

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ingenuity Charter School

CDS Code: 37683380131979

School Year: 2021-22

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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).

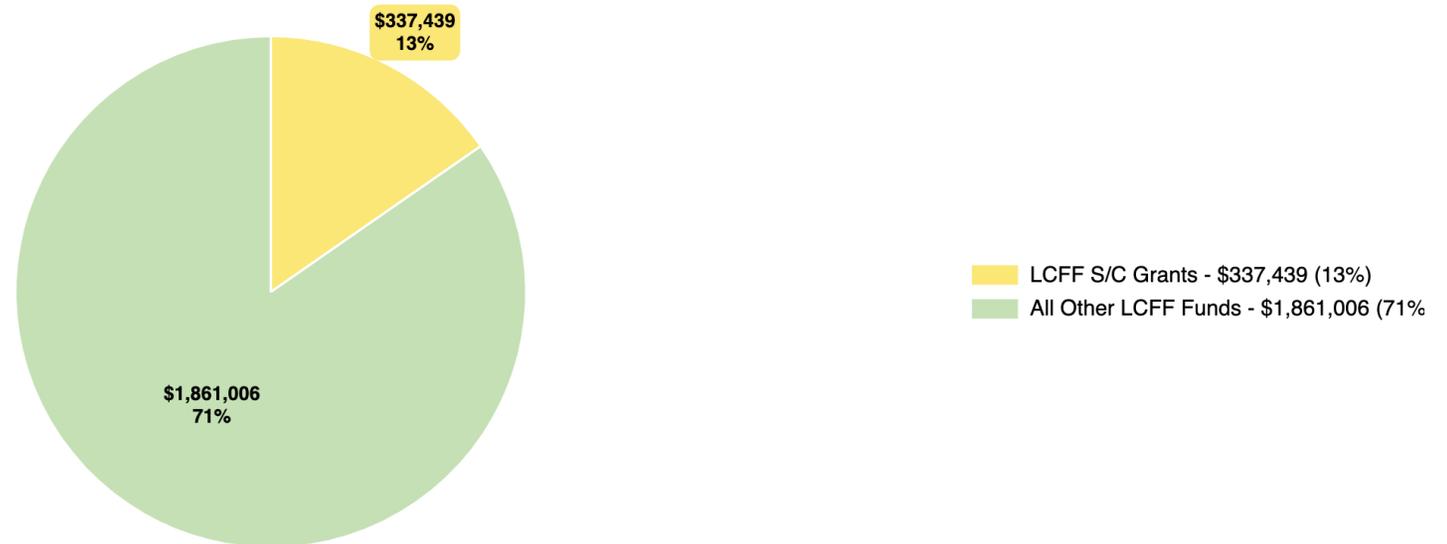
Budget Overview for the 2021-22 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$168,515	6%
All Local Funds	\$0	0%
All Federal Funds	\$253,854	10%
Total LCFF Funds	\$2,198,445	84%

Breakdown of Total LCFF Funds



Source	Funds	Percentage
LCFF S/C Grants	\$337,439	13%
All Other LCFF Funds	\$1,861,006	71%

These charts show the total general purpose revenue Ingenuity Charter School expects to receive in the coming year from all sources.

The total revenue projected for Ingenuity Charter School is \$2,620,814, of which \$2,198,445 is Local Control Funding Formula (LCFF), \$168,515 is other state funds, \$0 is local funds, and \$253,854 is federal funds. Of the \$2,198,445 in LCFF

Funds, \$337,439 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.

Budgeted Expenditures in the LCAP



This chart provides a quick summary of how much Ingenuity Charter School plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Ingenuity Charter School plans to spend \$2,448,962 for the 2021-22 school year. Of that amount, \$1,950,550 is tied to actions/services in the LCAP and \$498,412 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The Expanded Learning Opportunities grant funds have not been accounted for, as the funds have not been disbursed.

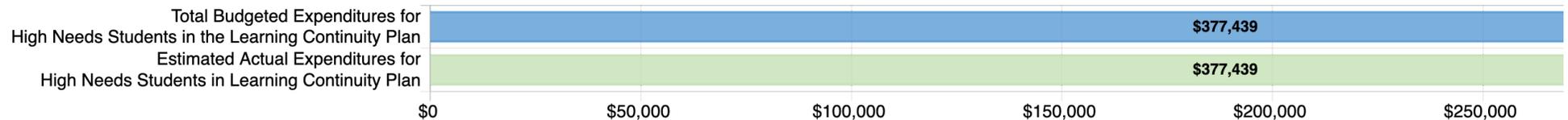
Increase or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Ingenuity Charter School is projecting it will receive \$337,439 based on the enrollment of foster youth, English learner, and low-income students. Ingenuity Charter School must describe how it intends to increase

or improve services for high needs students in the LCAP. Ingenuity Charter School plans to spend \$377,439 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2020-21

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



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

In 2020-21, Ingenuity Charter School's Learning Continuity Plan budgeted \$377,439 for planned actions to increase or improve services for high needs students. Ingenuity Charter School actually spent \$377,439 for actions to increase or improve services for high needs students in 2020-21.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ingenuity Charter School	John Lee Principal	john.lee@ingenuitycharter.org (619) 262-2046

Annual Update for the 2019–20 Local Control and Accountability Plan Year

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Seek parent involvement in school programs.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Increase the number of parents activities offered at each individual Resource Center to from one to two yearly.	Due to COVID-19, one parent orientation was held at each individual Resource Center, and two parent nights were held virtually.
Increase the number of parents involved in school initiatives and programs to at least 25% participation rate, as measured by event sign-in archives.	28% of the parent population attended available parent involvement activities throughout the year.
Increase the number of one-on-one parent counseling meetings with parents and students to at least 25%.	32% of the parent population attended one-on-one student/parent academic counseling meetings.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide a minimum of four parent workshops and one Open House annually to increase the number of parents trained in academic initiatives, and implement a Spring Open House with dinner offered to families in attendance.	3606	1500
Implement parent nights focused on academics, college preparatory advising, and access to post secondary options.	2800	1400
Continue subscription to Learning Management System that will help to implement a text alert/reminder system for upcoming events to increase communication with parents.	7500	7500
Employ, at least, a part time academic counselor to provide services to families in group and individual environments to promote parent involvement in future academic planning.	89,000	118,000
Establish a parent academy that gives in depth workshops on how to access student day to day progress and long term planning goals.	9,000	3,000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds not used were used to support students, including low-income, English learner, or foster youth students, and families by providing them with access to the internet (wifi hot spots), and laptops.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Due to COVID-19, in-person parent meetings were shifted to virtual meetings, and dinners were not served.

However, due to the virtual format, we were able to offer additional meeting times enabling access to more families.

Goal 2

Increase the number of students, including English language learners (supporting the effort to reclassify), Special Education, and foster youth, who score at grade level or above in math and reading on NWEA each year.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2

4

7

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
% Met/Exceeds Grade Level Standards in ELA: 2% increase in students performing at or above grade level.	Evidence of a 3.5% increase in students performing at or above grade level.
% Met/Exceeds Grade Level Standards in math: 2% increase in students performing at or above grade level.	Evidence of a 2.5% increase in students performing at or above grade level.
% progressing 1 grade level: 2% increase in students performing at or above grade level.	Evidence of a 3% increase in students performing at or above grade level.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain a fully credentialed (per ESSA regulations) teaching staff LEA-wide.	1,450,700	1,450,700
Purchase and implement MAPS (Measures of Academic Progress) testing three times yearly through NWEA (North West Educational Association) to monitor student progress throughout the school year.	8,045	8,045
Purchase additional Edgenuity online A-G approved, Common Core curriculum, to be used by all students to promote the development of 21st century students and enhance student centered, blended learning instruction.	128,000	137,000
Purchase ELL tracking system to more accurately collect data, track and reclassify qualifying students.	6,550	6,550
Research and pilot English Language Learner designated curriculum and educational supports.	22,200	22,200

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted for Actions/Services were implemented to achieve outcomes.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The LEA was able to successfully transition to distance learning due to the hybrid model the LEA was founded upon. The LEA was able to build upon current systems to provide more supports for students. The challenges faced were meeting the technological needs of all students, by providing access to the Internet, and laptops for every student.

Goal 3

In an effort to increase attendance and school safety and reduce dropout rates, all students will have a comprehensive academic assessment completed by the supervising teacher of record, school counselor, and foster liaison (if applicable). Actions will be taken to re engage students and remediate academic deficiencies as needed in an effort to improve one-year cohort graduation rates.

State and/or Local Priorities addressed by this goal:

State Priorities:

4 5

6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
No more than 2% student population receiving suspensions and expulsions.	0% student population received suspensions and expulsions.
Reduce absenteeism rates by 2%	Due to school closures, the absenteeism rate could not accurately be calculated.
Increase Graduation rate by 5% each year.	Increased one year cohort graduation rate by 13%.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide educational services such as college and career planning presentations and field trips.	7,200	2,500
Provide extended learning opportunities through Edgenuity, Reading Plus, CIF sports, enrichment field trips and college and career presentations.	92,000	92,000
Foster youth will receive case management and academic counseling through the foster liaison and academic counselor to ensure academic success.	See Goal 1 action 4.	See Goal 1 action 4.

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide staff additional training focused on re-engaging students.	34,000	42,000
Subscribe to a Student Information System data accurately stores student data related to this goal	13,500	13,500
Provide transportation solutions to students in need and experiencing transportation as a barrier to education.	42,000	28,000
In an effort to continue provide opportunities for academic success, any eligible pupil on any school day that the pupil is scheduled for educational activities, lasting two or more hours, will be provided one nutritionally adequate free or reduced-price meal.	32,000	32,000
Provide a safe and secure, well maintained, engaging, environment, conducive to learning.	77,000	77,000
Pilot CTE course program in an effort to give student the opportunity for more hands on learning and real world experiences.	37,000	37,000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds not used were used to support students, including low-income, English learner, or foster youth students, and families by providing them with access to the internet (wifi hot spots), and laptops.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Due to COVID-19, enrichment field trips and college and career presentations did not occur, and the funds for transportation were not used.

The LEA, with stakeholder input, created opportunities for student enrichment with clubs such as the Art Club, Chess Club, Cooking Club, Coding Classes, Mental Health Groups, and virtual field trips.

Goal 4

Fully implement common core state standards in all grade levels and support student learning and teacher preparedness in content areas.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2

4

6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Increase % of ELA courses completed from baseline measured in 17-18.	Increased total number of ELA courses completed by 5%
Increase % of Math courses completed from baseline measured in 17-18.	Increase total number of math courses completed by 7%.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Train teachers through Leading Edge Certification in blended learning through the COE.	3,200	3,200
Provide for opportunities for teaching staff to observe best practices and to attend professional learning community discussions and host opportunities created through partnerships with successful local schools.	12,800	7,500
Hire educational consultants to serve as instructional coaches who assist teachers with implementation, assessment, and analysis.	8,700	8,700
Provide access for all students to Edgenuity, a-g approved, common core aligned curriculum.	See Goal 2 Action 4.	See Goal 2 Action 4.
Provide access for all students to authentic science lab experiences using common core aligned curriculum.	7,200	7,200
Continue to replenish all technology, including chromebooks, IPADS, desktops, and personal hotspots, to ensure accessibility to curriculum for all students.	55,000	120,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Ongoing professional development for teachers and paraprofessionals through the El Dorado Charter Special Education Local Plan Area ("SELPA") so support all students including those eligible to receive special education and related services on topics including strategies for behavior support plans, instructing English Learners, and implementing classroom accommodations.	None	None
Provide in depth coaching and professional development to teaching staff which supports student achievement by: Analyzing teacher practices through ongoing classroom observations, data analysis, and examination of student work. Providing clear and direct feedback to teachers based on analysis of practice and track student and teacher progress to assess effectiveness of coaching. Develop teachers' capacity to collect and analyze multiple sources of data to improve student learning.	6,200	6,200
Design, develop, and implement a comprehensive English Language Development program.	32,000	32,000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted for Actions/Services were implemented to support students, families, teachers, and staff. Additional funds were needed to address the technology gap for the population of this LEA.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The LEA was able to build upon current systems to provide more supports for students. The challenges faced were meeting the technological needs of all students, by providing access to the Internet, and laptops for every student.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase health and safety items such as handwashing stations, automatic hand sanitizer machines, plexiglass, surface cleaner, and PPE. (SB117 COVID 19 LEA Responses funds)	9,500	13,500	N
Purchase of additional student materials to maintain the school's curricular program with enhanced health precautions, such as student headphones, additional devices, and additional classroom materials.	2,000	6,500	Y
Required air filter upgrade to MERV 13 on air conditioning units	3,700	3,700	N
Purchase additional curricular supports to engage students and provide continuity of learning during transitions to/from distance learning and in-person teaching.	3,000	7,000	Y
Provide professional development to staff on enhanced health and safety measures and on the use of additional curricular programs.	2,000	2,000	Y
Provide parent and family support during transitions to/from distance learning and in-person teaching through parent engagement meetings, additional outreach, and academic/socio-emotional support as needed for students.	1,000	1,000	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Differences in planned actions and implemented actions existed due to school closures as a result of the COVID-19 pandemic.

Differences between planned and budgeted expenditures exist in 1.1. There was a substantive difference between the planned actions and budgeted expenditures as the LEA had to purchase health and safety items, such as hand washing stations, automatic hand sanitizer machines, plexiglass, surface cleaner, and PPE for 5 resource centers.

Differences between planned and budgeted expenditures exist in 1.2 The LEA purchased additional student materials to maintain the school's curricular program with enhanced health precautions, such as student headphones, additional devices, and additional classroom materials.

Differences between planned and budgeted expenditures exist in 1.4. The LEA purchased additional curricular supports to engage students and provide continuity of learning during transitions to/from distance learning and in-person teaching to provide socio-emotional learning supports for students.

The school used funds that were budgeted for these actions in the following ways to support students, families, and staff:

1. The school hired additional roving substitute teachers to cover teacher absences due to COVID-19 health mandates and provide continuity of instruction during virtual and in-person teaching.
2. Additional paraprofessionals were hired to provide additional academic and socio-emotional services to students, especially during the COVID-19 related school closure.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The LEA followed the county's guidelines to ensure safe and secure classrooms and resource centers for all students. It was a challenge, but socially distanced seating was arranged, PPE equipment was provided for all staff and students, and preventative measures were set in place for students returning to in-person instruction.

The successes were as students returned to in-person instruction, attendance increased, as well student engagement. Teachers and school staff benefitted from being able to perform their duties with fidelity.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
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Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional English Language Development curriculum to be used at student's homes.	1,100	1,100	Y
Purchase additional hotspots and technology devices for students to ensure all students have internet connectivity.	6,000	33,500	Y
Rewrite curricular pacing guides prior to the start of the 20-21 school year to address learning loss and shift curriculum to a completely digital platform.	1,000	1,000	Y
Additional consumable materials to be sent home with students to access to all required labs and projects.	3,400	10,900	Y
Additional part time, hourly, staff was hired during high volume times to support the distance learning transition.	7,400	12,900	Y
Extracurricular clubs to help students build collaboration, communication, and social emotional skills.	6,400	10,700	Y
Additional services in Naviance software to support student post-secondary planning virtually	3,200	3,200	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Differences between planned and budgeted expenditures exist in 2.2. The LEA underestimated the budget necessary to provide devices and internet capability to its families and therefore, spent more funds in this area to support students in distance learning.

Differences between planned and budgeted expenditures also exist in 2.4 and 2.6. The LEA spent more on curricular materials and programs than anticipated as it continually responded to the needs of students throughout the school year, which include supplies for science labs, and all clubs.

Differences between planned and budgeted expenditures also exist in 2.5. The LEA hired part-time staff to assist with clerical duties, as well as an additional roving sub to cover teacher absences due to COVID-19 health mandates and provide continuity of instruction during virtual and in-person teaching.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff

Roles and Responsibilities, and Support for Pupils with Unique Needs.

The LEA experienced success in implementing its distance learning program primarily because of its ability to continue to offer a high-quality educational program to its students in an entirely online environment, as the LEA's educational model was originally a hybrid model. When the LEA determined that it was opening up the school year with remote teaching, the school already had online curriculum and learning management systems in place to offer continuity of instruction to students. The LEA purchased additional Chromebooks and hot spots and conducted device check out days to make sure that 100% of students had access to a computer and internet prior to the beginning of the school year. Throughout the school year, during distance learning, the school remained open so that families could receive assistance if needed with their devices and check out curricular materials as needed.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The LEA uses Northwestern Evaluation Association (NWEA) Measures of Academic Progress assessments (MAP) three times yearly to evaluate all students' individual growth, inform instruction, and differentiate personalized academic plans. The assessments will be used in tandem with individual records review, transcript evaluation, credit audits, attendance records, previous CELDT/ELPAC scores, benchmark tests on completed courses, analysis of rate of credit completion, and overall academic achievement to determine learning loss.	7,500	7,500	Y
Through a partnership with Say San Diego and Family Support Services, implement several parent/family outreach virtual events to educate families on school initiatives and avenues for receiving support, and to address ways to assist students in a virtual learning environment and how to access additional services when needed.	2,000	2,000	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Total budgeted funds met those of the actual expenditures.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Effectiveness was measured through student participation, credit completion, and My Path data analysis and comparative NWEA results.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The School psychologist and school psychology practicum student will deliver services to students and families requesting group and individual counseling. Student groups will address topics largely related to emotional regulation strategies, including; mindfulness strategies, breathing exercises, visualizations, and journaling activities. Students will also be given an opportunity to create a schedule to follow each day that allows them to fully participate in both SEL opportunities and academic work. The school psychologist will also provide workshops to both families and staff members on how to best support students during the pandemic.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The school psychologist and school psychology practicum student monitored and reached out to students and families via phone call/text/email to remind and encourage participation in distance learning opportunities. This included, but was not limited to:

Individual/Group counseling, Schoology conferences with teachers, and online engagement in coursework.

In the event a family's primary language was not English, Ingenuity staff members with the ability to communicate in a language other than English was asked to assist with interpretation.

In accordance with state regulations, all students were assessed and their needs addressed in a timely manner.

Teacher assessed student pace, grades in classes, attendance, asynchronous and synchronous work completion, Measures of Academic Progress (MAP) scores and other assessments that determined program validity and intervention needs.

Teacher identified specific intervention needs and documents the intervention. Concerns included: time management and weekly progress; attitude, behavior and attendance; learning gaps.

Learning gaps addressed with tutoring, alternative curriculum, and supplementary/remedial lessons.

Interventions included any and/or all of the following:

- Teacher communicated initial concerns by phone and/or e-mail
- Formal student/teacher conference that created plans for corrective action
- Written communication to parent that expressed concerns and possible consequences
- Formal parent/student/teacher conference held to make corrective plan and to assess current program validity
- Home visits to re-establish communication, share concerns, and corrective action plan created

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The LEA maintained a contract with San Diego Unified School District Food Services to provide food services to its students. During school closure, food was distributed from the OCS parking lot between 12:00 p.m. and 2:00 p.m. daily. Families drove into the lot for “grab and go” breakfast, lunch, and supper for their school-aged children. When Resource Centers re-opened to students, we continued with delivery directly to those sites and students and provided food to take home. Additional information was provided to families regarding local food banks and other food distribution sites in the area via email, the school’s website, and dial-outs. The website continued to be updated as new resources and information were released.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program	Extracurricular clubs to help students build collaboration, communication, and social emotional skills.	6,400	9,700	Y

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social Emotional Well-Being	Mental wellness groups available to students, families, and staff members	3200	3200	Y
Distance Learning Program	Purchase additional technology and devices for staff to implement distance learning program (tablets, stylus, swivel, etc.)	4,000	9,500	Y

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

The LEA, with stakeholder feedback through School Site Council and District English Learner Advisory Committee, created opportunities for socio-emotional learning and development through a variety of clubs.

The LEA underestimated its allocation for technology purchases for staff to adequately implement distance learning.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The development of goals for the 21-24 LCAP were based on stakeholder feedback and an analysis of student achievement and learning gaps. Thus, the LCAP includes additional funds to mitigate learning loss with additional student supports such as paraprofessionals in the classroom and after school tutoring supports. Additionally, based on stakeholder feedback, the LEA plans to increase its efforts in the area of student mental health by hiring additional school counselor paraprofessionals starting in the 2021-2022 school year, as the LEA has found that families are reporting increased stress and a need for additional emotional support for students due to the pandemic. The LEA also added in the purchase of additional technology devices (swivels, Chromebooks, and iPads) to ensure a smooth transition from virtual to in-person learning and to meet the needs of students.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

The LEA has identified adopted academic progress indicators to assess student progress during the 20-21 school year and beyond. These include NWEA's MAP assessments, and Naviance inventories.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The LEA was able to meet and exceed the needs of students during the school closure, and after reopening as well.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The development of goals for the 21-24 LCAP were based on stakeholder feedback and an analysis of student achievement and learning gaps. Thus, the LCAP includes additional funds to mitigate learning loss by providing additional student supports such as paraprofessionals in the classroom and after school tutoring supports. Additionally, based on stakeholder feedback, the LEA plans to increase its efforts in the area of student mental health by hiring additional school counselors starting in the 2021-2022 school year, as the LEA has found that families are reporting increased stress and a need for additional emotional support for students due to the pandemic. The LEA also added in the purchase of additional technology devices (swivels and iPads) to ensure a smooth transition from virtual to in-person learning and to meet the needs of students attending both in-person classes and virtual classes.

The LEA also continues to monitor student achievement data and learning loss and has supports in place to bridge the gaps by hiring additional student support staff, and provide supplemental academic enrichment activities, both actions included in the 21-22 through 23-24 LCAP.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov. (<mailto:lcff@cde.ca.gov>)

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils

in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ingenuity Charter School	John Lee Principal	john.lee@ingenuitycharter.org (619) 262-2046

Plan Summary 2021-24

General Information

A description of the LEA, its schools, and its students.

Ingenuity Charter School opened its doors on July 1, 2015. At this time Ingenuity Charter School has 4 locations within the Southeast San Diego Community. These locations are as follows and listed in the order they were opened:

6130 Skyline Dr. San Diego, CA 92114

324 Euclid Ave. Suite 401, San Diego, CA 92114

6530 El Cajon Blvd, Suite 3, San Diego, CA 92115

8300 Paradise Valley Road, Suite 104, Spring Valley, CA 91977

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

Skyline: 37.6% Hispanic / 28.6% African-American / 8.5% White / 20.4% Asian / 3.8% Mixed / 1.2% Other

Encanto: 45.4% Hispanic / 17.1% African-American / 13.3% White / 17.8% Asian / 3.6% Mixed / 2.7% Other

Lincoln Park: 51.3% Hispanic / 29.4% African-American / 3.2% White / 11.3% Asian / 0.4% Mixed / 4.5% Other

Bay Terrace: 27.4% Hispanic / 16% African-American / 8% White / 44.7% Asian / 2.5% Mixed / 1.5% Other

Oak Park: 28.9% Hispanic / 22.5% African-American / 21.8% White / 23% Asian / 3.2% Mixed / 0.6% Other

Paradise Hills: 42.8% Hispanic / 11.2% African-American / 16.9% White / 23.7% Asian / 3.7% Mixed / 1.7% Other

Emerald Hills: 64.9% Hispanic / 24.3% African-American / 5.2% White / 2.8% Asian / 2.8% Mixed / 0% Other

Based on the information found in our Student Information System, the following information reflects our current student body's ethnic percentages:

Hispanic: 170 65.1%

African-American: 33 12.6%

White: 21 8.0%

Mixed: 27 10.3%

Pacific Islander: 2 0.7%

Native American/Alaskan Native: 2 0.7%

Asian: 6 2.2%

Ingenuity's unique 3-track full year calendar design allows for many students to not only catch up on deficient credits but also to return to a traditional setting if that is the preference of the student. In that regard, Ingenuity is largely re-directive in nature. With the desire to either make up credits or excel, many students take the summer months as an opportunity to enroll in Ingenuity to help meet their overall educational goals.

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

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

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

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

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

Due to the high volume of at-risk students being served, Ingenuity meets the requirements to be classified under the Dashboard Alternative School Status (DASS). The California Department of Education has developing measures appropriate for alternative schools, which was implemented in Fall 2019. The LCAP addressed the alternative programs used to measure student progress for 2018-19.

Reflections: Successes

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

Due to the COVID-19 pandemic, Senate Bill (SB) 98 was created and suspended the reporting of state and local indicators on the 2020 California School Dashboard. However, the statute requires that available data that would have been included in the Dashboard are reported on the California Department of Education's web site if they are determined to be valid and reliable. Pursuant to this requirement, the following data is available on the CDE website:

1. 2019-2020 four year adjusted cohort graduation rate (total): 68.7% (declined 13.1% from the previous year)
2. 2019-2020 suspension rate: 0.1% (declined 0.4% from the previous year)

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.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

LCAP Highlights

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

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

GOAL 1: Seek parent involvement in school programs

GOAL 2: Increase the number of students, including English language learners, Special Education, and foster youth, who score at grade level or above in math and reading on NWEA each year.

GOAL 3: In an effort to increase attendance and school safety and reduce dropout rates, all students will have a comprehensive academic assessment completed by the supervising teacher of record, school counselor, and foster liaison (if applicable). Actions will be taken to re engage students and remediate academic deficiencies as needed in an effort to improve one-year cohort graduation rates.

GOAL 4: Fully implement common core state standards in all grade levels and support student learning and teacher preparedness in content areas.

Comprehensive Support and Improvement

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

Schools Identified

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

Ingenuity Charter School

Support for Identified Schools

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

Ingenuity's identified area for Comprehensive Support and Improvement is graduation rate. Ingenuity's evaluation of graduate rate will be based on the CDE's new One-year cohort grade rate for DASS schools. In designing the needs assessment, pertaining to graduation rate, the participation of all stakeholders was fundamental. Data was gathered and shared from multiple sources, including; CALPADS, NWEA academic progress data, Edgenuity course completion data, Naviance surveys, Student information System, Dashboard indicators, SBAC scores, ELPAC scores, reclassification rates and transcript and cumulative file examinations. This data was analyzed to determine what actions needed to be taken and what additional supports needed to be put in place to ensure the increase in Ingenuity's graduation rate. The stakeholder group included LEA personnel, students, families, community members, teachers, Naviance partners, Edgenuity partners, and NWEA (Northwestern Evaluation Association) partners.

Through the LEA's stakeholder group and with support from the county office, several evidence-based interventions were reviewed through the use of the What Works Clearinghouse (WWC). In analyzing the results of the Needs Based Assessment, reviewing the goals contained in the SPSA/LCAP for the LEA, and the research conducted regarding evidence based interventions, the LEA will implement an EWI (Early Warning Indicator) with relevant indicators chosen with support from the National Center for Education Evaluation and Regional Assistance.

In addition to the EWI the following supports will also be implemented:

- o Comprehensive assessment of student records to ensure correct grade level placement based on number of credits completed.
- o Academic counseling services available to students and parents.
- o Three senior parent nights held annually.
- o Monthly career and college planning workshops for seniors.
- o Comprehensive academic assessment on enrollment to ensure course remediation and accurate course planning.

The Stakeholder group evaluated whether or not there are resource inequities to be addressed through the implementation of the CSI plan, by reviewing the 20-21 LEA budget, the LCP and SPSA, and the needs assessment. The Stakeholder group found that were inequities and funds needed to be reallocated to support parent involvement in accomplishing the goals set forth in the CSI plan.

Monitoring and Evaluating Effectiveness

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

Ingenuity currently has a graduation rate of 68.7%, which is an increase of over 13% from last year. With the outlined CSI plan, which includes the use of the EWI and prescribed evidence based interventions, Ingenuity will raise the graduation rate by 3 percent each year for the next 2 years.

Ingenuity will implement the EWI with the 3 indicators; attendance, grade level equivalency, and course completion rate. Below is information regarding the indicators and interventions. All indicators and interventions will be tracked through the LEA's Student Information System.

In an effort to accurately monitor and evaluate the CSI and One Year graduation cohort rate plan, Ingenuity will offer additional interventions supports to students identified through the EWI to be at risk. The plan will be monitored as follows:

Comprehensive assessment of student records to ensure correct grade level placement based on number of credits completed.

Monitor: As students enroll, it will be the practice of the registrar and the counselor to obtain and review records within 10 days. Based on records review and academic assessments through NWEA, student grade level will be determined and course plans will be created and scanned into the Student Information System.

Evaluate: The records assessments will be evaluated through auditing the documents uploaded to SIS twice yearly.

Academic counseling services available to students and parents to promote good attendance.

Monitor: Counselor's schedule and hours will be adjusted to accommodate more face-to-face, one-on-one meetings with parents and students about the correlation between attendance academic successes. All meetings will be documented in the SIS.

Evaluate: Attendance will be evaluated on a monthly basis through the Student Information System attendance reports.

Comprehensive academic assessment on enrollment to ensure course remediation and accurate course planning

Monitor: Ingenuity relies on data from online curriculum via Edgenuity, ELPAC, CAASPP, NWEA Measures of Academic Progress testing, and other benchmark assessments to inform instruction. Ingenuity uses NWEA Measuring Academic Progress (MAP) Growth assessments three times per year. These assessments in math and reading are computer adaptive and produce reliable data that reveal an accurate learning level for every student regardless of the student's ability or grade level. MAP Growth assessments identify areas of strength and instructional opportunity for each student, as well as overall performance. All MAP assessments are designed to measure growth over time. These MAP results are then automatically linked to the Charter Schools Edgenuity curriculum. The curriculum can then be customized, by individual student, to support successful academic outcomes. Each question on the MAP Growth assessment is calibrated to the Rasch Unit scale (RIT). The RIT scale uses item difficulty values to measure student achievement independent of grade level.

Evaluate: Data from all four sources will be evaluated 4 times yearly to measure grade level accuracies and growth, credit completion rates, well as accurately prescribed remedial course work.

Monthly Parent Orientation meetings

Monitor: To battle inequities in a parent's knowledge and involvement concerning their students attendance, grade level equivalency, and course completion rate, monthly meetings will be held to educate parents on how to set goals with students, how to monitor progress, how to promote full attendance, and the importance of on time credit completion. Meetings will be monitored through electronic parent sign-in sheets.

Evaluate: Parent sign in sheets will be used to cross reference specific student improvement in attendance, grade level growth, and credit completion. This evaluation will take place quarterly.

Three senior parent nights held annually

Monitor: To encourage involvement and engagement from students and parents, three senior nights will be calendared at the start of the school year. Dial outs, Schoology alerts, and email reminders will be used to increase parent participation. These meetings will be monitored through electronic parent sign-in sheets.

Evaluate: Collation between parent sign in sheets measuring levels of participation and actual graduation rate at year end, will be compared and evaluated with the 19/20 school year being the baseline year.

Monthly college and career planning workshops for seniors

Monitor: To encourage involvement and engagement from senior students, monthly college and career planning workshops and field trips will be calendared at the start of the school year. Dial outs, Schoology alerts, and email reminders will be used to increase student participation. These meetings will be monitored through student sign in sheets.

Evaluate: Collation between student sign in sheets measuring levels of participation and actual graduation rate at year end, will be compared and evaluated with the 19/20 school year being the baseline year.

Comprehensive academic assessment on enrollment to ensure course remediation and accurate course planning

Monitor: Ingenuity will monitor data from online curriculum via Edgenuity. Grade level growth will be monitored through ELPAC, CAASPP, NWEA Measures of Academic Progress testing, and other benchmark assessments that inform instruction. Ingenuity delivers NWEA Measuring Academic Progress (MAP) Growth assessments three times per year. These assessments in math and reading are computer adaptive and produce reliable data that reveal an accurate learning level for every student regardless of the student's ability or grade level. MAP Growth assessments identify areas of strength and instructional opportunity for each student, as well as overall performance. All MAP assessments are designed to measure growth over time. These MAP results are then automatically linked to Ingenuity's Edgenuity curriculum. The curriculum will then be customized, by the teacher, for each individual student, to support successful academic outcomes.

Evaluate: Course completion reports through Edgenuity and grade level growth reports through NWEA will be used to evaluate an increase in credit

completion rate and an increase in grade level growth.

Stakeholders will be updated regularly at SSC and DELAC meetings and bi-monthly Parent Workshop events, on the progress of each of the actions listed. The evaluations will be reported out at these meetings and feedback will be solicited from all participants on any area that may need improvement.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

1. School site council and LCAP advisory committee: 9/3/20, 11/5/20, 12/3/20, 1/7/21, 2/4/21, 3/4/21, 4/8/21, and 5/6/21.
2. DELAC: 9/3/20, 11/5/20, 12/3/20, 1/7/21, 2/4/21, 3/4/21, 4/8/21, and 5/6/21.
3. Staff survey: January 2021 – April 2021.
4. Public hearings (via videoconferencing): 4/12/21 and 5/10/21.
5. Stakeholder (parent, student, and community members) survey: posted online during the 2020-2021 school year.

Student feedback is facilitated via weekly online student meetings. A special whole school meeting was held August 4, 2020, to explore the student view relating to COVID-19, full distance learning, challenges, accessibility, learning loss, housing changes, and food instability. Family forums were held January 13th, 2021, and January 14th, 2021, to explore the student view relating to COVID-19, full distance learning, challenges, accessibility, learning loss, housing changes, and food instability. In addition, parents were updated on the county and state restrictions with the tiered systems, the proposed reopening plan, as well as an opportunity for parents to express any concerns they had, and any suggestions they had for improvements to Ingenuity.

Teacher feedback is facilitated through weekly staff meetings, bi-weekly leadership meetings, weekly special education meetings, and weekly English Language Learner/curriculum department meetings.

Surveys were sent out and posted to the school website to facilitate additional feedback from all stakeholders.

All stakeholders have the ability to participate in any of our monthly board meeting via a Zoom link posted in advance on our website.

Issues regarding learning loss, accessibility, food distribution, additional services and plans to return to campus safely were discussed with the School Site Council and District English Learner Committee at the first meeting of the year on August 25, 2020, and in the subsequent SSC and DELAC meetings as listed above.

A public meeting was held on August 31 at the board of directors meeting to discuss and gather feedback on the posted draft of the Learning Continuity and Attendance Plan.

A summary of the feedback provided by specific stakeholder groups.

1. School site council and LCAP advisory committee feedback summary:
 - a. Increased need for socio-emotional student supports.
 - b. Increased need for academic supports to mitigate learning loss due to the COVID-19 pandemic school closures.
 - c. Increase parent/family involvement and volunteerism.
 - d. Create/revise structures for authentic, two-way communication between families and the school.
2. DELAC feedback summary:
 - a. Increased need for socio-emotional student supports.
 - b. Increased need for academic supports to mitigate learning loss due to the COVID-19 pandemic school closures.
 - c. A need for additional parent informational meetings at times convenient for families.

Students concerns over: Being able to complete credits on time, quiet area to work in their home, having materials for all classes, feelings of loneliness and restlessness from being at home for an extended duration of time.

Teachers concerns over: Learning loss, safely returning to the Resource Centers, continuous equitable access to course work for students, and student social emotional wellbeing of students and staff members.

Additional stakeholders concerns over: Lack of extracurricular and collaborative activities. Requests for more access to social emotional support.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Stakeholders expressed concerns over student's social emotional health, lack of collaborative activities, and the extent of learning loss.

As a result of the Learning Continuity Plan meetings with stakeholders, Ingenuity has begun to incorporate extracurricular clubs to help students build collaboration, communication, and social emotional skills.

The following were created:

- o Anime Club.
- o Art Club.

- o Chess Club.
- o Creative Corner.
- o Cooking Club.
- o Coding Class.
- o Fine Arts Club.
- o Hot Topics Club
- o Introduction to Music and Writing Class
- o Mental Health groups.
- o Virtual Field trip meetings.

In addition to these, Ingenuity science teachers taught labs in biology, chemistry, earth and space science, and physics labs virtually.

To evaluate student learning loss, Measuring Academic Progress (MAP) testing will be conducted. The resulting data will be used to help determine the extent to which learning loss has occurred during the COVID the restrictions.

To provide additional social emotional support the school psychologist and school psychology practicum student will deliver services to students and families requesting group and individual counseling. Student groups will address topics largely related to emotional regulation strategies, including; mindfulness strategies, breathing exercises, visualizations, and journaling activities. Students will also be given an opportunity to create a schedule to follow each day that allows them to fully participate in both Social Emotional Learning (SEL) opportunities and academic work. The school psychologist will also provide workshops to both families and staff members on how to best support students during the pandemic.

Goals and Actions

Goals

Goal #	Description
Goal 1	<p>Involve parents and families in school events and in the planning of school programs and student supports.</p> <p>Collaborate effectively with families to ensure two-way communication between parents and the school.</p>

An explanation of why the LEA has developed this goal.

The LEA has structures in place for parental involvement and works hard to involve families in school events to support a healthy school climate and culture. The LEA seeks to broaden its parental involvement reach by better facilitating two-way communication between the LEA and families. Additionally, the LEA seeks to better support families by learning about their specific needs and implementing programs and events to target those identified needs.

Evidence based research has shown that parent/guardian involvement in student's academics increases their performance. A counselor present at these events has increased parent participation, and has allowed families to have additional one-on-one parent meetings regarding academic success.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Number of parents activities offered at each individual Resource Center.	Due to COVID-19 related school closures, the family forums (open houses) were held twice virtually in the 2020-2021 school year.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Each resource center will maintain two family forums yearly.
Number of number of parents involved in school initiatives and programs.	There were 33 total families that participated in the family forums in the 2020-2021 school year.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	An increase of 25% of number of parents involved in school initiatives and programs.

Number of the parent population that attend one-on-one student/parent academic counseling meetings.	33% of the student population attended an academic counseling meeting.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	An increase of 5% of the student population to attend an academic counseling meeting.
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Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Parent Workshops	Provide a minimum of four parent workshops and one Open House annually to increase the number of parents trained in academic initiatives, and implement a Spring Open House with dinner offered to families in attendance.	\$3,600.00	Yes
Action #2	One-On-One Family and Teacher Meetings	Implement family and teacher meetings focused on academics, college preparatory advising, and access to post secondary options	\$2,800.00	Yes
Action #3	Learning Management System	Continue subscription to Learning Management System that will help to implement a text alert/reminder system for upcoming events to increase communication with parents.	\$8,000.00	No
Action #4	School Psychologist	Employ a part time school psychologist to provide services to families in group and individual environments to promote parent involvement in future academic planning.	\$30,000.00	Yes

Goal Analysis 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.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

Goal #	Description
Goal 2	Increase the number of students, including English language learners, Special Education, and foster youth, who score at grade level or above in math and reading on NWEA.

An explanation of why the LEA has developed this goal.

NWEA MAP testing is conducted at three specific times of the year. With students enrolling continuously throughout the year, some students have longer to prepare for these measurements than other students. The LEA determined that it will start testing students as they enter the program in 19-20 to get an accurate baseline score to compare at other testing intervals.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Student performance in English and Math.	Baseline of students progressing one grade level established 19-20 school year.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	2% increase in students performing at or above grade level in English and math.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Fully Credentialed Teachers	Maintain a fully credentialed (per ESSA regulations) teaching staff LEA-wide.	\$1,500,000.00	No

Action #	Title	Description	Total Funds	Contributing
Action #2	North West Educational Association - Measure of Academic Progress	Purchase and implement MAPS (Measure of Academic Progress) testing three times yearly through NWEA (North West Educational Association) to monitor student progress throughout the school year.	\$8,000.00	No
Action #3	Curriculum	Purchase additional Edgenuity online A-G approved, Common Core curriculum, supplemental Edgenuity MyPath curriculum to be used by all students to promote the development of 21st century students and enhance student centered, blended learning instruction.	\$128,500.00	No
Action #4	Dashboard Alternative School Status	Complete the requirements for to remain/reapply for Dashboard Alternative School Status.	\$0.00	No
Action #5	ELL Tracking System	Purchase ELL tracking system to more accurately collect data, track and reclassify qualifying students.	\$6,550.00	Yes

Goal Analysis 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.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

Goal #	Description
Goal 3	In an effort to increase attendance, school safety, and reduce dropout rates, all students will have a comprehensive academic assessment completed by the supervising teacher of record, school counselor, and foster liaison (if applicable). Actions will be taken to re-engage students and remediate academic deficiencies as needed.

An explanation of why the LEA has developed this goal.

Students that enroll in the LEA are high risk, and a majority of students fall into this category: expelled; suspended; wards of the court; pregnant and/or parenting; recovered dropouts; habitually truant or habitually insubordinate and disorderly; retained more than once in kindergarten through grade eight; credit deficient; gap in enrollment; high level of transiency; Foster Youth; or Homeless Youth.

Due to these factors, a comprehensive academic assessment needs to be completed for all students.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
No more than 2% student population receiving suspensions and expulsions.	The LEA had less than 1% of the student population receiving a suspension	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	No more than 2% student population receiving suspensions and expulsions.
Reduce absenteeism rates, by 2% on all tracks, together, and separately.	The LEA reduced absenteeism rates by 5.8% on all tracks, together, and separately.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Reduce absenteeism rates, by 3% on all tracks, together, and separately.
Reduce dropout rate by 2% for total population over 210 students.	The LEA had 22 drop outs.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Reduce dropout rate by 2% for total population over 250 students.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Educational Enrichment	Provide educational services such as college and career planning presentations and field trips.	\$7,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #2	Extended Learning Opportunities	Provide extended learning opportunities through Edgenuity, Edgenuity's MyPath, CIF sports, enrichment field trip and college and career presentations.	\$92,000.00	Yes
Action #3	Foster Youth	Foster youth will receive case management and academic counseling through the foster liaison and academic counselor to ensure academic success	\$0.00	Yes
Action #4	Student Re-engagement	Hire additional trained staff focused on re-engagement	\$0.00	Yes

Goal Analysis 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.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

Goal #	Description
Goal 4	Fully implement common core state standards in all grade levels and support student learning and teacher preparedness in content areas.

An explanation of why the LEA has developed this goal.

The 2019-2020 school year was a mix of professional development that target to specific at-risk students. Due to the COVID-19 pandemic, a variety of professional developments that would normally have been inaccessible to teachers due to scheduling conflicts and budget constraints, were made available virtually, and the staff were able to attend.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Increase % of ELA courses completed from baseline measured in 2019-2020	2019-2020 data available beginning July 1, 2020	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase total number of ELA courses completed by 5%.

Increase % of ELA courses completed from baseline measured in 2019-2020.	2019-2020 data available beginning July 1, 2020.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase total number of math courses completed by 5%.
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Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Education Technology - Teachers	Train teachers through Leading Edge Certification in blended learning through the COE.	\$3,200.00	Yes
Action #2	Professional Development - Teachers	Provide for opportunities for teaching staff to observe best practices and to attend professional learning community discussions and host opportunities created through partnerships with successful local schools.	\$15,000.00	Yes
Action #3	Student Support Staff	Hire educational consultants to serve as instructional coaches who assist teachers with implementation, assessment, and analysis.	\$8,700.00	Yes
Action #4	Rigorous Curriculum	Provide access for all students to Edgenuity, a-g approved, common core aligned curriculum	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
Action #5	Technology For Students	Continue to replenish all technology, including chrome books, IPADS, desktops, and personal hotspots, to ensure accessibility to curriculum for all students	\$74,000.00	No
Action #6	Professional Developments - Teachers and Paraprofessionals	Ongoing professional development for teachers and paraprofessionals through the El Dorado Charter Special Education Local Plan Area ("SELPA") to support all students including those eligible to receive special education and related services on topics including strategies for behavior support plans, instructing English Learners, and implementing classroom accommodations.	\$0.00	Yes
Action #7	Coaching - Professional Development	Provide in depth coaching and professional development to teaching staff, which supports student achievement by: Analyzing teacher practices through ongoing classroom observations, data analysis, and examination of student work. Providing clear and direct feedback to teachers based on analysis of practice and track student and teacher progress to assess effectiveness of coaching. Develop teachers' capacity to collect and analyze multiple sources of data to improve student learning	\$9,000.00	Yes
Action #8	English Language Development Program and Staff	Design, develop, and implement a comprehensive English Language Development program, and instruction by credentials teachers, and paraprofessionals.	\$42,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #9	Science Labs	Provide access for all students to authentic science lab experiences using common core aligned curriculum	\$12,000.00	Yes

Goal Analysis 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.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-22

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
18.12%	\$341,368.00

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

The LEA has a 68% enrollment of unduplicated students. In consideration of our foster youth, English learners, and low-income students and their specific needs, we found that each group has unique needs.

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

We found that our English learners struggle in the areas of reading and writing. We developed and implemented our ELD class that supports our EL students in these areas. The ELD class is structured using EDGE curriculum which addresses reading comprehension, grammar, and writing skills. This structured class will provide students with skill supports. We expect that all EL students in this class will improve their Reading MAP score by 3 points per school year.

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

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

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

Total Expenditures Table

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Parent Workshops	All	\$3,600.00	\$0.00	\$0.00	\$0.00	\$3,600.00
1	2	One-On-One Family and Teacher Meetings	All	\$2,800.00	\$0.00	\$0.00	\$0.00	\$2,800.00
1	3	Learning Management System	All	\$8,000.00	\$0.00	\$0.00	\$0.00	\$8,000.00
1	4	School Psychologist		\$30,000.00	\$0.00	\$0.00	\$0.00	\$30,000.00

2	1	Fully Credentialed Teachers	All	\$1,500,000.00	\$0.00	\$0.00	\$0.00	\$1,500,000.00
2	2	North West Educational Association - Measure of Academic Progress	All	\$8,000.00	\$0.00	\$0.00	\$0.00	\$8,000.00
2	3	Curriculum	All	\$128,500.00	\$0.00	\$0.00	\$0.00	\$128,500.00
2	4	Dashboard Alternative School Status	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	5	ELL Tracking System		\$6,550.00	\$0.00	\$0.00	\$0.00	\$6,550.00
3	1	Educational Enrichment		\$7,200.00	\$0.00	\$0.00	\$0.00	\$7,200.00
3	2	Extended Learning Opportunities		\$92,000.00	\$0.00	\$0.00	\$0.00	\$92,000.00
3	3	Foster Youth		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	4	Student Re-engagement		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	1	Education Technology - Teachers		\$3,200.00	\$0.00	\$0.00	\$0.00	\$3,200.00
4	2	Professional Development - Teachers		\$15,000.00	\$0.00	\$0.00	\$0.00	\$15,000.00
4	3	Student Support Staff		\$8,700.00	\$0.00	\$0.00	\$0.00	\$8,700.00

4	4	Rigorous Curriculum	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	5	Technology For Students	All	\$74,000.00	\$0.00	\$0.00	\$0.00	\$74,000.00
4	6	Professional Developments - Teachers and Paraprofessionals		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	7	Coaching - Professional Development		\$9,000.00	\$0.00	\$0.00	\$0.00	\$9,000.00
4	8	English Language Development Program and Staff		\$42,000.00	\$0.00	\$0.00	\$0.00	\$42,000.00
4	9	Science Labs		\$12,000.00	\$0.00	\$0.00	\$0.00	\$12,000.00

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,950,550.00	\$0.00	\$0.00	\$0.00	\$1,950,550.00

Total Personnel	Total Non-Personnel
\$33,000,000.00	\$9,912,100.00

Contributing Expenditures Tables

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
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1	1	Parent Workshops	LEA-wide	expelled; suspended; wards of the court; pregnant and/or parenting; recovered dropouts; habitually truant or habitually insubordinate and disorderly; retained more than once in kindergarten through grade eight; credit deficient; gap in enrollment; high level of transiency; Foster Youth; or Homeless Youth.	All schools	\$3,600.00	\$3,600.00
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1	2	One-On-One Family and Teacher Meetings	LEA-wide	Expelled; suspended; wards of the court; pregnant and/or parenting; recovered dropouts; habitually truant or habitually insubordinate and disorderly; retained more than once in kindergarten through grade eight; credit deficient; gap in enrollment; high level of transiency; Foster Youth; or Homeless Youth.	All Schools	\$2,800.00	\$2,800.00
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1	4	School Psychologist	LEA-wide	Expelled; suspended; wards of the court; pregnant and/or parenting; recovered dropouts; habitually truant or habitually insubordinate and disorderly; retained more than once in kindergarten through grade eight; credit deficient; gap in enrollment; high level of transiency; Foster Youth; or Homeless Youth.	All Schools	\$30,000.00	\$30,000.00
2	5	ELL Tracking System	Limited	English Learners	All Schools	\$6,550.00	\$6,550.00

3	1	Educational Enrichment	LEA-wide	Expelled; suspended; wards of the court; pregnant and/or parenting; recovered dropouts; habitually truant or habitually insubordinate and disorderly; retained more than once in kindergarten through grade eight; credit deficient; gap in enrollment; high level of transiency; Foster Youth; or Homeless Youth.	All schools	\$7,200.00	\$7,200.00
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3	2	Extended Learning Opportunities	LEA-wide	Expelled; suspended; wards of the court; pregnant and/or parenting; recovered dropouts; habitually truant or habitually insubordinate and disorderly; retained more than once in kindergarten through grade eight; credit deficient; gap in enrollment; high level of transiency; Foster Youth; or Homeless Youth.	All Schools	\$92,000.00	\$92,000.00
3	3	Foster Youth	LEA-wide	Foster Youth	All Schools	\$0.00	\$0.00

3	4	Student Re-engagement	LEA-wide	Expelled; suspended; wards of the court; pregnant and/or parenting; recovered dropouts; habitually truant or habitually insubordinate and disorderly; retained more than once in kindergarten through grade eight; credit deficient; gap in enrollment; high level of transiency; Foster Youth; or Homeless Youth.	All Schools	\$0.00	\$0.00
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4	1	Education Technology - Teachers	LEA-wide	Expelled; suspended; wards of the court; pregnant and/or parenting; recovered dropouts; habitually truant or habitually insubordinate and disorderly; retained more than once in kindergarten through grade eight; credit deficient; gap in enrollment; high level of transiency; Foster Youth; or Homeless Youth.	All schools	\$3,200.00	\$3,200.00
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4	2	Professional Development - Teachers	LEA-wide	Expelled; suspended; wards of the court; pregnant and/or parenting; recovered dropouts; habitually truant or habitually insubordinate and disorderly; retained more than once in kindergarten through grade eight; credit deficient; gap in enrollment; high level of transiency; Foster Youth; or Homeless Youth.	All Schools	\$15,000.00	\$15,000.00
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4	3	Student Support Staff	LEA-wide	Expelled; suspended; wards of the court; pregnant and/or parenting; recovered dropouts; habitually truant or habitually insubordinate and disorderly; retained more than once in kindergarten through grade eight; credit deficient; gap in enrollment; high level of transiency; Foster Youth; or Homeless Youth.	All Schools	\$8,700.00	\$8,700.00
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4	6	Professional Developments - Teachers and Paraprofessionals	LEA-wide	Expelled; suspended; wards of the court; pregnant and/or parenting; recovered dropouts; habitually truant or habitually insubordinate and disorderly; retained more than once in kindergarten through grade eight; credit deficient; gap in enrollment; high level of transiency; Foster Youth; or Homeless Youth.	All Schools	\$0.00	\$0.00
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4	7	Coaching - Professional Development	LEA-wide	Expelled; suspended; wards of the court; pregnant and/or parenting; recovered dropouts; habitually truant or habitually insubordinate and disorderly; retained more than once in kindergarten through grade eight; credit deficient; gap in enrollment; high level of transiency; Foster Youth; or Homeless Youth.	All Schools	\$9,000.00	\$9,000.00
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4	8	English Language Development Program and Staff	LEA-wide	Expelled; suspended; wards of the court; pregnant and/or parenting; recovered dropouts; habitually truant or habitually insubordinate and disorderly; retained more than once in kindergarten through grade eight; credit deficient; gap in enrollment; high level of transiency; Foster Youth; or Homeless Youth.	All Schools	\$42,000.00	\$42,000.00
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4	9	Science Labs	LEA-wide	Expelled; suspended; wards of the court; pregnant and/or parenting; recovered dropouts; habitually truant or habitually insubordinate and disorderly; retained more than once in kindergarten through grade eight; credit deficient; gap in enrollment; high level of transiency; Foster Youth; or Homeless Youth.	All Schools	\$12,000.00	\$12,000.00
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Totals by Type	Total LCFF Funds	Total Funds
Total:		
LEA-wide Total:	\$225,500.00	\$225,500.00
Limited Total:	\$6,550.00	\$6,550.00
Schoolwide Total:	\$0.00	\$0.00

Annual Update Table Year 1

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
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Totals	Planned Expenditure Table	Estimated Actual Total
Totals	[Intentionally Blank]	[Intentionally Blank]

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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] 52064(e)(1)). Strategic

planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders 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 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 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 stakeholders 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 stakeholder engagement tool.

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 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 stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 perse stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information - Briefly describe the students and community. 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, stakeholder input, 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? 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities

(EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders 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 stakeholder groups 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 stakeholder 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 stakeholder

engagement 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 stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

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

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder 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 stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests 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 stakeholder input can include, but are not necessarily limited to:

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

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

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders 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 stakeholders 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 stakeholders.

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 stakeholders, 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.

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 2019–20 outcomes on some metrics may not be computable at the time the 2020–23 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 2020–21. 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 2021–22, 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 2022–23, 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 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 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 2022–23 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 2020–21 .	Enter information in this box when completing the LCAP for 2020–21 .	Enter information in this box when completing the LCAP for 2021–22 . Leave blank until then.	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 2020–21 .

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 expenditure 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 expenditure 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. Minor variances in expenditures 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 stakeholders. 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 stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:

Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

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.

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 2020–23 LCAP from the 2017–20 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% 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% 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%: For school districts with an unduplicated pupil percentage of 55% 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%: For school districts with an unduplicated pupil percentage of less than 55%, 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% 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% 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. 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.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** 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 K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-personnel:** This amount will be automatically calculated.
 - **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **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).
- **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.