their entirety are Special Education expenditures.

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

In 2023-24, Innovations Academy is projecting it will receive $240022 based on the enrollment of foster youth, English learner, and low-income students. Innovations Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Innovations Academy plans to spend $208481 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$124,100
☐ Actual Expenditures for High Needs Students in LCAP	$223,616

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

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

The text description of the above chart is as follows: In 2022-23, Innovations Academy's LCAP budgeted $124100 for planned actions to increase or improve services for high needs students. Innovations Academy actually spent $223616 for actions to increase or improve services for high needs students in 2022-23.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Innovations Academy	Christine Kuglen Director	christine@innovationsacademy.org 858-271-1414

Plan Summary [2023-24]

General Information

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

Innovations Academy opened our doors in September 2008 and located in four different locations in our first five years. We finally moved into our forever home in August of 2020, in the midst of the pandemic. Our new facility, in Kearny Mesa, was built according to our needs and goals. During the 21-22 school year the students of Innovations Academy came from 106 different neighborhood schools in 5 different school districts of our county living in 51 different zip codes. At the time of writing, we have 472 students enrolled and 59 staff members employed at Innovations. The student population is comprised of approximately 18% special education students, 27% FRL, and many working class families of all races that are facing increasing economic hardship due to the high cost of living in San Diego. Many rely heavily on the support of extended family even when they don't qualify as low income.

Following a constructivist philosophy, our community is comprised of families that see value in both interactive learning and a strong social emotional curriculum. The diversity of religions, family cultures and practices, world views and ethnicities creates an environment in which we experience a rich mix of viewpoints daily. As progressive constructivist educators, we believe that every student brings background, context, skills and knowledge to their education and the learning environment. Additionally, our job is to help students construct their learning by providing experiences that provoke thought and invite action for learning. We believe that each person's journey is unique to them and is practically immeasurable. Our goal is to facilitate learning along that journey.

As a single school charter, we have integrated our SPSA into our LCAP. By doing this we are better able to align the programs and services funded by both state and federal funds into one cohesive program that serves the needs of all our students and student groups.

The testing and data culture that has been created over the past 25 years has been destructive to both schools and children. It comes with an underlying belief system that gathering data through standardized testing will somehow make working with children less complicated or automate the learning process for all. We don't think that is the answer. Schools have always struggled with addressing the needs of children who are coming from diverse families, parenting skill levels, socio-economic situations etc. and the bureaucracy has not yet realized that schools can't fix all of that, especially in a one year span. Children are not data points, they are individuals, each with unique variables (such as unique timelines, readiness and life factors) contributing to their learning, their decisions and their educational experiences. What have recently been called 21st century skills, are truly skills for the education of all people, no matter the century, in order to be civic minded, highly functioning learners. The skills of collaboration and teamwork, creativity and imagination, critical thinking and problem solving are deeply rooted in our program. How we teach is profoundly different than the typical public school and is nearly impossible to measure.

How we interact is also different. Our behavior management is community centered and designed to promote doing the right thing when no one is looking. Our social emotional program is based on Adlerian theory and is the antithesis of what you would find in a traditional school environment, which is typically designed from a behaviorist based philosophy. The lack of extrinsic motivators is based on solid research about its destructive tendencies. How we assess whether or not our school has achieved its goals is crucial to determining the overall effectiveness of our program components and structure. Frequent and varied assessments, both summative and formative, provide insight to teachers when planning instruction and serve as relevant data for use by school leadership when making decisions leading to program evaluation and improvement. Regular assessment and reporting of student outcomes also allows parents, students and teachers the information needed to guide and decide the paths to take on the educational journey.

Innovations Academy utilizes both traditional assessments, teacher-designed assessments and observation of students to continually review current levels and progress. Traditional assessments such as the DRA and NWEA MAP assessment, writing rubrics, published curriculum and online resources are utilized alongside student inquiry-based learning and project work and peer evaluation. We are very aware that no single assessment, especially a standardized, statewide or nationwide assessments can define the skills, knowledge or academic level of a student and that there are many very different ways that a demonstration of learning can and should look. Most important is that a student knows their strengths and challenges and builds fortitude for their own long educational journey.

Innovations Academy students learn the same content, standards and skills as all other students but how we do it is wonderful. At Innovations Academy we are dedicated to inquiry, deep project work and hands-on exploration. Our students wonder, build, discuss, debate, perform, create, interact, research, defend, cut, color, draw, paint, challenge, diagnose, interview, speak, determine and explore in collaboration with each other and the real world. We have stayed true to these values throughout the COVID-19 pandemic. We provide the resources, guidance and expertise as adults who are further along in the journey.

Innovations Academy is dedicated to our mission of supporting students to powerfully create their lives through self-expression, compassionate connection and purposeful learning.

Reflections: Successes

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

Innovations Academy is proud of the achievement of our students based on 2022 CAASPP/SBAC testing. There was tremendous growth in English Language Arts for all students and across student groups. The data for all students shows an increase from 56.26% of students meeting or exceeding standards in 2021 to 67.88% in 2022.   Math also showed improvement Schoolwide, and for all except one student group, although the growth was not as large as for ELA. Scores increased overall from 53.44% meeting or exceeding standards in Math in 2021 to 54.63% in 2022. Science scores also showed improvement, although the comparison year was to 2019 since the test was not given in 2021. The 2019 overall score was 43.43%, and the 2022 score was 49.09%. Growth in all areas shows the success of the instructional practices at Innovations Academy.

MAP scores reflected the success demonstrated on statewide testing.

We have continued to work on integrating more conscious test preparation in our daily academic routines, with the goal of improving our CAASPP scores that will be reflected on the California School Dashboard. 100% of grade 3-8 students took one or more Smarter Balanced Interim Assessment Blocks throughout the school year to acclimate students to the test format, designated supports, and stimulus styles. We also integrated new schoolwide assessment systems for spelling and math fact fluency to better identify students who needed additional support.

We are confident that our actions are resulting in continued strength in our Dashboard indicators.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Areas of growing concern at Innovations are centered around attendance and parent engagement. Chronic Absenteeism increased to 5.3%, from 1.8% in the previous year. While this is most likely from lingering effects of a changed mindset during the pandemic, it is something we continue to monitor and plan to put additional support strategies in place to address in the coming year. A need to add some structure to the parent engagement strategies has been shared by the parents at LCAP meetings. While some of the concerns are more related to the new building and smaller parking areas, IA believes there are additional strategies and innovative ideas that can help parents feel more connected to the school and more informed about our practices and what is happening in the classrooms.

Math SBAC scores did show some improvement, although not as much as the scores in ELA, and not across all student groups. Schoolwide scores improved in math from 53.4% met or exceeded in 2021 to 54.6 in 2022, however the scores for Hispanic students declined. This is an area where performance improvement is desired.

LCAP Highlights

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

We have five main goals for this LCAP, which have been updated, but do not differ significantly from previous years because they are broad goals that address the needs of all learners, teachers, parents and guardians. Our main theme for these goals is to improve test scores with a focus on low income, foster youth, and English learners, so that our community is not threatened with closure of our charter at any point. We seek to improve the test scores of our students through a variety of ways that hold true to our hands-on, constructivist philosophy. We will do this by analyzing various data, supporting our teachers, offering targeted academic support (inside and outside of the classroom) to struggling students, and making sure we are setting classrooms up for success by purchasing necessary materials. We know that good teachers who are supported in their practice to work are of the utmost importance to a school, so we will continue to support teachers and will continue to review our salary scale to attract and retain strong teachers. We will continue to emphasize the importance of collaborating with students' families to engage parents and collaborate on issues affecting our students. This philosophy resonates throughout the 2023-24 LCAP.

As a single school charter our LCAP also acts as our SPSA, providing a comprehensive and coordinated view of our plans for improving academic achievement and social-emotional health for all members of our school community.

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.

Innovations Academy is not designated as a school receiving Comprehensive Support and Improvement

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

We have the special circumstance that we are a one small school entity and allow continuous educational partner input. Innovations Academy solicited recommendations and comments from our educational partners via surveys, email, phone calls and open forum meetings. communication. Additionally, all families were provided the Director's contact information so they could reach out with input or questions. Our staff members (teachers, principals, admin, and other school personnel) had opportunities to share ideas and specific programs that they would like try. The director sent five surveys (one for each goal) to families and to educate parents about our goals and actions and to obtain targeted feedback. Staff members had an opportunity to give feedback at meetings.

Innovations Academy gathered feedback and input into our LCAP in the following ways:

Consulting with:
- Teachers: Meeting in April/May 2023 to provide feedback on each goal
- Administrators: The Executive Director and Assistant Principal work together in crafting the LCAP and implementing the actions and services described there.
- Other school personnel: Also gave input during meetings
- Parents: Parents LCAP Advisory Committee meeting April 20, 2023, and follow up meeting on May 18, 2023
- Students: Students will give input during May 2023

Surveys were sent out the week of May 7th and 14th

Sharing with, and requesting input from:
- SELPA: SELPA Program Specialists have reviewed how students with disabilities are included throughout the LCAP, and have shared that they are available to consult on the alignment of LCAP activities. (May 22, 2023)
- ELAC: not required based on size of student group, EL students are 2.8% (13 students)
- Public and Board - at the Public Hearing on May 28, 2023

Board Approval - June 28, 2023

A summary of the feedback provided by specific educational partners.

Educational partners input was used to revise or refocus actions, to make updates, and to help us see how to break up a goal into more understandable parts.

Teachers/staff:

- Input from teachers included requests for a large variety of trainings including project training and how to use data from our data management software.
- Areas of improvement mentioned by teachers includes parent education about how to communicate effectively with teachers and organization of the large and varied amount of resources on campus.

Parents/Community:
- Input from parents reflected an overall satisfaction with the school, the environment, and the academic successes.
- Areas of improvement that were mentioned most often centered around:
- attendance improvement, and the need for a notification system
- rigor and consistency in the 6-8 program
- engaging with parents to educate them about our program
- a desire to know more about what is going on in the classrooms, both academically and relating to SEL, so families can engage and help their children to support their success
- suggestions were made about explaining the reasons for standardized testing
- Social emotional resilience
- looking at alternatives such as student teachers or interns to increase staff

Students:
- The majority of students requested more activities, outside time, and PE time in the coming year.
- Students like the field trips, explorations and electives. There were also comments about liking the environment and believing that the staff cares about the students.

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

Some questions and feedback from the meetings and surveys were addressed directly by the Director, and did not need to be included in the LCAP. Ideas and concerns that will be addressed in the LCAP include:
- Goal 1: Action 1 was revised to include helping students understand the purpose behind testing and why data and assessments are necessary. Action 3 - added resilience to action
- Goal 2: Providing additional support for returning staff as well as new staff on positive behavioral interventions and SEL strategies (Action 2.1); teacher retention (Action 2.4). Action 2.5 will provide professional development on how to help all students and student groups such as low income students, English Learners students and Students with Disabilities.
- Goal 3: Action 4 addresses the students interest in more activities and outside time
- Goal 4: Implement a consistent system for notifying parents of student absences (Action 4.1); consider other ways to encourage students to attend school and help parents understand that both students and parents need to be accountable and responsible for their commitment to education (Action 4.2, 4.3)

- Goal 5: Improve communication with parents about how their student is doing in school and what topics or themes the students are working on (Action 5.1); provide education for parents about "how things work at Innovations Academy" and continue to look for a variety of ways to engage with parents about supporting the philosophy of the school, SEL strategies, and other areas as the need arises. (Action 5.2)

Goals and Actions

Goal

Goal #	Description
1	Use social emotional and academic assessment data to improve instruction for all students and provide targeted intervention for struggling students. State Priority 2: State Standards (Conditions of Learning) State Priority 4: Pupil Achievement (Pupil Outcomes) State Priority 6: School Climate (Engagement) State Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

We were in the orange section in both subjects on our 2019 dashboard. This is an important area for us to take on and although we have certainly improved since our last LCAP, it is an area that we will continue to work to grow in. We know that our students are bright and capable, use academic vocabulary during class, can explain their thinking and have strong presentation skills. We want to help them express their intelligence on the state standardized assessments. We will continue improving the schoolwide assessment plan already established with additional assessments like SBAC IABs, spelling inventories, schoolwide writing assessments, and the NWEA MAP. Additionally, we realize that we can improve on identification of students needing targeted support earlier in the year and then designing or finding the right support mechanism to help them improve test scores.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of grade 3-8 students meeting/ exceeding standards on the Math SBAC	Schoolwide: 35.86% Hispanic: 26.78% SED: 16.98% SWD: 16.00% White: 40.44%	20-21 Data: Schoolwide: 53.44% Hispanic: 50% SED: 39.54% SWD: 43.48%	2021-22 SBAC Math Schoolwide 54.63% meeting or exceeding standards Hispanic: 43.08%		Schoolwide: 50% Hispanic: 40% SED: 30% SWD: 30% White: 55%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		White: 55.4%	SED: 42.03% SWD: 44.77% White: 60.37%		
% of grade 2-8 students meeting/exceeding grade level norms on NWEA MAP Mathematics assessment	Schoolwide: 60.4% Hispanic: 54.0% White: 65.7%	January 2022 Data: Schoolwide: 63.01% Hispanic: 54.29% White: 68.97%			Schoolwide: 70% Hispanic: 65% White: 75%
% of grade 3-8 students meeting/ exceeding standards on the ELA SBAC	Schoolwide: 43.43% Hispanic: 35.72% SED: 33.97% SWD: 25.49% White: 47.45%	20-21 Data: Schoolwide: 56.28% Hispanic: 50% SED: 44.19% SWD: 45.65% White: 57.56%	2021-22 SBAC ELA Schoolwide 67.88% Hispanic: 60% SED: 62.32% SWD: 56.72% White: 72.33%		Schoolwide: 53% Hispanic: 42% SED: 40% SWD: 30% White: 55%
% of grade 2-8 students meeting/exceeding grade level norms on NWEA MAP Reading assessment	Schoolwide: 57.5% Hispanic: 45.6% White: 61.5%	January 2022 Data: Schoolwide: 68.03% Hispanic: 58.57% White: 74.71%			Schoolwide: 65% Hispanic: 55% White: 70%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Cohesive Assessment Plan	2021-22 We will collaborate with our K-1 teachers and education specialists to create a cohesive assessment plan, including the NWEA MAP test, in each subject area to track progress and increase student	$19,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		exposure and data from standardized assessments. We will continue to assess phonemic awareness, letter recognition, and reading skills regularly throughout the year and analyze data to identify at-risk students. The cost associated with this may include additional NWEA fees. 2022-23 We will implement a cohesive assessment plan that includes a variety of academic assessments. In K-2, assessments in phonemic awareness, letter recognition and reading skills will be included. We will use the data to inform instruction, monitor progress and create and implement interventions including 1:1 targeted support as necessary. All students in grades 3-8 will participate in weekly lessons for test taking skills and test preparation throughout the year. 2023-24. We will continue to implement a cohesive assessment plan that includes a variety of academic assessments, as referenced above. In addition we will help students understand the purpose behind testing and why data and assessments are necessary.		
1.2	Support for Academic Instruction	2021-22 We will analyze our CAASPP and MAP data for any trends in October and January of each school year. Teachers with strong areas will share their practices while teachers with struggling areas will create a plan for improvement. Teachers will also look at IAB data a minimum of 4 times throughout the year to identify class areas of strength and weakness. The cost associated with this may include outside training on data and assessment analysis. 2022-23 We will analyze our CAASPP (state tests), IABs, DRA, MAP (additional assessment) data and compare to classroom and school based formative and summative data for any trends a minimum of three times throughout the school year. Teachers who have strong scores in each area will share their practices while teachers with struggling areas will create a plan for improvement. Teachers will be given support for improvement.	$45,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2023-24 We will continue to analyze our CAASPP (state tests), IABs, MAP (additional assessment) data and compare to classroom and school based formative and summative data for any trends a minimum of three times throughout the school year. Teachers who have strong scores in each area will share their practices while teachers with struggling areas will create a plan for improvement. Teachers will be given support for improvement.		
1.3	Social Emotional Improvement	2021-22 We will look at end of the year CAASPP scores and beginning of the year MAP & DRA scores within the first two months of school to identify the academic needs of struggling students. Classroom formative and summative assessments, as well as teachers' professional judgment, will be used to determine needs for extra support. Teachers, SST staff, admin, and parents will create a plan to address these needs, including targeted 1:1 support such as after school tutoring. The cost associated with this may include paying IA staff a stipend for after school tutoring and/or additional salaries to hire support staff. 2022-23 Social emotional data will be assessed at the start of the school year and struggling students will be provided support and intervention as needed. 2023-24 We will continue to use social emotional data to assess how to best support struggling students and provide appropriate interventions. Efforts will be made to address resilience and other coping strategies before interventions are needed. Costs may include support staff and time for data analysis, training and staff coaching as well as intensified interventions.	$21,181.00	Yes
1.4	Data analysis and Reflection	2021-22 We will hold one collaborative meeting/month designated to analyze student work and assessment, in addition to creating a plan	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		for improvement. The cost associated with this may include outside training on data and assessment analysis. 2022-23 We will hold one staff meeting/month designated for analysis of student work, assessment and reflection on teacher instructional practices and include development of instructional intervention plans. Professional development will be provided to teachers for instructional delivery, content and assessment. 2023-24. We will continue to provide time to analyze students work, and assessment results, reflect on instructional practices and develop instructional intervention plans. Professional development will be provided to teachers for instructional delivery, content and assessment and support for students who are struggling will be provided.		
1.5	Intervention Plans	2021-22 We will offer free summer school and intervention to low-performing/ under-achieving students, especially those in target populations as determined by NWEA MAP tests. We know that many of our low-performing students have gaps in knowledge that won't be covered in their grade-level content. With such differing gaps, we feel that 1:1 or small group tutoring based on identified needs is the best way to address these areas. The cost associated with this may include paying staff for summer school participation and paying staff to provide tutoring. 2022-23 Teachers, teacher assistants, special education staff, older students and volunteers will be trained in intervention strategies and techniques to be used with designated students and will implement specifically designed plans for students. 2023-24. We will continue to provide training for teachers, teacher assistants, special education teachers and instructional aides in intervention strategies and techniques to be used with students who are not achieving at grade level, and will implement specifically designed plans for those students. Older students and volunteers may also receive training.	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

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

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

Most actions were implemented as planned. Data was gathered (Action1.1), analyzed(Action 1.2) and used to design appropriate interventions(1.3, 1.4), with a focus on helping those students who were struggling in one or more areas (1.5). The major differences revolved around the difficulty in finding substitute teachers and even in maintaining certificated staff. This year was especially difficult with many changes in staffing occurring throughout the year. Many planned activities, such as collaborative data analysis and planning were unable to take place in the same way or time as planned. Alternatives and work-arounds allowed the work to continue, but perhaps not in the same way, or as frequently.

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.

For this goal all of the actions actually expended more money than planned because of the variety of other funding sources that were available to support the programs this year. This allowed the charter to continue the actions indicated in the LCAP and increase the services to better meet the needs of all the students.

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

The increase in test scores for almost all students, and student groups, in ELA, Math and Science indicates that the actions that are part of this goal have been effective. Especially effective for the past year were the peer buddies who worked with younger students (1.5).

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.

Student academic achievement is showing a positive growth trend. Innovations Academy will continue to reflect on practice and look for exceptional strategies and opportunities to continue to excel. Specific changes were made to Actions 1 and 3 in response to parent input. Action 1 - added an element of explaining to students why data and assessments are important. Action 3 - added resilience and coping strategies.

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	All students will be engaged in academically challenging, inquiry-based learning within classrooms effectively managed by highly qualified teachers using intentionally designed behavioral interventions and supports. State Priority 6: School Climate (Engagement) State Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This is at the core of our approach at our school. We are committed to supporting teachers to continually improve their practice. We pride ourselves on offering our students high quality and engaging academic instruction through interactive, hands-on learning within connected and supportive classroom communities. We believe this is the reason we are all here. We apply research on best practices and child development to our instructional practices. We know that students need a safe environment with clear expectations and support in order to thrive and learn.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of teachers that are appropriately credentialed for the students they are assigned to teach.	100% of classroom teachers hold a multiple subject teaching credential	100% of classroom teachers hold a multiple subject teaching credential	100% of classroom teachers hold a multiple subject teaching credential		100% of classroom teachers will hold a multiple subject teaching credential
Percentage of Students with Disabilities who are in the general education program at least 80%	100% of students with disabilities are in the general education program over 80% if the instructional day	100% of students with disabilities are in the general education program over 80% if the instructional day	100% of students with disabilities are in the general education program over 80% if the instructional day		100% of students with disabilities are in the general education program over 80% if the instructional day

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
of the instructional day.					
Percentage of suspension and expulsion rate	0.2% schoolwide suspension rate	0% schoolwide suspension rate	0% schoolwide suspension rate		0% suspension rate
Expulsion rate	0% schoolwide expulsion rate	0% schoolwide suspension rate	0% schoolwide expulsion rate		0% schoolwide expulsion rate
Percentage of students who feel connected/part of their school	According to April 2021 survey, 81% of students (grades 3-8) responding 4 or 5 on a 5-point scale to the question "I feel like I belong and am accepted at IA"	According to January 2022 Satchel Pulse teacher & student surveys, students scored an average of 6.4 on relationship skills, 6.3 on responsible decision making, 6.2 on self awareness, 6.1 on self management, and 6.7 on social awareness. All scores are out of a scale of 10.	Satchel Pulse survey was not given this year.		Satchel Pulse surveys will show a score of 7 or higher in all 5 areas.
Teacher retention rate	75% of credentialed staff are staying at IA following the 2020-2021 school year	80% of credentialed staff are staying at IA following the 2021-2022 school year.	70% of credentialed staff are staying at IA following the 2022-23 school year.		90% of credentialed staff will stay at IA following the 2023-2024 school year

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development	2021-22 IA will pay for all incoming teachers to attend Responsive Classroom and Positive Discipline training, which both offer skills that are at the core of our practice. Ensuring all of our teachers receive this training builds consistency within our school.	$13,500.00	No

Action #	Title	Description	Total Funds	Contributing
		2022-23 IA will provide professional development for all incoming teachers aligned with our philosophies and policies to facilitate their integration to our staff and support continuity of instruction across the school. 2023-24 IA will continue to provide professional development for all incoming teachers aligned with our philosophies and policies to facilitate their integration to our staff and support continuity of instruction across the school. Both new and returning teachers will have access to professional development on academic content delivery, positive behavioral interventions and SEL strategies. A possible new area of focus may be teacher and paraprofessional training on working with English Learner students with IEPs.		
2.2	Teacher Coaching	2021-22 Teachers will be observed at least once per month, set monthly goals with a mentor, receive coaching and follow up both in areas of struggle and areas of growth. The cost associated with this may include salaries for administrative staff and further professional development for teachers. 2022-23 Teachers will be observed at least once per month, set monthly goals with a mentor, receive coaching and follow up both in areas of struggle and areas of growth. The cost associated with this may include salaries for administrative staff, stipends for teachers, substitute pay, contracts with education consultants and further professional development for teachers 2023-24 Teachers will be observed at least once per month, set monthly goals with a mentor, receive coaching and follow up both in areas of struggle and areas of growth. The cost associated with this may include salaries for administrative staff, stipends for teachers, substitute pay, contracts with education consultants and further professional development for teachers. Peer observations and reflections among teachers are another successful model to include here	$64,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Teacher Peer Observation and Collaboration	2021-22 We seek to foster a collaborative environment drawing on the rich resources we already have. We will set a schedule and format for observations, including follow-up conversations to debrief. The cost associated with this may include paying for substitute teachers to cover classes while teachers observe each other. 2022-23 We seek to foster a collaborative environment enriching our teachers skills and knowledge to further develop and tap into the resources we already have in our organization. We will set a schedule and format for observations, including follow-up conversations to debrief. The cost associated with this may include paying for substitute teachers to cover classes while teachers observe each other, professional development in specific areas for specific teachers and coaching. 2023-24 We continue to build a collaborative environment enriching our teachers skills and knowledge to further develop and tap into the resources we already have in our organization. We will set a schedule and a variety of formats for observations, including follow-up conversations to debrief. The cost associated with this may include paying for substitute teachers to cover classes while teachers observe each other, professional development in specific areas for specific teachers and coaching.	$22,739.00	No
2.4	Salary increases & Maintenance	2021-22 We see a need to implement a higher salary scale to attract and retain high quality teachers. 2022-23 As best we can with limited funds, we intend to maintain competitive salaries, benefits and supports for our staff. 2023-24 As best we can with limited funds, we intend to maintain competitive salaries, benefits and supports for our staff. Additionally other factors will be investigated that may positively impact teacher	$3,800,000.00	No

Action #	Title	Description	Total Funds	Contributing
		retention, or provide additional teaching staff such as interns or student teachers.		
2.5	Professional development	2021-22 Professional development provided by the school will be aimed at increasing test scores for low-income, low-performing students. 2022-23 Professional development provided by the school will first be aimed at increasing test scores for low-income, low-performing students and then to raise the level of instruction for all students. This may include supporting teachers with individualized professional development, for induction programs and/or helping with credential needs. 2023-24 Professional development provided by the school will first be aimed at increasing academic understanding, resulting in improving test scores for students with IEPs, low-income, english learner, and students who are homeless or in the foster care system, along with other low-performing students, and then to raise the level of instruction for all students. This may include supporting teachers with individualized professional development, for induction programs and/or helping with credential needs.	$18,500.00	Yes

Goal Analysis [2022-23]

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

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

All planned actions and services were implemented, although not always in the exact way as planned. IA was creative and resourceful in finding alternative ways to accomplish the professional development services without the benefit of always having subs available. In addition the turn-over of staff required some fine-tuning of the professional development offered, with a larger portion going to onboarding (action 2.1) teachers and other staff. There was also a shift to more peer observations, (2.2) since there were not always administrators or professional experts available to observe and mentor the teachers. There continues to be a focus on providing high quality professional development and instruction that promotes learning for each and every student.

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

There were no significant difference between Budgeted and Estimated Actual expenditures in the actions for Goal 2. Action 2.2 showed the greatest discrepancy, and that was due to the inability to get as many substitute teachers as were needed to complete the planned classroom observations.

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

The expulsion and suspension rates of 0 show that the behavioral strategies and supports that are included in this goal have been effective. In addition the academic data shows that almost all student groups are improving academically, which indicates the professional development, coaching and reflections have been effective in improving education for all students.

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

A need for specific training for both returning staff and new staff on positive behavioral interventions and SEL strategies was added to Action 2.1, and ideas for retention strategies and increasing staff were added to Action 2.4., per parent input.

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	Provide high-quality, standards-aligned materials, resources and a facility to students and teachers to support their intellectual, physical, emotional and social well-being. State Priority 1: Basic (Conditions of Learning) State Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

We know that in order to provide our students with rich inquiry-based instruction, we must provide them with high-quality materials and a safe space for them to learn. Our teachers are given the autonomy and supported in deciding what materials and standards-based curriculum will best serve their students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students and teachers with access to standards-based instructional materials.	100% of students and teachers have access to instructional materials that support high academic instruction	100% of students and teachers have access to instructional materials that support high academic instruction	100% of students and teachers have access to instructional materials that support high academic instruction		100% of students and teachers have access to instructional materials
All students will access field trips, guest experts and quality enrichment classes	In the 2020-2021 school year, due to COVID, classes averaged one field trip/year and three virtual meetings with guest experts/year	Classes averaged 8 field trips/year and 5 guest experts/year in the 21-22 school year	Average number of field trips and guest speakers per grade level = 13		100% of classes will go on a minimum of one field trip/month and four guests experts/year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of core subject areas with CCSS, NGSS, ELD, Social Science standards-aligned curricula	5/5 subject areas curricula aligns with CCSS, NGSS, ELD, and Social Science standards	5/5 subject areas curricula aligns with CCSS, NGSS, ELD, and Social Science standards	5/5 subject areas curricula aligns with CCSS, NGSS, ELD, and Social Science standards		5/5 subject areas curricula aligns with CCSS, NGSS, ELD, and Social Science standards
Percentage of facilities that are in "good repair"	100% of facilities are in good repair	100% of facilities are in good repair	100% of facilities are in good repair		100% of facilities are in good repair
Play structures put in place	0 climbing structures on site	1 climbing structure on site	2nd climbing structure is in process		2 climbing structures on site

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Educational Software	2021-22 We will continue to use ST Math, Reading Eggs, Reflex Math, and Mystery Science software to align with our school goals & state standards. Students and teachers will respond to a survey at the end of the year to determine the efficacy of our current software and analyze our needs to plan for software purchases the following year. 2022-23 We will reassess the use of educational software and technology in the light of technology addictions that have surfaced among our students and the damage screen time can have on their brains. We will select the software that best supports our students in a variety of subject areas and use it sparingly. 2023-24 We will continue to review and evaluate the use of educational software and technology in the light of technology addictions that have surfaced among our students and the damage screen time can have on their brains. We will select the software that best supports our students in a variety of subject areas and use it sparingly. We will also acquire and access our student data management software effectively so that it supports student academic and social emotional growth.	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Curriculum & materials	2021-22 For the 2021-2022 school year, IA will purchase a new math curriculum for all grade levels K-8, Illustrative Math. Teachers will have the ability to request curriculum resources as well as materials for hands-on learning and student inquiry projects, lessons and activities. 2022-23 Teachers will be provided needed supplies and resources to teach all of the required standards. Teachers will have the ability to request other curriculum resources as well as materials for hands-on learning and student inquiry projects, lessons and activities, giving our teachers the freedoms that professionals deserve. 2023-24 Teachers will be provided needed supplies and resources to teach all of the required standards . Teachers will have the ability to request other curriculum resources as well as materials for hands-on learning and student inquiry projects, lessons and activities, giving our teachers the freedoms that professionals deserve.	$50,000.00	No
3.3	Facility Costs	2021-22 Cost of facility maintenance: Gas and electric, HVAC services, filter changes, Cox telephone service, landscaping, building lease, oversight fee 2022-23 Cost of facility maintenance: Utilities, HVAC services, filter changes, landscaping, trash and recycling, building lease, oversight fee, cleaning, maintenance and repair. 2023-24 Cost of facility maintenance: Utilities, HVAC services, filter changes, landscaping, trash and recycling, building lease, oversight fee, cleaning, maintenance and repair, as well as upgrades.	$250,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	Facility Improvements	2021-22 We will install playground structures on both kindergarten and upper grade playgrounds and will supply our gym with a variety of athletic materials. 2022-23 We will install a playground structure for kindergarten and another on our upper grade playground and will supply our gym and play spaces with a variety of athletic and exploratory materials. 2023-24 We will complete installation of two play structures and will supply our gym and play spaces with a variety of athletic and exploratory materials. We will define play space and plant space via fencing and replenish the plants on our nature based playground.	$50,000.00	No
3.5	Field study	2021-22 IA will continue to supplement payment from parents to allow all students access to field trips and guest speakers. 2022-23 We will make sure 100% of our students have the opportunity to engage in field trip experiences and guest speakers that enrich their knowledge and skills. 2023-24 We will make sure 100% of our students have the opportunity to engage in field trip experiences and guest speakers that enrich their knowledge and skills.	$48,000.00	Yes

Goal Analysis [2022-23]

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

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

Playground #2 is in progress, but has not been completed yet. Otherwise the actions in Goal 3 have been implemented as planned.

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.

For actions 3.1, and 3.5 the estimated actual expenditures exceeded the budgeted expenditures due to the additional funds received from various state and federal programs for recovering from pandemic learning loss. The only exception would be the budgeted amount for action 4 (another playground structure) has not been totally expended yet because the structure, while planned has not be completed. The school has begun installation and hopes for it to be completed before the start of the next school year.

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

The positive academic outcomes shared in Goal 1, along with the basic services such as instructional materials (100%), facilities in good condition(100%), and standards aligned curriculum (5/5) indicate that the actions and services were successful.

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.

No changes made, however we will talk with students to determine what types of additional activities students would be interested in

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	Provide ongoing analysis, accountability and intervention support for chronically absent and tardy students and their families. State Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

We know that our students succeed when they are at school. Considering the flexibility introduced in distance learning, we want to ensure that our students are attending every day and maximizing their time at school. There has been a shift in parent attitudes about school which has given rise to vacations during the school year. We want to partner with families to troubleshoot any issues that prevent their children from arriving at school on time every day (physically).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students attending 96% of school days	60% of our students attended 96% or more of school days in the 19-20 school year	92% of our students attended 96% or more of school days in the 20-21 school year	ADA - 94.6%		75% of our students attended 96% or more of school days
Percentage of staff attending 96% of school days	100% of our staff attended 96% or more school days	100% of our staff attended 96% or more school days	72% of staff attended 96% or more of school days.		100% of our staff attended 96% or more school days
Percentage of students who are chronically absent (defined as missing 10%)	5 of our 355 students (1.4%) were chronically absent in the 2019-2020 school year	8 of 440 students (1.8%) were chronically absent in the 2020-2021 school year	5.3% of the students were chronically absent in the 2021-22 school year.		We will have less than 3 students chronically absent

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Absence Phone Calls	2021-22 We will contact the family of any absent student on a daily basis. This was a practice developed to check for COVID symptoms that would be beneficial to continue. These calls help us understand why students are absent, that they can log online for instruction, and engage in quick troubleshooting if any problems are present. The cost associated with this may include salaries for additional office staff needed to track the data and implement this plan. 2022-23 We will contact the family of any student who has been absent for 3 or more days and has not alerted the school of the reason for their absence. 2023-24 We will continue to contact the family of any student who has been absent for 3 or more days and has not informed the school of the reason for their absence. A phone calling system to help with this process will be considered.	$4,500.00	No
4.2	Family Meetings	2021-22 The school director will set up problem-solving meetings with any student that reaches 5 absences in the first semester; 7 absences in the second semester to provide education about impacts of absences on students. We will especially focus on EL students, foster youth, those eligible for free and reduced lunch, and those with low academic performance. The cost associated with this may include salaries for staff needed to track this data and for the director to hold additional meetings. 2022-23 same action 2023-24 Same actions, although a shift may be made to more phone calls instead of visits, since those seemed to get a similar response. The additional attendance support from staff will allow increased outreach. Additionally, other ideas for encouraging students and parents to be accountable for and committed to, attendance will be investigated.	$23,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.3	Schedule reminders	2021-22 Weekly parent communications from the director will remind families that vacations should be taken during designated breaks & the overall value of children being present in school. The cost associated with this may include our subscription to Parent Square which enables the director to send weekly communications efficiently. 2022-23 Parent communications from the director will remind families that vacations should be taken during designated breaks & the overall value of children being present in school. The cost associated with this may include our subscription to Parent Square which enables the director to send communications efficiently. 2023-24 Parent communications from the director will remind families that vacations should be taken during designated breaks & the overall value of children being present in school. The cost associated with this includes our subscription to Parent Square which enables whole school and targeted communication with families. We will consider the purchase of software that facilitates attendance counting and parent communication about specific number of absences as well as required meetings due to those absences. Additionally, other ideas for encouraging students and parents to be accountable for and committed to, attendance will be investigated.	$3,000.00	No

Goal Analysis [2022-23]
An analysis of how this goal was carried out in the previous year.

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

There was not a significant difference between planned actions/services and actual actions/services

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.

For action 4.1 the estimated actuals was not significantly different than the estimates. For action 4.2 additional staff participated in the attendance tracking and outreach, which caused this action to have a significantly higher expenditure. For action 4.3 the subscription to Parent Square cost more than anticipated.

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

Chronic absenteeism among students showed an increase this year. This is an area of concern and IA will be reflecting on whether the actions and services are in need of change, or whether the implementation was not complete or didn't follow the plan.

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

The additional personnel time that was added for the work on attendance during 2022-23 will continue for 2023-24. Also a phone calling system was acquired to support communication (4.1 and 4.3) and other ideas for encouraging students and parents to be accountable for and committed to, attendance will be investigated (4.2 and 4.3).

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
5	Provide multiple engagement opportunities for parents through effective communication tools, parent participation opportunities and parent education. State Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

We believe that parents are the primary educators of their children. Our school traditionally welcomes our parents into their child(ren)'s education in a variety of ways. These include having an open door campus policy, chaperoning field trips, working with classes as expert speakers, helping with schoolwide or classroom events and fundraising. We do this because we recognize that parents are the most important people with the largest influence in their child(ren)'s lives. We also recognize that the parents of our most challenged students are also experiencing the largest obstacles to be with them and support them. With COVID-19 protocol, many of the ways we have involved parents in the past have not been possible. We are constantly trying to be efficient in our communication so that parents are informed but not overwhelmed by information. Involving parents in the educational and social-emotional development of their children is extremely important to us and it will always be at the forefront of our goals. As our population has changed with our physical relocation, we want to make sure that we are aware of all parents' needs and wants and that they are aware of what the school is doing to support learning and social-emotional growth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of parents/guardians participating in our social-emotional survey	84.8% of students' parents completed our fall 2020 social-emotional survey	N/A in 21-22 school year	NA		95% of students' parents will complete our fall social-emotional survey
Number of school trainings for parents on academic and	Due to distance learning and the impact of COVID, all	Our school counselor offered 15 SPACE sessions to parents of			Provide a minimum of 15 workshops annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
social emotional initiatives	parents had the opportunity to attend 8 academic trainings and 7 social emotional trainings in the 2020-2021 school year.	students with anxiety during the 21-22 school year. The school offered 7 academic workshops throughout the year.			
Parent connection meetings	8 parent connection meetings were held in the 20-21 school year	9 parent connection meetings were held in the 21-22 school year			10 parent connection meetings held per year

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Parent communication	2021-22 In the director's weekly e-mails to families, she will include a monthly update on spending and information related to the LCAP. Director will hold monthly parent meetings on a variety of topics to gather input and/or educate our families. We will make our website easy for parents to navigate and access any information they may be looking for. The cost associated with this may include continuing to purchase a Parent Square subscription to quickly and effectively communicate with parents. 2022-23 In the director's weekly e-mails to families, a quarterly update on spending and information related to the LCAP will be included. Director will hold monthly parent meetings on a variety of topics to gather input and/or educate our families. We will make our website easy for parents to navigate and access any information they may be looking for. The cost associated with this may include continuing to purchase a Parent Square subscription to quickly and effectively communicate with parents and any costs associated with parent education. 2023-24. This action will continue for the 2023-24 school year using Parent Square as the communication platform. We will increase parent education seminars, meetings and information sharing. In addition	$9,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Innovations Academy will investigate ways to more consistently communicate with parents about how their child is doing in school, at both the office and classroom level.		
5.2	Parent education opportunities	2021-22 School will hold parent education seminars during the school year. Special invitations will go to families eligible for free and reduced lunch, those with EL students, and those with low academic performance. The cost associated with this may include extra time spent by IA staff as well as paying for guest experts. 2022-23 We will actively survey parents about their concerns and areas of need to guide the topics of parent education, barriers to parents for engaging in parent education and other school activities. We will hold parent education seminars during the school year. Special invitations will go to families eligible for free and reduced lunch, those with EL students, and those with low academic performance. The cost associated with this may include extra time spent by IA staff, education seminar costs, guest speaker costs, documentary rental costs, materials costs. 2023-24 We will continue outreach to our educational partners, including events and surveys for parents about their concerns and areas of need to guide the topics of parent education, barriers to parents for engaging in parent education and other school activities. Education opportunities will be made available for parents to better understand the philosophy of I.A., We will include events to support community building and learning. SEL strategies, and other school programs. Parent activities offered during 23-24 will reflect that feedback. Special invitations will go to families eligible for free and reduced lunch, those with EL students, and those with low academic performance. The cost associated with this may include extra time spent by IA staff, education seminar costs, guest speaker costs, documentary rental costs, materials costs.	$26,000.00	Yes

Goal Analysis [2022-23]

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

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

Actions were implemented as planned, however post-pandemic environment resulted in lower turn-out and feedback than was hoped for. Turn over in staff, the challenge of finding subs and other requirements lessened the amount of time available for parental outreach.

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.

Both actions 5.1 and 5.2 had lower expenditures than planned because not as many activities were offered as planned.

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

Many parents at Innovations Academy are engaged with the school and supportive of the staff, the events and classroom activities. However, the is a need to rebuild community since the change in location impacted how parents interact. That will continue to be a focus and area for reflection in the coming year. Some parents have indicated that communication with the teachers about student progress is needed in a more regular and consistent manner.

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

Action 5.1 - consider the purchase of a phone calling system to send calls to parents regarding students who were absent.
Action 5.2 - enhance ways to engage with parents and ensure that they understand the philosophy and strategies being used at Innovations Academy; also look at ways to provide consistent information to parents about what the students are doing/learning in class.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$240,022	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.56%	7.22%	$282,475.11	12.78%

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

Required Descriptions

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

Through improving the validity and analysis of our student assessments (Goal 1, Actions 1, 2, 3, 4 and 5), we will be able to easily identify and provide intervention to English learners and low-income students that need extra support in the classroom. Similarly, we will provide specific times to build missing skills with these students outside of the support already occurring within their classrooms. After improving our data analysis and increasing our assessments, we will be able to look at the data and practices together as a team to collaborate and problem-solve together, first and foremost focusing on English learners and low-income students.
Better quality teaching with coaching (Goal 2 Action 5) will lead to success for all learners, but especially in providing intervention and clear instruction to our English learners and low-income students. Professionals collaborating can help share strategies that have proven successful for members of these populations at our school. When coaching and observations focus on high needs students, instruction can be altered to improve academic and social emotional support for those students.
Giving our students access to high quality, standards-aligned materials will allow us to support all students, especially those from low-income families and English learners. Many of our software programs (Goal 3 Action 1) help English learners be able to pause, rewind, slow down, and translate academic resources. Continuing to update our curricular resources ensures that we are offering our students culturally and socio-economically diverse resources that represent them supported by current research in best practices. Ensuring we have a quality facility helps our students and families feel safe here at school. Field study (Goal 3 Action 5) is also crucial for students struggling with English to connect the real world to their classroom, and for low income students that may not otherwise have access to these experiences outside of

school hours.

Contacting families of absent students (Goal 4 Actions 1-3) often has a positive impact on our low-income students whose families may struggle getting their children to school. We are able to problem-solve together, connect families to carpool, or offer service recommendations for these families, removing barriers to school attendance.

Finally, effective communication (Goal 5 Action 1) and education (Goal 5 Action 2) will serve all of our families. Our parent communication platform, Parent Square, offers easy translation to other languages which improves levels of communication with families of various backgrounds. Parent education serves many low-income families who are not able to afford parenting help/conferences on their own.Family engagement has a strong research base that demonstrates a positive effect on student success

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

Providing additional academic support (Goal 1 Action 3) can support our low-income students who traditionally cannot afford after school enrichment programs. When enrolling students in extended day or year tutoring that may be offered, first priority for enrollment will be given to foster youth, EL students and financially challenged families. This explicit and individualized academic support will help our low-income and English learner students make progress on their assessments as stated in Goal 1. Encouraging all students to participate in field trips and ensuring low income families understand that there is no mandatory cost for participation will benefit those students academically and by increasing engagement. Providing a bus supports access to field trips for all students equally.

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

We will be adding teacher assistants to our staff this upcoming year. In our outreach for new teachers, we seek experienced teachers and apply funds to hiring these more expensive teachers. Additionally, we are adding another education specialist to our team next year. Providing free meals twice per day to our entire school population will force us to spend funds on a full time staff member who will manage that program.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:40	

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	1:17	

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,418,674.00	$931,807.00		$157,739.00	$4,508,220.00	$4,039,139.00	$469,081.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Cohesive Assessment Plan	English Learners Foster Youth Low Income	$18,000.00			$1,000.00	$19,000.00
1	1.2	Support for Academic Instruction	English Learners Foster Youth Low Income	$40,600.00			$5,000.00	$45,600.00
1	1.3	Social Emotional Improvement	English Learners Foster Youth Low Income	$21,181.00				$21,181.00
1	1.4	Data analysis and Reflection	English Learners Foster Youth Low Income	$4,000.00			$6,000.00	$10,000.00
1	1.5	Intervention Plans	English Learners Foster Youth Low Income	$17,000.00	$0.00		$3,000.00	$20,000.00
2	2.1	Professional Development	All Students with Disabilities	$13,500.00				$13,500.00
2	2.2	Teacher Coaching	All	$64,000.00				$64,000.00
2	2.3	Teacher Peer Observation and Collaboration	All	$20,000.00			$2,739.00	$22,739.00
2	2.4	Salary increases & Maintenance	All	$2,756,193.00	$931,807.00		$112,000.00	$3,800,000.00
2	2.5	Professional development	English Learners Foster Youth Low Income	$12,500.00			$6,000.00	$18,500.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.1	Educational Software	All	$10,000.00				$10,000.00
3	3.2	Curriculum & materials	All	$50,000.00				$50,000.00
3	3.3	Facility Costs	All	$230,000.00			$20,000.00	$250,000.00
3	3.4	Facility Improvements	All	$50,000.00				$50,000.00
3	3.5	Field study	English Learners Foster Youth Low Income	$48,000.00				$48,000.00
4	4.1	Absence Phone Calls	All	$4,500.00				$4,500.00
4	4.2	Family Meetings	English Learners Foster Youth Low Income	$23,200.00				$23,200.00
4	4.3	Schedule reminders	All	$3,000.00				$3,000.00
5	5.1	Parent communication	All	$9,000.00				$9,000.00
5	5.2	Parent education opportunities	English Learners Foster Youth Low Income	$24,000.00			$2,000.00	$26,000.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$4,313,726	$240,022	5.56%	7.22%	12.78%	$208,481.00	0.00%	4.83 %	**Total:**	$208,481.00
								LEA-wide Total:	$208,481.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Cohesive Assessment Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$18,000.00	0
1	1.2	Support for Academic Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,600.00	0
1	1.3	Social Emotional Improvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,181.00	0
1	1.4	Data analysis and Reflection	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,000.00	0
1	1.5	Intervention Plans	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,000.00	0
2	2.5	Professional development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,500.00	0

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 (%)
3	3.5	Field study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$48,000.00	0
4	4.2	Family Meetings	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$23,200.00	0
5	5.2	Parent education opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$24,000.00	0

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,594,290.00	$4,638,927.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Cohesive Assessment Plan	Yes	$7,000.00	19,594.00
1	1.2	Support for Instruction	Yes	$25,700.00	55,952.00
1	1.3	Social Emotional Improvement	Yes	$18,000.00	22,181.00
1	1.4	Data analysis and Reflection	Yes	$8,000.00	13,017.00
1	1.5	Intervention Plans	Yes	$6,000.00	27,158
2	2.1	New Hire Professional development	No	$16,790.00	15,911
2	2.2	Teacher Coaching	No	$71,000.00	64,925
2	2.3	Teacher peer observation	No	$23,800.00	22,739
2	2.4	Salary increases & Maintenance	No	$3,900,000.00	3,850,000
2	2.5	Professional development	Yes	$19,500.00	18,859

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Educational Software	No	$7,000.00	20,568.00
3	3.2	Curriculum & materials	No	$50,000.00	53,565.00
3	3.3	Facility Costs	No	$250,000.00	257,774.00
3	3.4	Facility Improvements	No	$100,000.00	54,900.00
3	3.5	Field study	Yes	$35,000.00	58,079.00
4	4.1	Absence Phone Calls	No	$4,500.00	4,981.00
4	4.2	Family Meetings	Yes	$5,000.00	34,200.00
4	4.3	Schedule reminders	No	$2,000.00	5,680.00
5	5.1	Parent communication	No	$10,000.00	9,180
5	5.2	Parent education opportunities	Yes	$35,000.00	29,664

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
240,022	$124,100.00	$223,616.00	($99,516.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Cohesive Assessment Plan	Yes	$4,000.00	16,594	0	0
1	1.2	Support for Instruction	Yes	$3,600.00	30,800	0	0
1	1.3	Social Emotional Improvement	Yes	$18,000.00	19,500	0	0
1	1.4	Data analysis and Reflection	Yes	$4,000.00	9,200	0	0
1	1.5	Intervention Plans	Yes	0	22,158	0	0
2	2.5	Professional development	Yes	$19,500.00	18,500	0	0
3	3.5	Field study	Yes	$35,000.00	48,000	0	0
4	4.2	Family Meetings	Yes	$5,000.00	29,200	0	0
5	5.2	Parent education opportunities	Yes	$35,000.00	29664	0	0

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3912781	240,022	6.8%	12.93%	$223,616.00	0.00%	5.72%	$282,475.11	7.22%

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.

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

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

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

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

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

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

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

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

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 5. Total Planned Percentage of Improved Services

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

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

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

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

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

- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 7. Total Estimated Actual Expenditures for Contributing Actions

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

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