ICEF Inglewood Elementary Charter Academy

Local Control and Accountability Plan (LCAP)

2022-2023

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: ICEF Inglewood Elementary Charter
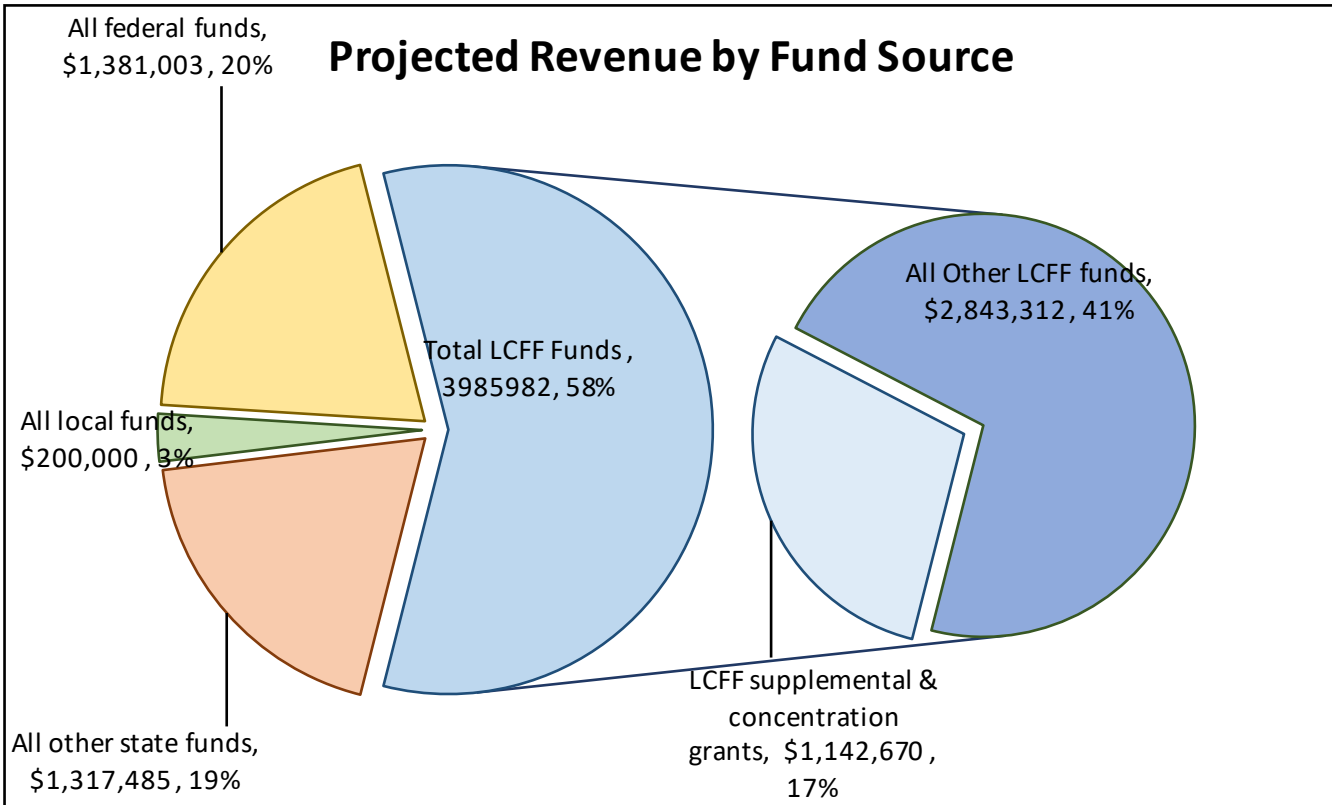CDS Code: 19-64634-0120303
School Year: 2022 – 23
LEA contact information: Nicole Peters nicole.peters@icefps.org

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

Budget Overview for the 2022 – 23 School Year

Projected Revenue by Fund Source

All federal funds, $1,381,003, 20%

All Other LCFF funds, $2,843,312, 41%

Total LCFF Funds, 3985982, 58%

All local funds, $200,000, 3%

LCFF supplemental & concentration grants, $1,142,670, 17%

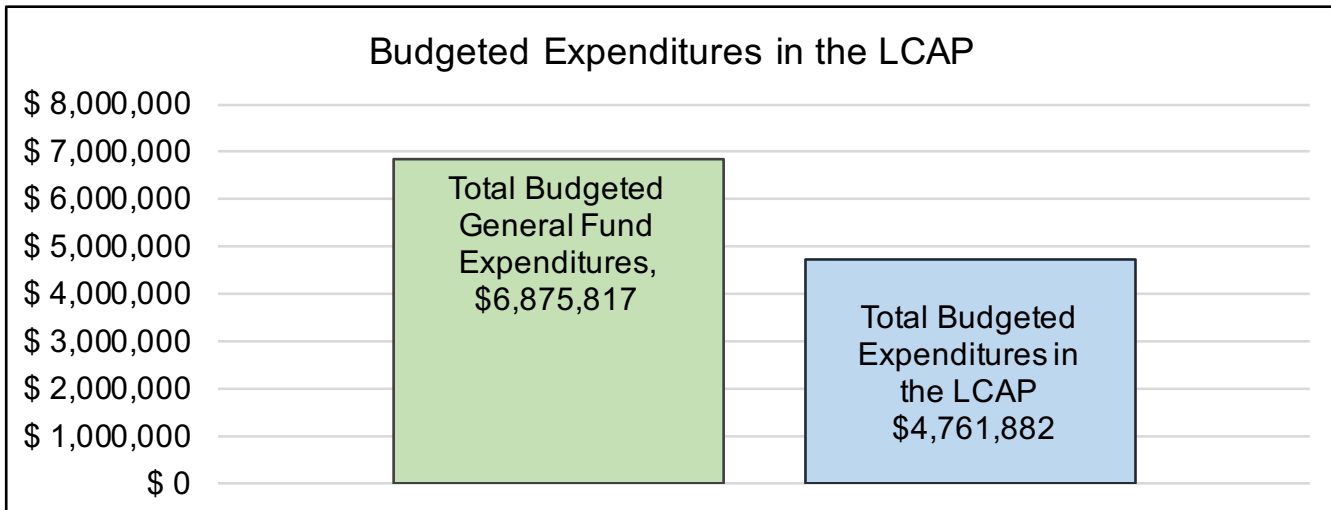All other state funds, $1,317,485, 19%

This chart shows the total general purpose revenue ICEF Inglewood Elementary Charter 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 ICEF Inglewood Elementary Charter is $6,884,470.00, of which $3,985,982.00 is Local Control Funding Formula (LCFF), $1,317,485.00 is other state funds, $200,000.00 is local funds, and $1,381,003.00 is federal funds. Of the $3,985,982.00 in LCFF Funds, $1,142,670.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents

Budgeted Expenditures in the LCAP

$ 8,000,000	
$ 7,000,000	
$ 6,000,000	Total Budgeted General Fund Expenditures, $6,875,817
$ 5,000,000	
$ 4,000,000	Total Budgeted Expenditures in the LCAP $4,761,882
$ 3,000,000	
$ 2,000,000	
$ 1,000,000	
$ 0	

This chart provides a quick summary of how much ICEF Inglewood Elementary Charter plans to spend for 20 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: ICEF Inglewood Elementary Charter plans to spend $6,875,817.00 for the 2022 – 23 school year. Of that amount, $4,761,882.00 is tied to actions/services in the LCAP and $2,113,935.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
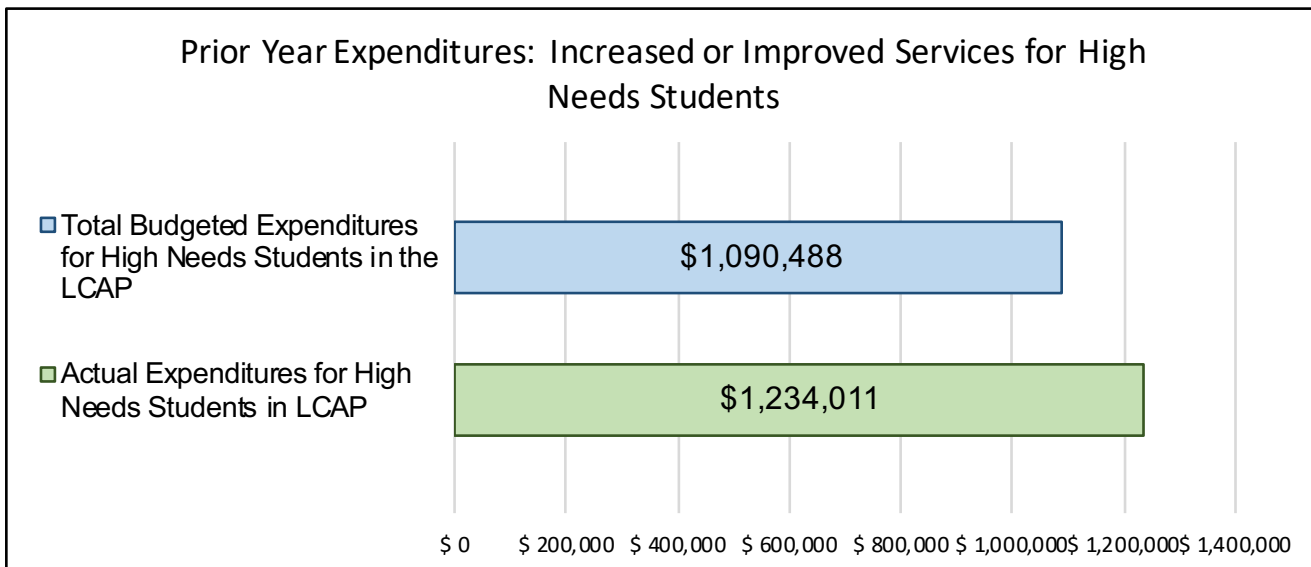
Staffing and related benefits, textbooks and general instructional materials, special education and instruction services, professional services, rent and facility costs and other general opertional costs.

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

In 2022 – 23, ICEF Inglewood Elementary Charter is projecting it will receive $1,142,670.00 based on the enrollment of foster youth, English learner, and low-income students. ICEF Inglewood Elementary Charter mu describe how it intends to increase or improve services for high needs students in the LCAP. ICEF Inglewood Elementary Charter plans to spend $1,313,529.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

□ Total Budgeted Expenditures for High Needs Students in the LCAP — $1,090,488

□ Actual Expenditures for High Needs Students in LCAP — $1,234,011

$ 0 $ 200,000 $ 400,000 $ 600,000 $ 800,000 $ 1,000,000 $ 1,200,000 $ 1,400,000

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

The text description of the above chart is as follows: In 2021 – 22, ICEF Inglewood Elementary Charter's LCAP budgeted $1,090,488.00 for planned actions to increase or improve services for high needs students. ICEF Inglewood Elementary Charter actually spent $1,234,011.00 for actions to increase or improve services for high needs students in 2021 – 22.

Supplement to the Annual Update to the

2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
ICEF Inglewood Elementary Charter Academy	Nicole Peters, Principal	nicole.peters@icefps.org 323.298.6420

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

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

ICEF Inglewood Elementary Charter Academy meaningfully consulted with its educational partners (Administrators, teachers, staff, students, parents/families, including families of Unduplicated Pupils, and families of Students with Disabilities, and Community Members) to identify areas for growth/need through the analysis and presentation of multiple forms of schoolwide data, student achievement data (Fastbridge aReading & aMath Assessments), classroom observation data, Midyear Reporting of the LCAP, including survey findings in order to make a more informed data-driven decision on the allocation and use of one-time funds: Educator Effectiveness Funds, Universal Pre-School (UPK/UTK), and Expanded Learning Opportunity- Program. Virtual Meetings with Parents/families on the use of these funds have been and will continue to be embedded in ELAC/DELAC, Parent Advisory Committee (PAC), and Coffee with the Principal meetings, while discussions with students will take place during assemblies. Our leadership team meets weekly and staff development meetings take place on a bi-weekly basis. Additionally, IIECA surveys its staff, students and parents as part of the LCAP engagement process, at least annually.

- Previous engagement opportunities can be found on the school's 2021-22 LCAP
- Meetings with the Leadership Team and Staff took place during the months of October – November 2021 to identify areas for growth/need with the development of the Educator Effectiveness Block Grant.
- Meetings on the additional Cost-of-Living Adjustment (Mega COLA) and the 15% increase to LCFF Concentration funds took place during meetings with our educational partners with the development of the Midyear LCAP report for the governing that took place in January 2022.
- Meetings with our educational partners will take place during the months of January – February 2022 regarding Universal Transitional TK Program grant one-time funds

- Meetings with our educational partners will take place during the months of March – May 2022 regarding Expanded Learning Opportunities Program funding that will impact and influence the development of the ELO-P Plan.

The use of (Educator Effectiveness Block Grant, Universal Preschool/TK, Expanded Learning Opportunities Plan) funds provided through the Budget Act of 2021, as noted above will not be used in the 2021-22 school year and therefore not included in the 2021-22 LCAP. However, Mega COLA and the additional LCFF Concentration Grant add-on funds will be used in the 2021-22 school year.

Link to 2021-22 LCAP https://4.files.edl.io/73bf/07/23/21/163129-2242ee2a-559a-4791-8895-fd663b565026.pdf

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

ICEF Inglewood Elementary Charter Academy (IIECA) used additional concentration grant add-on funds to increase the number of teachers that provide direct services to our Unduplicated Pupils (Low-income, English Learners, and/or foster youth). IIECA has experienced a significant decline in student enrollment (65 students) which has detrimentally impacted the school's 2021-22 school year budget. In lieu of teacher layoffs, teacher staffing levels have remained the same, which benefits our Unduplicated Pupils, since it has resulted in a lower student-to-teacher ratios, to address the impact of lost instructional time and provide increased and improved services for our Unduplicated Students.

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

At ICEF Inglewood Elementary Charter Academy engaging its educational partners has been an ongoing process throughout the development of the school's LCAP, Expanded Learning Opportunities – Grant (ELO-G) Plan, ESSER III Expenditure Plan, use of federal stimulus funds, and use of one-time funds the school has received to support recovery from the COVID-19 pandemic including the impact of distance learning on our students. Engagement has taken place during townhalls, surveys, and virtual meetings with our educational partners.

These plans provide details on the engagement with our educational partners, including dates and method of engagement.

ICEF Inglewood Elementary Charter Academy engaged its educational partners in the planning and development of the ESSER III Expenditure Plan during the Summer and Fall 2021. However, ESSER III Funds will not be used in the 2021-22 school year.

Link to ESSER III Expenditure Plan: https://www.icefps.org/apps/pages/index.jsp?uREC_ID=1673428&type=d&pREC_ID=2285075

Link to ELO-G Plan: https://www.icefps.org/apps/pages/index.jsp?uREC_ID=1673428&type=d&pREC_ID=2285076

Link to 2021-22 LCAP https://4.files.edl.io/73bf/07/23/21/163129-2242ee2a-559a-4791-8895-fd663b565026.pdf

ICEF Inglewood Elementary Charter Academy has updated its Safe Return to In-Person Instruction & Continuity of Services Plan, and the plan is updated with the input of our educational partners every six months in adherence to state and local County Public Health Department guidance. As outlined in the plan, IIECA continues to take numerous steps to maintain the health and safety of its students, educators, and staff and to ensures continuity of services.

Successes: include adherence to our safe-return to in-person instruction and continuity of services plan. Our Leadership Team meets weekly to address schoolwide issues (staffing/students) including surges in COVID-19 infection rates, testing, and quarantining.

Challenges: filling staff vacancies that include the Math Intervention Teacher has been a significant challenge due to local and national teacher and staffing shortages. Other challenges include the surge in COVID-19 infection rates due to the Omicron variant has resulted in increased student absences (increase in chronic absenteeism rates); and staff absences. Another challenge is parent participation and engagement in Parent Advisory Committee (PAC), and ELAC. Other challenges include a decline in student enrollment which has significantly impacted the school's 2021-22 budget.

ESSER III Funds will not be used in the 2021-22 school year therefore there are no identified successes or challenges.

Link to ESSER III Expenditure Plan: https://www.icefps.org/apps/pages/index.jsp?uREC_ID=1673428&type=d&pREC_ID=2285075

Link to Safe Return to In-Person Instruction & Continuity of Services Plan: https://www.icefps.org/apps/pages/index.jsp?uREC_ID=1673428&type=d&pREC_ID=2285073

Link to updated COVID-19 Plans https://www.icefps.org/apps/pages/index.jsp?uREC_ID=1688964&type=d&pREC_ID=2113950

ICEF Inglewood Elementary Charter Academy has coordinated planning and implementation of the requirements of the funds it has received from the Budget Act 2021 and federal stimulus funds (ESSER I/II) with the implementation of the school's LCAP to ensure continuity of services and to address student academic, social-emotional, behavioral and mental health needs are met, with the return to in-person instruction. These funds have been crucial in addressing our student and community needs, especially with the decline in student enrollment IIECA has faced. Funds have been used to maintain staff that provide direct services to our students in alignment with our 2021-22 LCAP, and findings from our internal assessments (Fastbridge aReading/aMath, LCAP annual measurable outcomes/metrics, and feedback from our partners through surveys (staff, students, and parents).

These one-time funds are being used to supplement actions in the LCAP, prevent staff layoffs, and ensure services are provided ot our students. However, ESSER III Funds will not be used in the 2021-22 school year.

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

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

Introduction

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

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

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

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

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

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

Instructions

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

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

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).*"

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

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

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

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021

Local Control 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
ICEF Inglewood Elementary Charter Academy	Nicole Peters, Principal	npeters@icefps.org 323.290.6400

Plan Summary 2022-23

General Information

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

ICEF Inglewood Elementary Charter Academy (IIECA) serves approximately 355 students in grades TK-5 with the following demographics: 73% African American, 23% Hispanic, 3% 2+ Races, 7% Students with Disabilities (SWD), 9% English Learners (EL), 1% Foster Youth (FY), 4% Homeless Youth (HY), and 92% Socioeconomically Disadvantaged (SED).

IIECA is situated at 2 separate campuses. Most of our students reside in close proximity to our school, and within the following identified traditional public schools based on their residence address: Kelso, Hudnall, Highland, Beulah/Payne, and Oak Street Elementary.

 - Site #1: Grevillea Campus serves grades 1-2.

      Address: 434 S. Grevillea Ave. Inglewood, CA. 90301

 - Site #2: Hillcrest Campus serves grades TK-K, 3-5.

      Address: 215 E. Hillcrest Blvd. Inglewood, CA. 90301

Every student has access to a broad course of study, rigorous academic curriculum, and resources to ensure they are successful. Students receive instruction based on the California Common Core Standards. All TK-5th grade students have access to a broad course of study beyond core subjects, (English Language Arts, mathematics, Social Studies, Science, Physical Education) including dance, coding, and art. The goal of preparing students to attend the top colleges is achieved through educating and preparing students for the many creative industries available.

IIECA has implemented the workshop model, where students are delivered a mini lesson and have the rest of the period to practice that skill within their independent level while teachers deliver intervention to students who struggle academically to build understanding. This instruction can be delivered individually or within small groups in all core subject areas.

IIECA provides a well-rounded 21st Century learning experience in a small school environment, with 1:1 student to laptop ratio, and integration of technology-based programs and digital curricular materials. Academic discourse is also a foundation at IIECA. Students are encouraged to discuss with their classmates their methods of solving problems or how they approached a given task. Additionally,

we provide an afterschool academic and social enrichment program that includes academic tutoring, extra-curricular clubs and organizations and an athletic program.

MISSION.

The mission of ICEF is to prepare all students to attend and compete at the top one hundred colleges and universities in the nation.

VISION

IIECA is an educational community where all stakeholders are valued and respected. We seek to foster the growth of the whole child through collaborative instructional practices, 21st Century learning experiences, and by empowering our scholars with positive character development.

Reflections: Successes

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

ICEF Inglewood Elementary Charter Academy is proud of its decline in student suspensions this past year, which can be attributed to our shift in focus with school culture, implementation of positive behavior and intervention supports (PBIS)

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Red	Green	None	None	Orange	Yellow
English Learners	Green	Blue	None	None	None	None
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Red	Green	None	None	Orange	Orange
Students with Disabilities	Yellow	Orange	None	None	None	None
African American	Red	Blue	None	None	Orange	Orange
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Yellow	Orange	None	None	Orange	Yellow
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	None	None	None	None	None
Two or More Races	None	None	None	None	None	None

The following include successes over the past school year:

- Implementation of daily community circles led by the Assistant Principal to address and reduce student behavior incidents. The Director of Wellness also led community circles in classrooms.
- Teachers and school staff have participated in Trainings on Circle Ways (Pre-Phase 1); Benefits of Community Circle (Phase 1); How to build community with Circles (Phase 2) and with the return to in-person instruction Phases 1 and 2 have taken place with fidelity. For the 2022-23 school year, we will train staff on Restorative Practices (Phase 3)
- Staff researched SEL curriculum for implementation in 2022-23 school year. Ripple Effects online curriculum will be implemented, and all staff will participate in training.
- School Counselor participated in Trauma informed practices and strategies to address schoolwide (student) needs.
- An analysis of Fall to Winter - Fastbridge data has concluded that 61% of students are on-track for meeting their annual growth targets in mathematics; and 54% were on target for Reading.
- Panorama survey findings: 92% of students feel that they have someone that can help them, no matter what. Why? Dolphin Dares, Dolphin Den (use of behavior incentives), Community Circles that are held in the classroom, Yoga in classroom, fun brain breaks in the classroom, Unit 0 and throughout the year: getting to know me activities.
- Panorama survey findings: 82% of students feel like they have a friend they can count on to help them. WHY? Dolphin Den, team building activities, Community Circles, student led yoga sessions, solving circles, group shared tasks (consensus groups), student council.

Behavior Data Decrease in playground referrals. In 2018-2019 school year 59% of all behavior referrals came from the yard. In the current year 2021-2022, it has decreased to 41%. This year we have structured our outdoor play to only allow 1 class in an area at a time. This was primarily done to stop cross contamination for COVID, but later we saw the benefit of reduced numbers on the playground and the decrease in yard referrals.

Crisis Risk Assessment Decrease: During the pandemic (8/2020-6/2021) we had 6 crisis risk assessments. At the beginning of the year, we had 11 crisis risks, however 6 were deemed "no risk," 4 were deemed "low risk," and 1 was deemed "medium risk." Since December 2021 we have only had 1 medium risk. The use of Go Guardian and Beacon have helped us catch early detection of students in crisis. We have also incorporated mindful moments as a classroom strategy. The counseling team meets with general education students for a variety of reasons and purposes. We also have begun to use Ripple Effects as a Tier 2 strategy to help students learn more about an emotion they are going through.

Reading Intervention Teachers: At the beginning of the year, 100% of identified Reading Intervention students were reading far below grade level (measured using Fountas and Pinnell Reading Levels). In April 2022, 55% of these identified students are now performing at grade level or expected to be at grade level by the end of year. In December 2021, 77% of students in intervention made at least a half year (6 month) of progress in 2.5 months. Additionally, 100% of these students have increased their reading levels. The Reading Intervention Teachers attribute the growth due to a combination of reading support/intervention provided in-person; Lindamood Bell

Training: Seeing Stars strategies, instructional aide support that allowed for smaller group sizes, using high-interest, culturally relevant texts that students took home and read. In addition, our intervention program was well-structured, consistent, and had high student participation.

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.

The 2021-22 school year marks the first year since the transition from remote learning in mid-March 2020 to the return to in-person instruction. Our students and their families/caregivers have faced tremendous adversity and hardships including anxiety, trauma, job/employment loss, food and/or housing insecurity. Research has shown that poverty has a profound and predictable negative influence on child development, including language skills, physical and mental health, and academic achievement. COVID-19 has exacerbated these problems as it magnified economic inequality and reduced low-income families' access to healthcare, food, jobs and housing. The stressors and uncertainty surrounding the COVID-19 pandemic compound the stressors low-income communities already experience on a daily basis, which has made this an incredibly challenging time for families and their children.

Identified Needs include:

- Chronic Absenteeism rates escalated this year due to housing insecurity, behavioral issues, referrals. We implemented de-escalation techniques, PBIS, and PBIS rewards. For the 2022-23 will add a Social Worker to conduct home visits and identify root causes and connect families with community resources.

- At the start of the school year, ICEF Inglewood Elementary Academy administered Fastbridge aReading and aMath assessments (academic universal screener) to establish student baseline results, identify learning/achievement gaps, intervention needs, and to inform instruction. The following charts and data provide the fall to winter comparison by grade level and performance level.

- Fastbridge 61% students (K-5) are on track for meeting annual growth targets Math (Fall 2021 - winter 2022)

- Fastbridge: 54% of students are on track for reading (fall 2021 - Winter 2022)

- 33% of students in K-5 at "high risk" for Reading (as measured by winter administration of Fastbridge aReading). Need Reading Specialists.

- 32% of students in K-5 at "high risk" for Math (as measured by winter administration of Fastbridge aMath). Need Math Intervention Teacher.

- Switching From Guided Reading Levels to DIBELS: Based on research from The Science of Reading we're learning that the way reading has been measured, there's more effective ways to measure reading growth in our students. DIBELS measures phonics and phonemic awareness skills as well as ready fluency and comprehension. Students will receive a composite that embodies all of the

above and uses benchmarks to determine if they are meeting grade level expectations. The subtests also lead teachers to a more prescriptive style of intervention.

- A Literacy Specialist was added by Fastbridge data does not show growth among at-risk student groups

<u>Reading</u>

Grade K: Fall 2021 to Winter 2022 Fastbridge Reading

- 52% Performed in the "high risk band" - 20th percentile & below
- 17% Performed in the "some risk" - 20-29.9%
- 29% Performed on the low risk - 30th percentile
- 2% Performed at "college pathway" - 80th percentile

Grade 1: Fall 2021 to Winter 2022 Fastbridge Reading

- 28% Performed in the "high risk band" - 20th percentile & below
- 19% Performed in the "some risk" - 20-29.9%
- 46% Performed on the low risk - 30th percentile
- 7% Performed at "college pathway" - 80th percentile

Grade 2: Fall 2021 to Winter 2022 Fastbridge Reading

- 45% Performed in the "high risk band" - 20th percentile & below
- 20% Performed in the "some risk" - 20-29.9%
- 32% Performed on the low risk - 30th percentile
- 3% Performed at "college pathway" - 80th percentile

Grade 3: Fall 2021 to Winter 2022 Fastbridge Reading

- 27% Performed in the "high risk band" - 20th percentile & below
- 12% Performed in the "some risk" - 20-29.9%
- 59% Performed on the low risk - 30th percentile
- 2% Performed at "college pathway" - 80th percentile

Grade 4: Fall 2021 to Winter 2022 Fastbridge Reading

- 23% Performed in the "high risk band" - 20th percentile & below
- 20% Performed in the "some risk" - 20-29.9%
- 43% Performed on the low risk - 30th percentile
- 13% Performed at "college pathway" - 80th percentile

Grade 5: Fall 2021 to Winter 2022 Fastbridge Reading

- 29% Performed in the "high risk band" - 20th percentile & below
- 17% Performed in the "some risk" - 20-29.9%
- 44% Performed on the low risk - 30th percentile
- 6% Performed at "college pathway" - 80th percentile

MATH:

Grade K: Fall 2021 to Winter 2022 Fastbridge Math

- 51% Performed in the "high risk band" - 20th percentile & below
- 2% Performed in the "some risk" - 20-29.9%
- 47% Performed on the low risk - 30th percentile
- 0% Performed at "college pathway" - 80th percentile

Grade 1: Fall 2021 to Winter 2022 Fastbridge Math

- 26% Performed in the "high risk band" - 20th percentile & below
- 20% Performed in the "some risk" - 20-29.9%
- 46% Performed on the low risk - 30th percentile
- 7% Performed at "college pathway" - 80th percentile

Grade 2: Fall 2021 to Winter 2022 Fastbridge Math

- 28% Performed in the "high risk band" - 20th percentile & below
- 12% Performed in the "some risk" - 20-29.9%
- 58% Performed on the low risk - 30th percentile
- 2% Performed at "college pathway" - 80th percentile

Grade 3: Fall 2021 to Winter 2022 Fastbridge Math

- 37% Performed in the "high risk band" - 20th percentile & below
- 12% Performed in the "some risk" - 20-29.9%
- 47% Performed on the low risk - 30th percentile
- 4% Performed at "college pathway" - 80th percentile

Grade 4: Fall 2021 to Winter 2022 Fastbridge Math

- 33% Performed in the "high risk band" - 20th percentile & below
- 20% Performed in the "some risk" - 20-29.9%
- 43% Performed on the low risk - 30th percentile
- 5% Performed at "college pathway" - 80th percentile

Grade 5: Fall 2021 to Winter 2022 Fastbridge Math

- 22% Performed in the "high risk band" - 20th percentile & below
- 24% Performed in the "some risk" - 20-29.9%
- 55% Performed on the low risk - 30th percentile
- 0% Performed at "college pathway" - 80th percentile

LCAP Highlights

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

ICEF Inglewood Elementary Academy will implement the following key features for the 2022-23 school year:

- Will further strengthen and expand its MTSS Model to include additional counseling support, an Assistant Principal (role of a dean) to address student behavioral issues/referrals; and a Social Worker will collaborate with the MTSS/PBIS Team to address students who are disengaged, experiencing trauma, attendance issues, at-risk for chronic absenteeism, meet with families/caregivers and conduct home visits to ensure family needs are being met including referrals to local agencies/community-based organizations. PBIS training will be provided schoolwide
- Focusing on teaching foundational skills that a significant percentage of our students lack
- Implementing clear structures and protocols for students, including behavior expectations
- Providing all teachers with extensive instructional coaching especially on strategies to support EL and Students with Disabilities.
- Implement structures to support a Multi-tiered System of Supports with a focus on developing a Community School.
- Expanding the after-school program for additional students through the Expanded Learning Opportunities (ELO-P) including Summer School and intercession.

ICEF Inglewood Elementary Academy has developed its 2022-23 LCAP that will also serve as its SPSA, that meets the educational partner requirements outlined in CA EC 64001(j) and has met the following requirements CA EC 52062(a):

- Consultation with SELPA per CA EC 5206(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1)
- English Learner PAC: CA EC 52062(a)(2)
- Providing a written response to each of the committees regarding their comments

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.

ICEF Inglewood Elementary Charter Academy has not been identified for Comprehensive Support & Improvement; therefore, this section does not apply

Support for Identified Schools

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

ICEF Inglewood Elementary Charter Academy has not been identified for Comprehensive Support & Improvement; therefore, this section does not apply

Monitoring and Evaluating Effectiveness

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

ICEF Inglewood Elementary Charter Academy has not been identified for Comprehensive Support & Improvement; therefore, this section does not apply

Engaging Educational Partners

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

The following is a summary of the engagement process used to involve our statutorily required educational partners in the development of the LCAP and how this engagement was considered before finalizing the LCAP. Engagement of our educational partners has been an ongoing process throughout the academic school year with the development of the multitude of school plans as outlined in the LCAP supplement.

- **Teachers** were engaged during weekly staff and professional development meetings. Discussion took place on new curricula adoption, data analysis, CGI, Circle Ways, PD areas of focus, use of one-time funds, LCAP Mid-year report, 2022-23 LCAP development, COVID-19 School Safety Plan, and Intervention Groups.

- **Administrators/Principal** engagement took place in-person and via virtual meetings (Zoom) on weekly basis (Wednesdays) during the academic school year; and discussions took place on the following areas: Data analysis, CGI Math, Circle Ways SEL, Action Planning, Interventions, new curricular adoption, use of one-time funds, budgeting, COVID-19 School Safety Plan, and 2022-23 LCAP development.

- **Other School Personnel Office Team -** took place virtually and in-person with the following classified staff.

- **Other School Personnel ARC Team meetings** took place twice per month; virtually via Zoom and discussions included after-school academic and social enrichment programs, attendance, student behavior and academic needs/support.

- **Other School Personnel CRC Meeting** took place virtually and in-person twice per month; and discussions included parent engagement and participation, student attendance and chronic absenteeism rates, communicating with families, LCAP midyear report and 2022-23 LCAP development.

- **Other School Personnel SOM Meetings** took place twice per month; virtually via Zoom and discussions included schoolwide events, school climate, parent engagement, LCAP midyear report and 2022-23 LCAP development.

- **Other School Personnel Literacy Specialist Meeting** took place twice per month; virtually via Zoom and in-person. Discussions took place on data analysis, intervention groups, professional learning needs, monitoring student progress.

- **Parents including those representing Unduplicated Pupils (UP) and Students with Disabilities (SWD)** meetings took place each semester via Zoom (virtual). Besides the ELAC, and PAC meetings, discussions took place on Parent stress management and coping strategies; and breaking cultural cycles "I wish my child knew…" and planning for 2022-23 parent workshops and activities.

- **Students including Unduplicated Pupils and Students with Disabilities (SWD)** were consulted during in-person weekly student council meetings. Discussions took place on student concerns, student engagement, school climate, event planning to enhance school culture, use of one-time funds; and were also surveyed.

- **SELPA** was consulted via email and via virtual SELPA meetings during the school year.

- **ELAC/DELAC and EL-PAC** were consulted via virtual zoom meetings on: 10/19/21; 2/2/22l and 2/8/22 – discussed EL Master Plan, reclassification rates and criteria, strategies to support ELs at home, and internal assessment (Fastbridge & Fountas & Pinnell)

- **Parent Advisory Committee (PAC) including parents of UP and SWD** consultation/engagement took place during virtual (Zoom) meetings on: October 14, 2021- Schoolwide Data, 1st Semester Activities, COVID Protocols and Updates; November 5, 2021: Chronic absenteeism rates; Independent Study/COVID-19 Quarantine; January 22, 2022- Schoolwide Data, 2nd Semester Activities, Special Events, LCAP Mid-year report/Supplement, and one-time funding; March 4, 2022- SBAC Preparations, what is the SBAC and why is it important, UTK, ELO-P, and 2022-23 LCAP development.

A summary of the feedback provided by specific educational partners.

The following is a summary of the feedback provided by the following required educational partners, that emerged from an analysis of the input received in the development of the 2022-23 LCAP.

- **Teachers** would like to continue with training and implementation of Into reading for students struggling with reading; professional development on Lexia; understanding how to use Fastbridge data to provide and drive intervention; how to bridge Into reading with Reading Conferences/Guided Reading; and professional development on NGSS Science instruction.

- **Principals/Administrators** would like to continue to provide PBIS training schoolwide, strengthen intervention programs, expand after school enrichment and support (ELO-P), TK implementation, and identify the most effective platform for intervention.

- **Other School Personnel** would like to receive additional training on PBIS; and would like the school to focus on attendance and changes to independent study (if applicable for 2022-23)

- **Parents including those representing Unduplicated Pupils (UP) and Students with Disabilities (SWD)** are concerned with bullying; and would like the school to continue with COVID-19 Health & Safety Protocols.

- **Students including Unduplicated Pupils and Students with Disabilities (SWD)** would like to intervention to continue for those that are struggling academically including differentiation and small group instruction; and the return to field trips.

- **SELPA** no additional feedback was provided.

- **ELAC/DELAC and EL-PAC** would like meeting times to change for the 2022-23 school year; and would like workshops for parents of ELs on how to support their child academically at home; and would like to know more about the type of questions student are assessed on in the ELPAC Summative assessment.

- **Parent Advisory Committee (PAC) including parents of UP and SWD** would like the school to continue with the numerous initiatives that took place this year: COVID-19 Health & Safety Protocols ongoing communication; Winter & Spring Camp; Coding enrichment class; and would like the following to be implemented in-person Family engagement opportunities, field trips, and campus beautification.

The following is a description of the aspects of the LCAP that were influenced by or developed in response to specific feedback from educational partners as described in previous prompt.

- Goal 1, Action 3: The Literacy Specialist will provide targeted Tier 2 reading support for students reading below grade level and use this data in combination with other intervention data to monitor, measure and track student progress. The Alder Resident and Instructional Aides will provide targeted tiered intervention in the classroom and small group instruction support.

- Goal 1, Action 4: The Social Worker will collaborate with the MTSS/PBIS Team to address students who are disengaged, experiencing trauma, attendance issues, at-risk for chronic absenteeism, meet with families/caregivers and conduct home visits to ensure family needs are being met including referrals to local agencies/community-based organizations. PBIS training will be provided schoolwide

- Goal 1, Action 4: The Counseling Interns will provide SEL individual and small group counseling for students.

- Goal 2, Action 1: Professional development on CGI Math, Circle Ways/SEL, DIBELS, NGSS SWUN Math, TeachBoost Teacher Effectiveness Framework. Instructional Coach (Assistant Principal) will be provided to support teachers.

- Goal 2, Action 2: Ensemble Learning, leadership development program, Learning While Leading, focuses on developing principals and school leadership teams as they tackle the challenge of serving English Learners. The work will focus on increasing the strength of the team, instructional expertise related to English Learners, using data to inform instruction and design a plan for student achievement and school culture, and ongoing continuous improvement.

- Goal 3, Action 1: PBIS, school climate events, campus aides for supervision and student safety.

- Goal 3, Action 1: COVID-19 Health Screenings and surveillance.

- Goal 3, Action 3: Community Relations Coordinator to support families and facilitate parent workshops.

Goals and Actions

Goal

Goal #	Description
1	**Use multiple forms of student/schoolwide data including universal screeners and assessments to inform instructional decisions, implementation of evidence-based intervention and supports; and fully implement a Multi-tiered System of Supports (MTSS) to identify and provide targeted academic and social-emotional supports to ensure student academic success and close achievement gaps among all student groups.**

An explanation of why the LEA has developed this goal.

With the return to in-person instruction, use of multiple forms of assessments and data are essential to inform instruction, identify students for MTSS; identify learning gaps, monitor and measure student growth, and to develop annual growth targets to improve student outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA	2018-19: 24.26% 2020-21: not administered	2021-22: results pending			30%
CAASPP Math	2018-19: 28.71% 2020-21: not administered	2021-22: results pending			35%
CA Science Test	2018-19: 11.94% 2020-21: not administered	2021-22: results pending			20%
Attendance Rate Source: CALPADS	2019-20: 95%	2020-21: 94.3%			>95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic absenteeism Rate Source: Dataquest	**CHRONIC ABSENTEEISM 2018-19** 		Count	Rate
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Schoolwide	98	23.2%
African-American	87	26.4%
Hispanic	8	10.3%
EL	3	10.0%
SWD	9	16.4%
SED	94	24.1%		**CHRONIC ABSENTEEISM 2020-21** |	Count	Rate
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Schoolwide	82	19.6%
African-American	70	23.0%
Hispanic	10	9.9%
EL	2	5.4%
SWD	9	22.0%
SED	79	20.7%				10%
% of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study Source: Master Schedule	2020-21: 100%	2021-22: 100%			100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	**ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM**	ICEF Inglewood Elementary Charter Academy (IIECA) will employ a principal and a total of 18 appropriately credentialed classroom teachers for students in grades TK-5, to provide instruction in all core subject areas: ELA, Math, Science, Social Studies and Physical Education as part of the school's base program. IIECA will provide its students with 180 instructional days which exceeds the CA state requirement of 175 instructional days. All teachers will participate in 2 weeks of intensive Summer Professional Development, that will focus on Circle Ways (SEL), Classroom management, DIBELS reading assessment, Reading comprehension strategies, Cognitive Guided Instruction – Math, Trauma informed practices. All teachers will also participate in an additional 3 non-instructional days during the academic year for professional development to focus	$1,904,738	Y

Action #	Title	Description	Total Funds	Contributing
		on data analysis to inform instruction. All teachers will also participate in weekly Professional Development and/or staff development.		
2	**MEASURING STUDENT PROGRESS – ASSESSMENTS**	With the return in in-person instruction, the need to administer diagnostic assessments, and benchmark assessments in order to develop annual growth targets, measure student progress which are critical to inform instruction, identify student academic needs, achievement gaps, identify appropriate intervention and to measure program effectiveness. Students will be administered the following assessments: • Fastbridge aReading & aMath assessments (K-5): 3 times/year • DIBELS Assessments • Illuminate benchmark assessments • Interim Assessment Blocks (IAB) • Formative & summative assessments • State mandated assessments The State Board of Education (SBE) has approved Fastbridge assessments as a verified data source. FastBridge combines Computer-Adaptive Tests (CAT) and Curriculum-Based Measures (CBM) for universal screening and progress monitoring and delivers reliable data and insights. FastBridge assessments are used to build and sustain our Multi-tiered System of Support (MTSS) framework that promotes data-based decision-making across core, supplemental and intensive instructional settings to impact learning growth. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills. They are designed to be short fluency measures used to regularly monitor the development of early literacy and early reading skills. The critical skills necessary for successful beginning reading include phonemic awareness, phonics, fluency, vocabulary, and comprehension. DIBELS measures assess students on four of	$7,541	Y

Action #	Title	Description	Total Funds	Contributing
		these five critical skills, which are often referred to as the "Big Ideas" of reading. DIBELS are a benchmark assessment administered three times per year (fall, winter, spring) with additional regular checks based on student needs.		
3	**ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING**	Learning gaps have been identified among student groups including Unduplicated Pupils and SWD in reading and mathematics as evidenced from internal assessments and the CA School Dashboard. According to survey findings reported from our educational partners, there is significant need to provide our students with additional academic supports and interventions built into the instructional day, to further mitigate learning loss. The Literacy Specialists will provide targeted reading support using Fountas & Pinnell Leveled Literacy Intervention program for students reading below grade level and use this data in combination with other intervention data to monitor, measure and track student progress. The Math Intervention teacher will provide targeted tiered support for student performing at the "high risk band." The Alder Resident and Instructional Aides will provide targeted tiered intervention in the classroom and small group instruction support. Based on findings from assessment data, students will be identified for additional supports that include but are not limited to: • Lexia Core5 • Achieve 3000 • i-Ready • iXL ELA & Math • Raz Kids Lexia Core 5 supports educators in providing differentiated literacy instruction for students of all abilities in grades TK–5. Lexia's research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction.	$939,437	Y

Action #	Title	Description	Total Funds	Contributing
		Achieve 3000 is a supplemental online literacy program that provides nonfiction reading content to students in grades TK-12 and focuses on building phonemic awareness, phonics, fluency, reading comprehension, vocabulary, and writing skills. It has a rating of "strong" from Evidence for ESSA, based on a wide body of research, including a gold standard study, for demonstrating accelerated literacy growth for students across grade levels and abilities. It allows for a systematic and flexible approach to measuring growth, forecasting performance, targeting instruction, and creating a culture of literacy that supports all students. Achieve 3000 supports students to continue to accelerate their literacy growth in order to be on track for academic success. iXL supports educators in providing differentiated math instruction for students of all abilities in grades TK–5. IXL's research-proven program provides explicit, systematic, personalized learning in math instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction and intervention.		
4	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	An area of concern with the return to in-person instruction is addressing the SEL, behavioral, and mental health needs of students and provide increased services as requested through input from our educational partners. The Assistant Principal will develop an attendance committee that will conduct home visits with the Social Worker and meet with families/guardians in order to address absences and at-risk chronic absenteeism rates. The School Counselor will provide SEL counseling for DIS/SWD and general education students. Our school has partnered with South Central Training Consortium (SCTC), and Loyola Marymount University (LMU) to provide grief counseling, social skills group.	$140,653	Y

Action #	Title	Description	Total Funds	Contributing
		To address the mental health, social and emotional well-being of students IIECA will continue to implement the ICEF Embrace the Mind (ETM) Program, a school based mental health initiative that is designed for predominantly African American and Latinx communities. The purpose of our program is threefold: to offer education on the science behind mental health, to reduce stigma associated with mental illness, and to equip students, teachers, and families with tools to build mental wellness including Yoga. Our school will adopt and implement Ripples Effect SEL curriculum schoolwide (character traits) as part of our PBIS initiative in combination with Class Dojo that will serve as the platform to track positive behavior and communicate with families. Class Dojo tracks a student's behavior, and has tools for teachers, students, and parents. The Wellness Center and calm down corners will be implemented as part of our PBIS technique to de-escalate student behavioral issues and address SEL student needs. PBIS incentives will also be implemented to encourage and incentivize positive behavior.		
5	**BROAD COURSE OF STUDY**	ICEF Inglewood Elementary Charter Academy will provide all students with a broad course of study beyond core subjects that include the following: • Art • Coding • Dance According to a longitudinal study of the impact of the Arts and Achievement in At-risk youth, conducted by National Endowment of the Arts, found that students in high arts involvement helped narrow the gap in achievement levels among youth of high Socioeconomic Status (SES) versus low SES. Learning experiences in the arts contribute to the development of academic skills, including the areas of reading and language development, and mathematics.	$188,982	Y

Action #	Title	Description	Total Funds	Contributing
6	**SERVICES TO SUPPORT SWD**	For the 20-21 school year, our focus area for SWD's was on English Language Arts due to previous test scores. Based on our verified data report, FastBridge, at the end of year test taken in May/June 2021, 81% of SWD's made over 1 years of growth in reading and 47% made over 1 years of growth in math. Based on this data, for the 21-22 school year, we decided to focus interventions and targeted training for teachers at Inglewood on the area of mathematics for SWD's. When reviewing our BOY to MOY FastBridge data for the 21-22 school year, at Inglewood 69% of SWD's are on track to make 1 or more years of growth in reading and 71% in math. Based on this data, we are confident that our SWD's will be on track to make 1+ years of growth by the time they take their Spring 2022 FastBridge assessment. In general, though, it does appear that we have made significant progress in regards to improving our SWD math scores, but this might still be an area of focus for the 22-23 S.Y. based on preliminary data, along with historical. This plan might adjust though based on our Spring 2022 final EOY data. Program/Plan to implement the following for SWD (in addition to academic, SEL, mental health supports available to all students): At ICEF Inglewood, we offer a continuum of services which includes, but is not limited to, using the Learning Center & Inclusion Models in order to serve students in their least restrictive environment (LRE). We plan to continue to offer robust programming to our SWD's through an inclusive support model. This inclusive support model includes both push-in and pull-out services including comprehensive mental health and wellness instructive that is provided universally to all students. With that being said, ICEF Inglewood prides ourselves in our ability to make changes to our program models depending on the unique and individual needs of each student that joins or is a part of our ICEF family.	$464,269	N

Goal Analysis for 2021-22

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

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

Action 1: Due to low enrollment in kindergarten - one less teacher was hired.

Action 3: The Math Intervention Teacher position continues to be vacant due to staffing shortages.

Action 4: As a result of staffing shortages the Assistant Principal of Culture position was not filled.

Action 5: Dance elective course was cancelled due to Covid-19.

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 material differences between budgeted expenditures and estimated actual expenditures as noted above with the number of vacancies.

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

Despite vacancies actions were effective in making progress toward the goal.

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.

Per new CDE Guidance, and LACOE updates Priority 8 – Other Pupil Outcomes, does not apply to elementary schools per CA EC, therefore the metric of Fitnessgram was eliminated for the 2022-23 LCAP Annual measurable outcome.

Per CDE Guidance: 2021-22 state mandated assessments (ex. SBAC, ELPAC summative, CAST) where results have not yet been reported, the LEA may report "2021-22 Results pending." The reporting of the ELA CAASPP, Math CAASPP, and CA Science Test metric was revised to report the percentage of students that met/exceeded standards rather than distance from standard, due to the suspension of the CA School Dashboard.

No changes were made to the planned goal. Per CDE guidance and CA EC, charter schools may develop a one-year LCAP. Therefore, actions may vary based on findings from multiple forms of data; and/or input and feedback provided by our educational partners.

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

Goal

Goal #	Description
2	**Continue to implement a comprehensive, coherently focused, schoolwide Professional Development Plan that integrates standards-aligned academic content standards, with evidence-based pedagogical strategies to deliver high quality, engaging, differentiated instruction to address the diverse learning needs (ELL, SPED, SED) of our students, close achievement gaps, to ensure our students are College and Career Ready (CCR).**

An explanation of why the LEA has developed this goal.

With the return to in-person instruction and the addition of new educators and support staff, providing robust professional learning opportunities and instructional coaching is essential to build capacity, and strengthen the delivery of instruction using evidence-based pedagogical strategies.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Fully credentialed & Appropriately assigned Teachers Source: CalSAAS & CALPADS	2020-21: 100%	2021-22: 83%			100%
Access to Standards-aligned Instructional Materials Source: SARC	2020-21: 100%	2021-22: 100%			100%
Implementation of the State Standards – measured using CDE's Self-Reflection Local Indicator Priority 2	**2020-21: Implementation** Academic Standards ELA 5 ELD 4 Math 5 NGSS 4 History 2 PE 5 VAPA 5	**2021-22: Implementation** Academic Standards ELA 5 ELD 4 Math 5 NGSS 4 History 3 PE 5 VAPA 5			**2023-24: Implementation** Academic Standards ELA 5 ELD 4 Math 5 NGSS 4 History 3 PE 5 VAPA 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% Of EL who made progress toward English Proficiency measured by ELPAC	2020-21: 18.18%	2021-22: results pending			25%
Reclassification Rate Source: Dataquest	2019-20: 3.8%	2020-21: 0%			20%
% EL with access to CCSS & ELD Standards Source: SARC	2020-21: 100%	2021-22: 100%			100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	**PROFESSIONAL DEVELOPMENT**	With the return to in-person instruction and the addition of new educators and support staff, providing robust professional learning opportunities and instructional coaching is essential to build capacity, and strengthen the delivery of instruction using evidence-based pedagogical strategies. All teachers (General education and Special Education educators) will participate in 2 weeks of intensive summer professional learning that will focus on: • Circle Ways SEL • Trauma-informed practices • Classroom management de-escalation techniques • DIBEL Reading Assessment • Reading comprehension strategies • Cognitive Guided Instruction (CGI) Math In addition, professional learning will continue weekly during the academic school year with 3 non-instructional days that will focus on data analysis and application to inform instruction. • HM ELA & ELD Curriculum Adoption • Amplify Science: Literacy integration in science	$235,219	Y

Action #	Title	Description	Total Funds	Contributing
		• CGI Math: Number talks • SWUN: IM Math • DIBELS • Circle Ways: SEL • PBIS PD – LACOE IIECA has a partnered with The Alder Graduate School of Education (GSE) which provides Alder Residents, teaching interns, that are placed at our school to co-teach alongside our mentor teachers for one full school year. The Alder Resident is matched with an Alder Mentor (ICEF Mentor Teacher) to provide 1:1 coaching. The Alder Mentor (Title II Funded) receives coaching ad training form the Residency Director at Alder GSE, which also serves to improve quality of teaching. The ongoing year-long coaching focuses on evidence-based strategies for teaching and learning which impacts both the mentor's and resident's understanding and implementation of each. This program partnership provides a pipeline of highly trained teacher candidates for our school to offer a permanent teaching position the following school year. This allows our school to ensure 100% of teachers are both appropriately credentialed and assigned; and that teacher candidates are highly trained and know/understand ICEF's mission and vision. To improve the effectiveness of Instructional Aides they will receive additional training from the Rivet School. To support teacher effectiveness and credential clearance, ICEF Inglewood will reimburse teacher induction expenses (Title II Funded) via LACOE. Members of the leadership team and teachers will have opportunities to attend workshops, conferences and/or symposiums: • LETRS: training for Literacy Specialists • ECE credit reimbursement for TK teachers • Equity training: providing equitable services for all students and a deep dive into looking at current school practices.		

Action #	Title	Description	Total Funds	Contributing
2	**STRENGTHENING EL PROGRAM & SERVICES**	Remote learning due to COVID-19 pandemic has had negative impacts on English Learners resulting in widening achievement gaps. To increase services for English Learners; educators will participate in extensive professional learning with Ensemble Learning, leadership development program, Learning While Leading, focuses on developing principals and school leadership teams as they tackle the challenge of serving English Learners. The work will focus on increasing the strength of the team, instructional expertise related to English Learners, using data to inform instruction and design a plan for student achievement and school culture, and ongoing continuous improvement. ELs will receive designated and integrated ELD; and teachers will implement the newly adopted ELA & ELD curriculum (HMH) and receive ongoing coaching.	$23,100	Y
3	**CORE CURRICULAR PROGRAM NEEDS**	The following standards aligned curriculum and consumables will be purchased: • HMH ELA/ELD Curriculum • Amplify Science NGSS Curriculum • SWUN Math • Positive Prevention Plus (Health) • Studies Weekly for Social Studies (or equivalent)	$29,681	N
4	**CLOSING THE DIGITAL DIVIDE**	ICEF Inglewood will purchase additional devices to continue with 1:1 student to device ratio, schoolwide, and additional technology related programs including: • Go Guardian • Beacon • SeeSaw • Zoom subscription • Hotspots (as necessary) • Classroom technology	$52,668	Y

Goal Analysis for 2021-22

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

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

There were no identified substantive differences for actions listed under Goal 2.

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 identified material differences between budgeted expenditures and estimated actual expenditures.

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

All actions were effective in making progress toward the goal.

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 were made to the planned goal, metrics, and desired outcomes. Per CDE guidance and CA EC, charter schools may develop a one-year LCAP. Therefore, actions may vary based on findings from multiple forms of data; and/or input and feedback provided by our educational partners.

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

Goal

Goal #	Description
3	**Engage parents as partners through education, communication, and collaboration, to ensure all students are college and career ready. Provide students with a safe, welcoming, and inclusive, positive learning environment that exudes a culture of high expectations.**

An explanation of why the LEA has developed this goal.

Engaging families/parents is essential in order to successfully educate "the whole child." Our school will continue to strengthen communication and collaboration with families to improve student outcomes, reduce chronic absenteeism rates, improve school climate, and provide a welcoming and inclusive learning environment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities in "good" repair as measured by FIT Source: SARC & FIT Report	2020-21: Good	2021-22: Good			Good
Parent Input in Decision-making including UP & SWD: As measured by CDE's Priority 3: Self-reflection Tool (source)	2020-21: CDE's Self-reflection Tool (Questions 5-8) 5. 5 6. 5 7. 5 8. 5	2021-22L CDE's Self-reflection Tool (Questions 5-8) 5. 5 6. 4 7. 5 8. 5			Ranking of 5
Parent Participation in Programs for Unduplicated Pupils & SWD: As measured by CDE's Priority 3: Self-reflection Tool (source)	2020-21: CDE's Self-reflection Tool (Questions 1-4) 1. 5 2. 5 3. 5 4. 5	2021-22: CDE's Self-reflection Tool (Questions 1-4) 1. 5 2. 5 3. 5 4. 4			Ranking of 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate Source: Dataquest	2019-20: 0%	2020-21: 0%			<1%
Expulsion Rate Source: Dataquest	2019-20: 0%	2020-21: 0%			0%
Student Survey: Student Perception of School Safety & Connectedness Source: Panorama Surveys	2020-21: 70%	2021-22: 53% Sense of safety 64% School connectedness			70%
Parent Survey: Sense of safety & school connectedness Source: Panorama Surveys	2020-21: 84%	2021-22: 84% Sense of safety 27% School connectedness			70%
Teacher/staff Survey: Sense of safety & school connectedness Source: Panorama Surveys	2020-21: 80%	2021-22: 67% Sense of safety 79% School connectedness			75%

Actions

Action #	Title	Description	Total Funds	Contributing
1	**PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT**	The pandemic has had a negative impact on our community, students, and their families that have faced significant trauma, anxiety, job and/or housing insecurity, in combination with fluctuating COVID-19 rates, and consistent changes to the school's COVID-19 Health & Safety protocols. To improve school climate, improve student engagement including attendance rates, while maintaining a safe	$25,150	Y

Action #	Title	Description	Total Funds	Contributing
		learning environment for our students and staff, including feedback from our educational partners we anticipate implementing the following: • Field trips/learning opportunities • Math Field Day competition with ICEF Public Schools • Assemblies – student recognition • Panorama SEL survey administered to students, staff and parents/families The School Safety Team will review and revise the School Safety Plan with input from the team and educational partners, and in adherence to state and local County Health Department guidelines with regards to preventing the spread of COVID-19, including COVID-19 surveillance. Campus Aides will provide supervision during the instructional day; and the school will adopt a visitor security software system. A prevailing issue exacerbated by the pandemic has been the high rates of chronic absenteeism. The school will designate key staff to identify and monitor students to improve student attendance and identify root causes of absences; and provide resources to reduce chronic absenteeism rates.		
2	**PARENT INPUT IN DECISION-MAKING**	Per EC 52062(a)(1) & 64001(j) – parent input in decision-making (including families representing Unduplicated Pupils; and Students with disabilities) will take place through opportunities to participate in the following committees: • Parent Advisory Committee • ELAC, DELAC & EL-PAC per EC 52062(a)(2)	$0	N

Action #	Title	Description	Total Funds	Contributing
3	**OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION**	To engage parents/families (including families representing Unduplicated Pupils and Students with Disabilities) as partners in their child's education, members of our Leadership Team and Community Relations Coordinator (CRC) will facilitate parent workshops, Coffee with the Principal, host Family Nights, communicate with families on schoolwide initiatives, to build a community of trust. Our school will continue to use ParentSquare and provide families with access to PowerSchool Parent Portal so they can monitor their child's academic progress, monitor attendance, and communicate with teachers/school staff. All correspondence sent to families/guardians will be provided in English and translated to Spanish, as identified by our (primary) language survey and the "15% and above translation needs" criteria.	$87,705	Y
4	**MAINTAINING SAFE & CLEAN SCHOOL FACILITIES**	ICEF Inglewood Elementary Academy strives to provide all students and staff with a safe, clean, and welcoming learning environment. On annual basis, the Facility Inspection Tool (FIT) report will be completed, and results will be reported on the school's SARC Report and LCAP. Findings will be addressed by the school's administrator.	$664,564	N

Goal Analysis for 2021-22

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

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

Action 1: Due to the COVID-19 pandemic and surging infection rates throughout LA County, field trips were cancelled. To ensure the health and safety of students and staff, the school site was not open to visitors to mitigate the spread of COVID-19.

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

Due to the cancellation of all fieldtrips and community wide events on-campus due to the surge in COVID-19 rates throughout the County, estimated actual expenditures is less than the budgeted expenditures.

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

Despite modifications made throughout the school year due to COVID-19 surges within the community and the County of Los Angeles, our school made numerous efforts to create a sense of normalcy for our students including assemblies to recognize student for positive behavior, Art competition, and activities to promote a positive school climate. Our leadership team in collaboration with the Community Relations Coordinator hosted numerous virtual parent events to communicate with families throughout the year, including providing updates on COVID-19 Health & Safety protocols.

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 metrics pertaining to parent, staff and student survey was modified to adhere to the CDE's requirement of measuring sense of safety and school connectedness; and the metrics for Priority 3 Parent input in decision-making; and Parent participation in programs (were revised based on the recommendation from the CDE and WestEd to use the CDE developed Local Indicator report (priority 3) to ensure transparency & reporting of this tool on the LCAP.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$1,142,670	$142,791

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
40.19%	0%	$0	40.19%

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

Required Descriptions

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

The 2021-22 school year marks the first year since the transition from remote learning in mid-March 2020 to the return to in-person instruction. Our students and their families/caregivers have faced tremendous adversity and hardships including anxiety, trauma, job/employment loss, food and/or housing insecurity. Research has shown that poverty has a profound and predictable negative influence on child development, including language skills, physical and mental health, and academic achievement. COVID-19 has exacerbated these problems as it magnified economic inequality and reduced low-income families' access to healthcare, food, jobs and housing. The stressors and uncertainty surrounding the COVID-19 pandemic compound the stressors low-income communities already experience on a daily basis, which has made this an incredibly challenging time for families and their children.

ICEF Inglewood Elementary Charter School conducted a needs assessment using multiple forms of data including assessments and LCAP metric to identify the needs of our Unduplicated Pupils and how to effectively meet those needs. The following LCAP Goals and Actions will be provided on a "schoolwide" basis, are principally directed towards, and contribute to the increased service requirement for Unduplicated Pupils (UP).

- Goal 1, Action 1: IIECA will provide its students with 180 instructional days which exceeds the CA state requirement of 175 instructional days. All teachers will participate in 2 weeks of intensive Summer Professional Development, that will focus on Circle Ways (SEL), Classroom management, DIBELS reading assessment, Reading comprehension strategies, Cognitive Guided Instruction – Math, Trauma informed practices. All teachers will also participate in an additional 3 non-instructional days during the academic year

for professional development to focus on data analysis to inform instruction. All teachers will also participate in weekly Professional Development and/or staff development.

- Goal 1, Action 2: Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills. They are designed to be short fluency measures used to regularly monitor the development of early literacy and early reading skills. The critical skills necessary for successful beginning reading include phonemic awareness, phonics, fluency, vocabulary, and comprehension. DIBELS measures assess students on four of these five critical skills, which are often referred to as the "Big Ideas" of reading. DIBELS are a benchmark assessment administered three times per year (fall, winter, spring) with additional regular checks based on student needs.

- Goal 1, Action 3: Learning gaps have been identified among student groups including Unduplicated Pupils and SWD in reading and mathematics as evidenced from internal assessments and the CA School Dashboard. According to survey findings reported from our educational partners, there is significant need to provide our students with additional academic supports and interventions built into the instructional day, to further mitigate learning loss. The Math Intervention teacher will provide targeted tiered support for student performing at the "high risk band." The Alder Resident and Instructional Aides will provide targeted tiered intervention in the classroom and small group instruction support.

- Goal 1, Action 4: An area of concern with the return to in-person instruction is addressing the SEL, behavioral, and mental health needs of students and provide increased services as requested through input from our educational partners. The Assistant Principal will develop an attendance committee that will conduct home visits with the Social Worker and meet with families/guardians in order to address absences and at-risk chronic absenteeism rates.

- Goal 2, Action 4: ICEF Inglewood will purchase additional devices to continue with 1:1 student to device ratio, schoolwide, and additional technology related programs including: technology devices for student-use.

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

There are no actions provided on a "limited basis" to unduplicated pupils.

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.

ICEF Inglewood Elementary Academy will utilize the additional concentration grant add-on funding to fund additional Instructional Aides (Goal 1, Action 3) that will provide direct services to Unduplicated pupils.

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	This section does not apply to charter schools.	This section does not apply to charter schools.
Staff-to-student ratio of certificated staff providing direct services to students	This section does not apply to charter schools.	This section does not apply to charter schools.

22-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 3,600,582	$ 298,154	$ -	$ 864,971	4,763,707	$ 3,894,416	$ 869,291

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	$ 1,319,814	$ -	$ -	$ 584,924	$ 1,904,738
1	2	MEASURING STUDENT PROGRESS – ASSESSMENTS	All	$ 7,541	$ -	$ -	$ -	$ 7,541
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	$ 613,043	$ 79,380	$ -	$ 247,014	$ 939,437
1	4	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	$ 140,653	$ -	$ -	$ -	$ 140,653
1	5	BROAD COURSE OF STUDY	All	$ 183,982	$ 5,000	$ -	$ -	$ 188,982
1	6	SERVICES TO SUPPORT SWD	SPED	$ 464,269	$ -	$ -	$ -	$ 464,269
2	1	PROFESSIONAL DEVELOPMENT	All	$ 78,032	$ 124,154	$ -	$ 33,033	$ 235,219
2	2	STRENGTHENING EL PROGRAM & SERVICES	EL	$ 23,100	$ -	$ -	$ -	$ 23,100
2	3	CORE CURRICULAR PROGRAM NEEDS	All	$ 19,681	$ 10,000	$ -	$ -	$ 29,681
2	4	CLOSING THE DIGITAL DIVIDE	All	$ 52,668	$ -	$ -	$ -	$ 52,668
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	All	$ 25,150	$ -	$ -	$ -	$ 25,150
3	2	PARENT INPUT IN DECISION-MAKING	All	$ -	$ -	$ -	$ -	$ -
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	All	$ 8,085	$ 79,620	$ -	$ -	$ 87,705
3	4	MAINTAINIG SAFE & CLEAN SCHOOL FACILITIES	All	$ 664,564	$ -	$ -	$ -	$ 664,564

22-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 2,843,311	$ 1,142,670	40.19%	0.00%	40.19%	$ 2,234,851	0.00%	78.60%	**Total:**	$ 2,234,851
								LEA-wide Total:	$ -
								Limited Total:	$ 23,100
								Schoolwide Total:	$ 2,211,751

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	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	Schoolwide	All	IIECA	$ 1,319,814	0.00%
1	2	MEASURING STUDENT PROGRESS – ASSESSMENTS	Yes	Schoolwide	All	IIECA	$ 7,541	0.00%
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	Schoolwide	All	IIECA	$ 613,043	0.00%
1	4	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	Schoolwide	All	IIECA	$ 140,653	0.00%
2	1	PROFESSIONAL DEVELOPMENT	Yes	Schoolwide	All	IIECA	$ 78,032	0.00%
2	2	STRENGTHENING EL PROGRAM & SERVICES	Yes	Limited	English Learners	IIECA	$ 23,100	0.00%
2	4	CLOSING THE DIGITAL DIVIDE	Yes	Schoolwide	All	IIECA	$ 52,668	0.00%

FY 21-22 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 4,516,774.00	$ 3,249,490.00

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	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	$ 1,781,993	$ 1,651,386
1	2	MEASURING STUDENT PROGRESS – ASSESSMENTS	Yes	$ 7,400	$ 679,237
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	$ 1,073,424	
1	4	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	$ 119,877	$ 106,198
1	5	BROAD COURSE OF STUDY	Yes	$ 218,589	$ 123,032
1	6	SERVICES TO SUPPORT SWD	No	$ 431,149	$ 378,563
2	1	PROFESSIONAL DEVELOPMENT	Yes	$ 177,082	$ 113,150
2	2	STRENGTHENING EL PROGRAM & SERVICES	Yes	$ 10,000	
2	3	CORE CURRICULAR PROGRAM NEEDS	No	$ 94,182	
2	4	CLOSING THE DIGITAL DIVIDE	Yes	$ 78,055	$ 27,138
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	Yes	$ 62,446	
3	2	PARENT INPUT IN DECISION-MAKING	No	$ 48,714	
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	Yes	$ 201,845	$ 75,852
3	4	MAINTAINIG SAFE & CLEAN SCHOOL FACILITIES	No	$ 212,018	$ 94,934

FY 21-22 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,145,452	$ 2,578,390	$ 1,234,011	$ 1,344,379	0.00%	107.40%	107.40%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	$ 1,781,993	$ 801,896.00	0.00%	70.00%
1	2	MEASURING STUDENT PROGRESS – ASSESSMENTS	Yes	$ 7,400	$ 4,070.00	0.00%	0.10%
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	$ 181,335	$ 136,001.00	0.00%	12.00%
1	4	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	$ 119,877	$ 71,926.00	0.00%	6.30%
1	5	BROAD COURSE OF STUDY	Yes	$ 104,748	$ 47,136.00	0.00%	4.10%
2	1	PROFESSIONAL DEVELOPMENT	Yes	$ 139,707	$ 62,868.00	0.00%	5.50%
2	2	STRENGTHENING EL PROGRAM & SERVICES	Yes	$ 10,000	$ 3,436.00	0.00%	0.10%
2	4	CLOSING THE DIGITAL DIVIDE	Yes	$ 2,055	$ 1,036.00	0.00%	0.10%
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	Yes	$ 29,430	$ 14,812.00	0.00%	1.30%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	Yes	$ 201,845	$ 90,830.00	0.00%	7.90%

FY 21-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 2,817,598	$ 1,145,452	0.00%	40.65%	$ 1,234,011	107.40%	151.20%	$0.00 - No Carryover	0.00% - No Carryover

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Engaging Educational Partners

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

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

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

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

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

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

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

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

  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)

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

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

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

- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 7. Total Estimated Actual Expenditures for Contributing Actions

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

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

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

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

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

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

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

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

- o 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 %)

  - o 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)

  - o 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)

  - o 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).