

INTELLECTUAL VIRTUES
ACADEMY

A LONG BEACH PUBLIC HIGH SCHOOL

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Intellectual Virtues Academy

CDS Code: 19101990134346

School Year: 2022-23

LEA contact information:

James McGrath

Founding Director

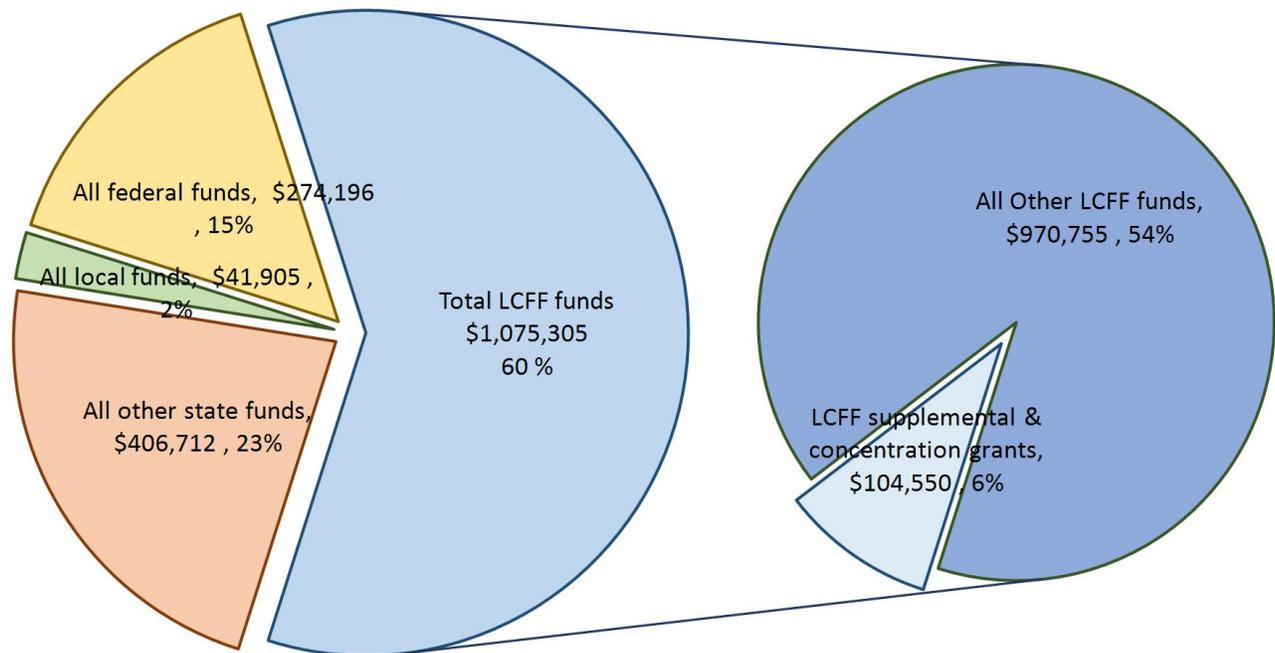
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562.283.4456

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

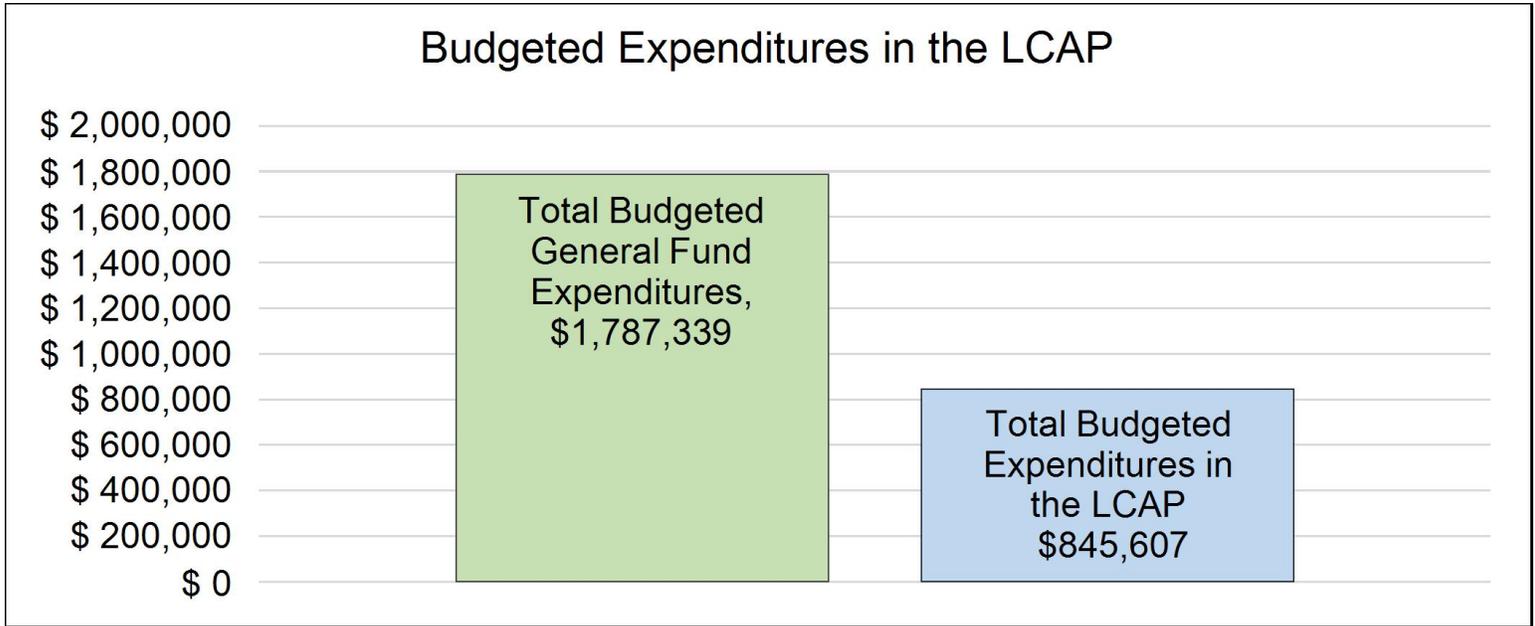


This chart shows the total general purpose revenue Intellectual Virtues Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Intellectual Virtues Academy is \$1,798,118, of which \$1,075,305 is Local Control Funding Formula (LCFF), \$406,712 is other state funds, \$41,905 is local funds, and \$274,196 is federal funds. Of the \$1,075,305 in LCFF Funds, \$104,550 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Intellectual Virtues Academy plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Intellectual Virtues Academy plans to spend \$1,787,339 for the 2022-23 school year. Of that amount, \$845,607 is tied to actions/services in the LCAP and \$941,732 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

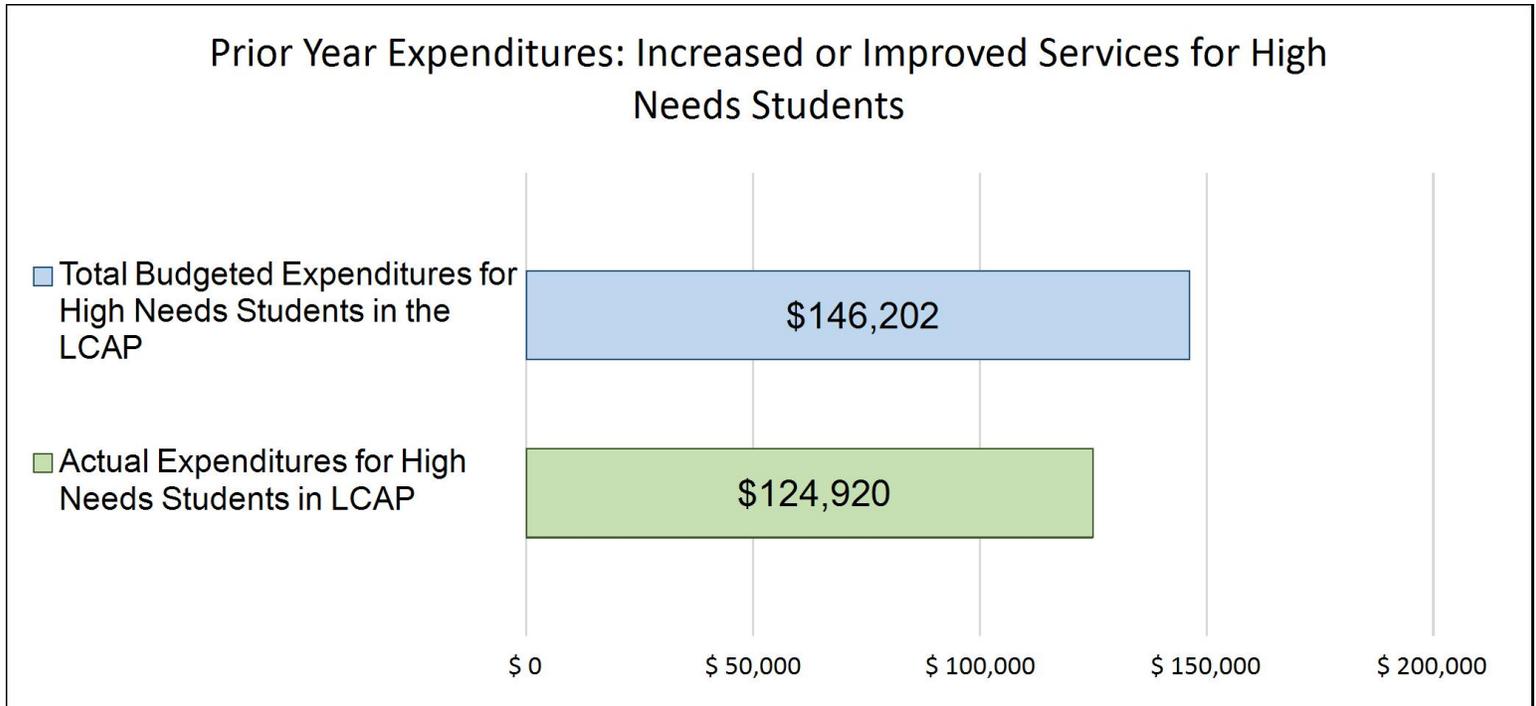
Business Office expenses, oversight and legal fees, insurance, equipment leases

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

In 2022-23, Intellectual Virtues Academy is projecting it will receive \$104,550 based on the enrollment of foster youth, English learner, and low-income students. Intellectual Virtues Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Intellectual Virtues Academy plans to spend \$144,980 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

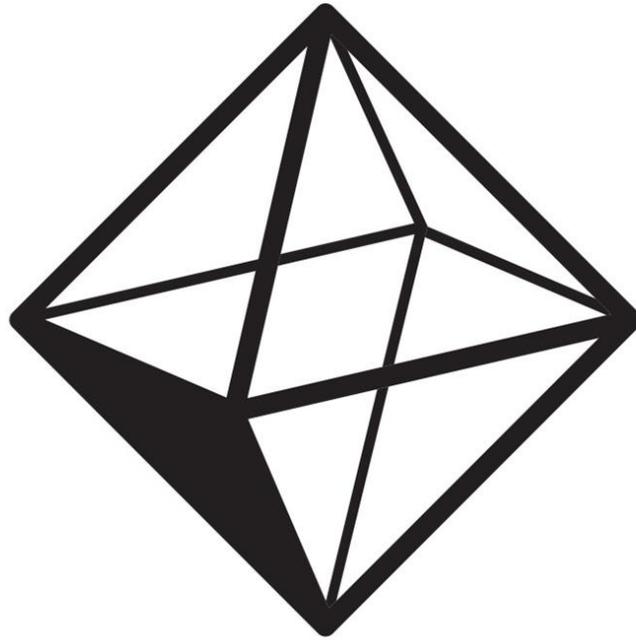


This chart compares what Intellectual Virtues Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Intellectual Virtues Academy estimates it has spent on actions and services that contribute to increasing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

The text description of the above chart is as follows: In 2021-22, Intellectual Virtues Academy's LCAP budgeted \$146,202 for planned actions to increase or improve services for high needs students. Intellectual Virtues Academy actually spent \$124,920 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$-21,282 had the following impact on Intellectual Virtues Academy's ability to increase or improve services for high needs students:

The Academy received less funds than originally projected, so funding and staff responsibilities were shifted. All of the planned support roles were staffed and the supports were provided to high needs students using fewer funds.



INTELLECTUAL VIRTUES

ACADEMY

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Intellectual Virtues Academy	James McGrath Founding Director	james.mcgrath@academylongbeach.org 562.283.4456

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

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Intellectual Virtues Academy has a long-established foundational principle of meaningful educational partner (parents, students, teachers, staff, administrators, local community members) engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. Intellectual Virtues Academy has continued to engage community partners regarding the additional Cost-Of-Living-Adjustment (COLA) and 15% increase to concentration funds during the LCAP community partners engagement opportunities in the first half of 2022.

Previous engagement opportunities include:

- Local Control and Accountability Plan 2021-2022 (p. 6-8) approved 6/21/21 by the governing board during an open meeting. The plan can be found on the school website here: <https://www.academylongbeach.org/governance>

The school also engaged with our educational partners on the use of the additional funds provided through the Budget Act of 2021 that were not included in the 2021-22 LCAP during regular staff meetings and the 9/8/21 board meeting. The Educator Effectiveness plan was reviewed by the governing board 11/3/21 and approved 12/15/21.

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

Intellectual Virtues Academy is a single school LEA with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55%. Since the additional concentration grant add-on funding received (\$11,625) was not sufficient to hire additional staff, Intellectual Virtues Academy is using the additional funding to retain existing staff, such as our office manager, whose duties have shifted to provide more direct student services during the pandemic including attendance supports, health referrals, foster youth, and socioeconomic support resources. The school continues to have substantially lower student to teacher ratios and student to counselor ratios than the average California school.

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

Intellectual Virtues Academy has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. The school's practices have been further enhanced during the pandemic as Intellectual Virtues Academy sought the input and feedback of its educational partner groups ((parents, students, teachers, staff, administrators, local community members) from the onset of the pandemic and continuing through the development of the Learning Continuity and Attendance Plan, the 2021-2022 LCAP, Expanded Learning Opportunities Grant and the ESSER III Expenditure Plan. The following links and page numbers indicate how and when the LEA engaged its education partners in the use of funds received to support recovery for the COVID- 19 Pandemic.

- Learning Continuity and Attendance Plan <https://drive.google.com/file/d/1agOEghhbErNDP21PHqFViMVRjzPtylex/view> (p. 1-2)
- Expanded Learning Opportunities Grant Plan <https://www.academylongbeach.org/governance> (p. 1-2)
- Local Control and Accountability Plan <https://drive.google.com/file/d/1W63RIShgl8siZRO4XnGgogLxKfeMCL4-/view?usp=sharing> (p. 6-8) approved 6/21/21 by the governing board during an open meeting.
- ESSER III Expenditure Plan https://drive.google.com/file/d/1AG6X4aSAcMCGJ7PX6NPfFk6Mo1AHmBN_/view?usp=sharing (p. 2-3) approved by the governing board 10/6/21 during an open meeting.

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

Intellectual Virtues Academy is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan in 2021-22 by utilizing funds to ensure Campus Safety and Targeted Academic Assistance. Specifically, Intellectual Virtues Academy has protocols in place and their safety plan has been developed and revised to best fit the needs of the school community. There is a COVID testing program in place and a vaccination drive was held on December 15th, 2021. Intellectual Virtues

Academy currently has an appropriate and sufficient level of staffing to meet the needs of the protocols with support from both a Covid Coordinator and Covid Officer. Some challenges exist in terms of the additional time and energy that staff put forth in regards to executing protocols and ensuring safety. Additionally, Intellectual Virtues Academy is focused on providing Targeted Academic Assistance through comprehensive student support. This includes providing an intervention class to help students practice skills and catch up on their grade level standards. The intervention class is staffed by a counselor, paraprofessional, and teachers. There were no challenges with implementing the Targeted Academic Assistance programming.

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

Intellectual Virtues Academy is using the fiscal resources received for the 2021-22 school year with a specific focus on ensuring the academic and social emotional recovery of our students after spending a year or more in a distance learning format. The LCAP prioritizes providing high-quality, standards-aligned instruction with specific supports for the highest need students. Based on our annual update reflections, the plan addresses learning loss through implementation of assessments and a multi-tiered system of academic support. The ESSER III expenditure plan provides additional supports to address learning loss for students with providing supports such as high quality educational support personnel, a plan to provide academic support for all students, as well as non-academic supports, including college and career readiness, mental health services, and other socio-emotional support. These actions support specific LCAP goals, as follows: Goal #2 (Action #2), Goal #3 (Action #1), and Goal #3 (Action #2).

Ensuring our students return to in-person instruction in the safest manner possible, while addressing their social emotional needs is also prioritized in the LCAP this year. The ESSER III expenditure plan (Campus Safety, Targeted Academic Assistance) supplements the actions previously outlined in the LCAP (Goal #4, Action #2) Communications. Ensuring strong and clear communications for students and families has been a priority for Intellectual Virtues Academy during the pandemic. Clear communications allow for clear messaging and information, helping students and families feel safe and in the know.

Each of these plans build upon one another to create strong systems of support for our students as they have returned to in-person instruction.

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

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

Introduction

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

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

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

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

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

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

Instructions

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

must, to the greatest extent practicable, use language that is understandable and accessible to parents.

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

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

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

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

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

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

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

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

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

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page

(<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

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

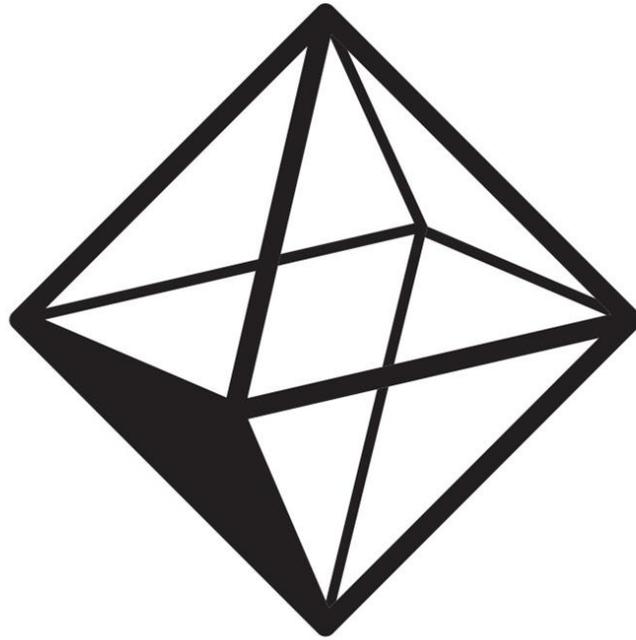
If an LEA does not receive ESSER III funding, provide this explanation.

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

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

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

California Department of Education
November 2021



INTELLECTUAL VIRTUES

ACADEMY

Local Control 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
Intellectual Virtues Academy	James McGrath Founding Director	james.mcgrath@academylongbeach.org 562.283.4456

Plan Summary [2022-23]

General Information

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

The Intellectual Virtues Academy (“Academy”) high school is based on an “intellectual virtues” educational model, which aligns directly with new California Common Core State Standards and 21st century learning attributes in fostering nine Master Intellectual Virtues: curiosity, attentiveness, intellectual autonomy, intellectual carefulness, intellectual thoroughness, intellectual courage, open-mindedness, intellectual humility, and intellectual perseverance.

Intellectual virtues reflect a different concept of intelligence – we believe that intelligence is not simply a fixed ability, but rather can be cultivated through development of virtues such as curiosity and perseverance. Students can learn how to be intelligent and engage in deeper learning in secondary school and beyond by developing these critical “intellectual character” traits. As secondary schools struggle to prepare students without a clear understanding of how rapidly developing technologies will change the workplace of their future, we believe that cultivation of intellectual virtues will position students to succeed in post-secondary school and become active and engaged members of the 21st century community and workplace. The goal, quite simply, is to cultivate the personal qualities of every student as a good thinker.

Located in the heart of Long Beach, and just a few blocks from the downtown area, the Academy serves a widely diverse community consisting of gifted students, English language learners, many students who qualify for free or reduced lunch, and Students with Disabilities. The Academy provides a comprehensive college preparatory curriculum for all students (including honors and AP courses) because we believe all our students have a large capacity for growth, and given the right resources, are capable of success in college and beyond.

The Academy opened its doors to its first ninth grade class in 2016 and in 2021-22 served 95 9th through 12th graders. Additionally, the Academy is made up of 28% students with disabilities, 5% English Learners, and 49% socioeconomically disadvantaged students.

Reflections: Successes

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

Our program in the last two years alone has been featured at nine conferences, recognized in four scholarly articles, and celebrated as the only K-12 program identified in the New York Times top 10 bestseller *The Coddling of the American Mind*. We are described as developing “wiser, stronger” students “who will thrive”, and urging “prestigious universities” to “[a]dmit more students who have attended schools that teach the ‘intellectual virtues.’” An Intellectual Virtues model combines rigorous engagement of academic subjects with an emphasis on cultivating intellectual character virtues such as curiosity, intellectual courage, humility, open-mindedness, and grit. Following such thinkers as Paolo Friere and more recently in *In Search of Deeper Learning*, this model is perhaps most important for populations that are historically underserved such as ours. Indeed, two large, multi-year research projects out of the University of Boston and University of Southern California have demonstrated significant success at how we engage our students through our model: the first presented their results at multiple conferences, and the second has shown promising even if tentative results (to be completed within a few months).

Using more traditional methods of measurement, our students have indeed thrived. At the high school, our students have scored above national, state, and local test score growth for every grade and every year since our opening and on every test given (math, reading, critical thinking, and language usage). Additionally, we have enjoy strong support among families (98% of overall satisfaction for last three years), and earned the highest WASC initial accreditation at the high school. Parents’ satisfaction of teacher quality is far stronger than at other types of schools: 82% are strongly satisfied versus 69% at private schools and 42% at public district schools (National Center Education 2012).

We also had a 88.9% graduation rate in 2020-21 that was higher than the state average of 86.8%. We are extremely proud of the 100% graduation rate for students with disabilities, which is 29.5 points higher than the state average for this group of students. The 2020-21 high school dropout rate of 11.1% has decreased by over 1 point compared to the previous year and it is 5 points lower than the state average.

Reflections: Identified Need

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

The Intellectual Virtues Academy (IVA) high school is located in the Washington area of Long Beach, identified by the Los Angeles Times as one of 15 (out of 295) of the most dangerous high school neighborhoods in LA County. Our students suffer from acute mental health issues, chronic underachievement, and special needs:

- * 45% of our high school students reported experiencing chronic sadness/hopelessness; 22% experience suicidal ideation (both about 50% higher than local and state averages on the CA Healthy Kids survey)
- * 3 times average homelessness
- * 2.5 times average special needs students
- * 5 times average in age group identify as LGBTQ+

* Before enrolling, our students rank at the bottom of all local public schools in reading and math
Given these needs, our program provides robust academic, socio-emotional, and economic supports that propel them to the success described in the above prompt.

Perhaps the biggest areas of need given these challenges is consistent attendance. This had fallen over the last five years and could be a harbinger of future, higher drop-out rates. This year it has increased to an average of 91.52% daily attendance, and chronic absenteeism at the mid-year was 25.3%. We could push them further -- and provide greater purpose for them in their education -- to continue to draw them back into the daily routine of school.

LCAP Highlights

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

Intellectual Virtues Academy's (the Academy) LCAP describes the variety of Goals, Actions, and Services offered to meet the needs of all students and their families. These comprehensive and innovative Actions and Services integrate 21st Century teaching and learning skills to ensure students are meeting high academic standards. An in-depth data analysis of student achievement data and surveys is conducted to determine academic areas of strength, areas of concern, and instructional strategies and programs that support student achievement. Instructional goals for improvement are developed with the input of all staff members, parents, and instructional leadership teams.

Four goals have been identified for focus within the next three years to improve outcomes for all students. GOAL 1: The Academy supports student learning and achievement with an Intellectual Virtues Education Model. GOAL 2: The Academy will ensure excellent teachers in every classroom. GOAL 3: The Academy will prepare students for college and career. GOAL 4: The Academy will foster a sense of community by providing a safe, supportive, thoughtful and caring school environment.

The state priorities addressed in this year's LCAP are 1,2,3,4,5,6,7, and 8. The key features include: professional development for teachers in Intellectual Virtues education, collaborative teaching, and the use of technology in the classroom; after school support and tutoring as interventions to ensure that all students have access to the curriculum; the use of NWEA to monitor student progress toward mastery of standards and to inform instruction; exceptional efforts to communicate with parents; an attendance coordinator with a counseling background and a licensed and credentialed college counselor, in addition to our Director of Student Services, to address student needs; and a responsive intervention program for subgroups and a conflict resolution curriculum.

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.

Intellectual Virtues Academy is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Intellectual Virtues Academy is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Intellectual Virtues Academy is not eligible for comprehensive support and improvement.

Engaging Educational Partners

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

The Academy is committed to ensuring that meaningful stakeholder engagement is integral to developing an effective Local Control Accountability Plan. The Academy used a variety of methods, including surveys, meetings, and other activities, for stakeholders to be involved in the process and provide input into the review of goals and metrics as well as proposed actions and services. We are proud of the fact that 98% of our parents feel that we take their views seriously.

We engaged in the following consultations:

- + We begin the year with an annual Family Alliance Parent Orientation to align new and returning families with opportunities for community involvement activities and connections with other families.
- + The Family Alliance met monthly on zoom to discuss their goals for the year and ways to get involved.
- + 95% of parents participated in student-led conferences in the fall.
- + Follow up conversations with parents throughout the year regarding specific behavior and academic issues. Tier 2 and tier 3 students met with our Guidance Coordinator and our Associate Director of Students every 5 weeks. Spanish translation provided.
- + Parent survey was given during the fall, along with surveys regarding program choice
- + Community meetings open to all students, families and staff were held once a month
- + Three student surveys were given to gather feedback about academics, social-emotional health, and basic needs. Another will be given at the end of the year.
- + Weekly meetings were held with the student leadership team virtually and in-person once the school year resumed.
- + Weekly staff meetings were held every Monday
- + Individual teacher meetings were held bi-weekly with the Directors
- + Intervention Team meetings held weekly to identify and support at-risk students
- + Weekly counseling meetings were held for students for mental health, as well as college and career guidance were provided

- + Weekly virtual office hours were held by teachers
- + In-person academic and social-emotional support occurs every Monday on campus since March 8th.
- + School site council meetings held virtually :
- + Board Meetings open to the community were held monthly
- + Instagram accounts were created by each teacher to reinforce the school's announcements and events.
- + Bi-weekly newsletters were distributed in Spanish and English
- + Teacher surveys were given at the end of the semester and at the end of the year
- + Online presence at three different websites with parent feedback options

A summary of the feedback provided by specific educational partners.

All Goals, Actions, and Services for this LCAP were endorsed by Academy partners. The primary feedback revolved around enrichment programs, how to handle Covid-19, and support. For enrichment programs, our students and families continue to provide feedback that they want more options. As a small school, this can prove difficult. For support, our educational partners continue to share with us that not only are our supports strong and necessary, but also that they want us to continue to improve upon them.

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

The most significant change to our LCAP is to really focus our actions on how to support our community through this pandemic. Covid-19 hit our community hard. The result was not just severe learning loss, but also consequences to our partners' mental health, physical health, and economic distress. Our S&C actions focus almost entirely on this set of needs, even roping in our enrichment program to help service these support needs.

Goals and Actions

Goal

Goal #	Description
1	The Academy Supports Student Learning and Achievement with an Intellectual Virtues Education Model (IVEM).

An explanation of why the LEA has developed this goal.

This Goal addresses State Priorities 2, 4, 5, 6, 7, 8. Central to our Mission, Vision, and Values is our belief that our students are best served providing them an Intellectual Virtues Model of Education. The Academy believes that by providing teachers and staff with instructional coaching and professional development, student surveys will show at least 80% agreement that teachers (1) require deep and thorough work, (2) allow opportunities for reflection and humility, (3) encourage students to be curious and be open to other ideas, and (4) overall, develop them as better thinkers and parent surveys will show at least 90% agreement that programs promotes deep thinking.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% attendance at professional development.	89%	98% Data Year: 2021-22 Data Source: Local Data			95% Data Year: 2023-24
Master schedule: refinement of cornerstone humanities courses.	Philosophy and Ethics courses have draft curriculum, but neither are finalized or properly beta tested. Logic course only has 1/2 draft curriculum mostly developed during distance learning.	Further refinement of the freshmen philosophy class and upper division ethics class Data Year: 2021-22 Data Source: Local Data			All course curricula are finalized and beta tested with another teacher. Data Year: 2023-24
ADA rate	89%	98% Data Year: 2020-21			92% Data Year: 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Source: SIS Attendance Reports 91.52% Data Year: 2021-22 Data Source: P2 Report			
Chronic absenteeism rate for all students and all numerically significant subgroups	26.8%	All Students: 53.5% Socioeconomically Disadvantaged: 71.2% Students with Disabilities: 40% African American or Black: 64.3% Hispanic or Latino: 59.6% White: 40% Data Year: 2020-21 Data Source: DataQuest Absenteeism			<10% Data Year: 2022-23
% agreement on student surveys that teachers (1) require deep and thorough work, (2) allow opportunities for reflection and humility, (3) encourage students to be curious and be open to other	(1) 97% (2) 80% (3) 90% (4) 95%	TBD Data Year: 2021-22 Data Source: Local Surveys			80% minimum and 95% ideal across all survey items Data Year: 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ideas, and (4) overall, develop them as better thinkers.					
% satisfaction on staff surveys with professional development effectiveness.	100%	TBD Data Year: 2021-22 Data Source: Local Surveys			90% minimum and 100% ideal. Data Year: 2023-24
% agreement on parent surveys that programs promotes deep thinking.	97%	TBD Data Year: 2021-22 Data Source: Local Surveys			90% minimum and above 95% ideal. Data Year: 2023-24

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Instructional Coaching	Instructional coaching will be lead by Associate Director of Instruction with an emphasis on fidelity to the Intellectual Virtues Education Model. Coaching will include observation, meeting, and refinement cycles for each teacher.	\$41,337.00	No
1.2	Professional Development	The Academy will provide numerous opportunities for professional development, including a five-day seminar for all staff during the summer, three full-day PDs during the school year, and weekly meetings for at least an hour.	\$24,669.00	No
1.3	Student Support Attendance Interventions	Implement a high-quality attendance intervention program. Our counselor is the program coordinator (20%) supported by our Student Support Clerk (16%) and Office Manager (10%). This program is	\$39,555.00	No

Action #	Title	Description	Total Funds	Contributing
		supervised by our Head of School (10%). LCFF funds are duplicate costs with Goal 3.		
1.4				No

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.

Overall, the actions were implemented as planned, except for the Development of Cornerstone Humanities course that was only partially implemented because the entire planning period was not able to be devoted to this work as has been planned and implemented during previous years.

Success: The Academy was particularly successful in providing attendance intervention. While we still consider this an area of focus, our ADA this year is higher than in the previous four years.

Challenge: The Academy had the following challenges with providing full support for the instructional coaching. Our Associate Director of Instruction was able to provide the full range and quantity of supports articulating in the Action description, but not with the additional support of the Head of School to the degree we had wished (not articulated in the Action description). Our Head of School had to divert her time and resources to transitions generally back into the classroom and intervention supports given the needs of our students this year.

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

The differences in budgeted expenditures and estimated actuals for Actions 1,2, and 4 were the result of higher staffing costs.

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

Development of Cornerstone Humanities Courses action was effective as evidenced by the courses completed development and that we have moved to the refinement stage of the process. The Instructional Coaching and Professional Development actions were effective as evidenced by teacher survey data showing at least 90% satisfaction with professional development effectiveness and parent survey data showing at least 90% agreement that programs promotes deep thinking, and student surveys show at least 80% agreement that teachers (1) require deep and thorough work, (2) allow opportunities for reflection and humility, (3) encourage students to be curious and be open to other idea, and (4) overall, develop them as better thinkers. The Student Support Attendance Interventions action has been effective this year as

evidenced by our 91.52% average daily attendance rate. We expect that the Chronic Absence rate will decrease for this year as a result of our actions as well.

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

Action 1 Development of Cornerstone Humanities Courses has been removed because it has been completed. All metrics were modified to remove the desired outcome and only include what is being measured.

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

Goals and Actions

Goal

Goal #	Description
2	The Academy Will Ensure Excellent Teachers in Every Classroom.

An explanation of why the LEA has developed this goal.

This goal engages State Priorities 1,2,4,5,6. Moreover, research demonstrates that teachers are the single, most significant in-school factor for student learning growth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers are appropriately assigned and fully credentialed where required.	100%	100% Properly Assigned Data Year: 2021-22 Data Source: Local Indicator			100% Data Year: 2023-24
% of students with access to standards-aligned instructional materials for use at home and at school	100%	100% Data Year: 2021-22 Data Source: Local Indicator			100% Data Year: 2023-24
Students surveys demonstrate that students consider their teachers to be of "high quality."	87%	TBD Data Year: 2021-22			80% minimum, and ideally 90%. Data Year: 2023-24
Parent surveys using NCES survey items	71%	TBD Data Year: 2021-22			At minimum 42% (public school

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
show "strong" satisfaction with quality of teaching.					average), ideally over 69% (private school average). Data Year: 2023-24
Faculty percentile on student survey using MET research-based questions	100% meet lower threshold; 40% of teachers at higher threshold.	TBD Data Year: 2021-22			100% meet lower threshold of 25th percentile; ideally, 50% of teachers at 75% percentile. Data Year: 2023-24
% of Staff overall satisfied with working at the Academy.	100%	TBD Data Year: 2021-22			Minimum of 90%, ideally at 100% Data Year: 2023-24
Teacher retention from prior year.	90%	TBD Data Year: 2021-22			Minimum of 80%, ideally at 90%. Data Year: 2023-24
Teacher applicant acceptance rate.	3%	TBD Data Year: 2021-22			Minimum of 10%, ideally under 4%. Data Year: 2023-24
Administration observations and teacher self-reports demonstrate % compliance with PD generated actions and goals.	Not measured yet.	TBD Data Year: 2021-22			85% compliance on both. Data Year: 2023-24

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	High Quality Instruction.	Students at the Academy will receive instruction from appropriately-assigned, fully credentialed NCLB faculty, who are adept at meeting the needs of all students. Faculty hold high expectations for students, while offering high levels of engagement, encouragement, and support. They develop personal connections with students and foster an environment that values and respects individual differences. Faculty will utilize Understanding by Design to conduct backwards planning of curriculum and the formation of essential questions to guide the core curriculum. The learning activities instructors implement will teach and reinforce the skills and habits required for success in school and life. These instructional activities furthermore will provide flexibility so that students have the opportunity to learn in ways that are meaningful to them.	\$206,685.00	No
2.2	High Quality Educational Support Personnel	The Academy will provide highly-qualified educational support personnel (SPED Instructor, Academic Support Coordinator (Title I), SPED Administrator, and other paraprofessional support) to implement differentiation based on student need, including placement in intervention support classes (ELD and ELA/Math), credit recovery/remediation and other academic supports, through continuous monitoring of instruction and student achievement data.	\$136,340.00	No
2.3	High Quality Teacher Support.	The Human Resources/Administrative Support Staff is dedicated to the recruitment and retention of a quality workforce in support of student success. The goal of the Human Resources Support Staff is to provide excellent service and to build a team of professionals who are passionate about the success of students, and who are willing to dedicate the necessary time and resources to meet the needs of the Academy's diverse and unique community.	\$59,230.00	No
2.4	Teacher Recruitment.	The Academy will perform a robust teacher recruitment campaign led by the Founding Director. The Academy will utilize Edjoin.org among	\$17,632.00	No

Action #	Title	Description	Total Funds	Contributing
		various other job search websites, and employ a robust screening and interviewing protocol to ensure that the best candidates choose the Academy.		
2.5	Student Information System	The Academy will utilize Aeries student information system to support data-driven Instruction and differentiated instructional strategies.	\$5,049.00	No

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.

Overall the actions were implemented as planned.

Success: The Academy was particularly successful in providing high quality teaching. We are proud of our teaching staff, and they have adjusted incredibly well in transitioning back and forth out of and into the classroom. They are our students' champions, curricular guides, support, instructional facilitators, inspirational and brilliant, and always growing.

Challenge: The Academy was challenged with the transition from our old SIS to Aeries. Staff at both schools are frustrated, need more training and time, and don't yet understand its full potential. Summer will help with some of this.

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

The material differences between Budgeted Expenditures and Estimated Actual Expenditures in Actions 2 and 3 were the result of staff turnover that left positions unfilled temporarily.

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

The High Quality Instruction, High Quality Educational Support Personnel, High Quality Teacher Support, Teacher Recruitment, and Student Information Systems actions were effective as evidenced by 100% of teachers properly credentialed, strong parent and student survey results reflecting the quality of teachers at the Academy, as well as administration observations and teacher self-reports demonstrating compliance with PD generated actions and goals.

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.

There are no changes being made to the planned goal,, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Metrics descriptions have been modified to better describe what is being measured and not to include the desired outcome.

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

Goals and Actions

Goal

Goal #	Description
3	The Academy Will Prepare Students for College and Career.

An explanation of why the LEA has developed this goal.

This goal engages State Priorities 4, 5, 7, 8. Moreover, this goal recognizes that a high school has a purpose beyond four-years of a students' life, it is also preparation and growth towards our students' following phase of college and career.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students enrolled in an UC “a-g” required course curriculum, and students successful completion of the entire required curriculum.	85%; 82%	TBD Data Year: 2021-22			95% enrolled in full coursework and 85% completed. Data Year: 2023-24
NWEA MAP percentile growth rates in ELA and Math for all students	All three tests show growth of 3 percentiles average above national median.	No data available for 2021-22 (Spring testing ends after LCAP approval)			At minimum, greater than national median; ideally, 3 percentile growth above median for all tests. Data Year: 2023-24
Science state tests demonstrate growth in proficiency above local/state median.	Not available yet since scoring has changed from prior testing period.	Not CAST tested in 2021			At minimum, greater than national median; ideally, 5% growth in proficiency above local growth median.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Data Year: 2023-24
ELA and Math state tests demonstrate growth in proficiency above local/state median.	ELA: 29% growth above local median Math: 10% growth above local median	Not CAASPP tested in 2021			At minimum, greater than national median; ideally, 5% growth in proficiency above local growth median. Data Year: 2023-24
AP passage rate.	55% on Art, Biology, and Calculus in 2019-20.	TBD Data Year: 2020-21			60% average over three years. Data Year: 2020-2023
Drop out rates for all students and all numerically significant subgroups	0%	All: 11.1% Hisp: 13.3% SWD: 0.0% SED: 14.3% Data Year: 2020-21 Data Source: DataQuest Four Year Adjusted Cohort Outcome			At minimum, 10% below local average (29% last year); ideally, less than 10% total. Data Year: 2022-23
Graduation rates (percentage of students graduating in four-years) for all students and all numerically significant subgroups	2019-20 All Students: 87.5% SED: 84% SWD: 83.3% Hispanic: 83.3%	All: 88.9% Hisp: 86.7% SWD: 100% SED: 85.7% Data Year: 2020-21 Data Source: DataQuest Four Year Adjusted Cohort Outcome			At minimum, 10% above local average (59% last year); ideally, greater than 85% total. Data Year: 2022-23

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL reclassification rates (and ELA percentile growth in NWEA).	Reclassification rates were over 3% over local average; not enough data for NWEA percentile growth.	0% Data Year: 2020-21 Data Source: Dataquest			At minimum, both will increase over local /national average; ideally, both rates will increase by 3% over cohort. Data Year: 2022-23
The Academy will work toward closing 'achievement gap' as demonstrated by NWEA MAP percentile growth rates in ELA and Math for all significant subgroups.	Percentile growth above national norms after two years: EL Math - 7.0 Read. - 24.8 Lang. U - 18.2 SPED Math - 5.1 Read. - 5.2 Lang. U - (1.8) FRLP Math - 7.0 Read. - 11.4 Lang. U - 2.7 Latino/a Math - 5.2 Read. - 15.3 Lang. U - 7.0 Black Math - 7.9 Read. - 9.1 Lang. U - 2.6	No data available for 2021-22 (Spring testing ends after LCAP approval)			All subgroups show growth above norms on all tests. Data Year: 2022-23

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Progress on ELPAC (Source: ELPI CA Dashboard)	No ELPI Data provided by CA Dashboard	No ELPI Data provided by CA Dashboard			High Data Year: 2022-23
% of students enrolled in a broad course of study (Source: Local Data)	100%	100% Data Year: 2021-22 Data Source: Local			100% Data Year: 2023-24
% College and Career Prepared (Source: CA Dashboard CCI)	6.3% reported on CA Dashboard due to a reporting problem with the school's internal data systems	College and Career Indicator not provided due to pandemic			At minimum, greater than national median; ideally, 5% growth above local growth median. Data Year: 2022-23
% of students that are college ready as determined by the EAP (CAASPP ELA)	TBD based on 2022 testing	Not CAASPP tested in 2021			At minimum, greater than national median; ideally, 5% growth in proficiency above local growth median. Data Year: 2022-23
% of students that are college ready as determined by the EAP (CAASPP Math)	TBD based on 2022 testing	Not CAASPP tested in 2021			At minimum, greater than national median; ideally, 5% growth in proficiency above local growth median. Data Year: 2022-23

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Academic Support Plan	The Academy will provide a robust academic support plan staffed by teachers that may include an intervention period, office hours, study hall, Saturday School two days per week available for all students. Our Director of Academic Supports supervises and coordinates this program using Title I funds.	\$41,337.00	No
3.2	Non-Academic Supports: College & Career Readiness, Mental Health, and other Socio-Emotional Support.	A licensed counselor and credentialed guidance counselor will serve as the Academy's college counselor and, more generally, coordinate student services. The college counselor will build relationships with colleges, universities, technical schools, businesses, training programs, and other post-secondary college and career oriented organizations to serve the needs of current and graduating students. Our counselor also provides social-emotional support, such as mental health services as an LMFT. The counselor will be supported by an administrator with a counseling credential and a Student Support Clerk.	\$89,648.00	Yes
3.3	EL Intervention Supports.	A credentialed teacher will be our English Learner Coordinator, supported by our Head of School. The Coordinator will ensure progress is being made by our EL population by providing academic counselor, testing, and ensuring the right instructional practices are in place. They will provide effective materials, and appropriate and timely assessments in a safe and caring environment.	\$8,694.00	Yes
3.4	Socio-Economic Intervention Supports.	We will provide a comprehensive economic support services coordinated by our Homeless Liaison at Tier III (Title I funded) for our homeless families and by our Office Manager at Tier II for our non-homeless families with low income. Our Head of Schools, a credentialed counselor and LMFT, will oversee both Tiers of support.	\$40,387.00	Yes
3.5	Foster Youth Supports.	Foster youth will have a staff member who will help them throughout the year. This staff member will be a licensed LMFT.	\$6,251.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	Academic Tracking and Curriculum Support	The Academy will utilize internal benchmark Assessments (e.g., NWEA MAPS) at least twice a year to track student growth of our foster youth, low income, and EL students in order to inform instruction, identify academic supports needed, and ensure external growth targets are met annually. Furthermore, other academic software curriculum (Edmentum) will be purchased to provide academic and credit recovery supports.	\$44,521.00	No
3.7	Technology Supports.	The Academy will provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments.	\$26,008.00	No
3.8	Classroom Materials.	The Academy purchases and maintains textbooks, supplies, technology, and supplemental instructional materials that are effective in supporting student learning.	\$9,370.00	No
3.9	Exposure to Enrichment Opportunities.	The Academy will ensure all grades have exposure to a wide variety of enrichment opportunities, and college-preparatory courses, including opportunities to engage in arts, world languages, technology and field trips/excursions in the community.	\$4,759.00	No

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.

The actions were implemented as planned.

Success: The Academy was particularly successful in providing academic supports. Compared with pre-pandemic, our Tier II and Tier III academic interventions caselist went from about 35% of our student population to 4% using the same time period. The teachers (and their standards) were relatively consistent during these same two time periods.

Challenge: The Academy was challenged to increase enrichment opportunities as it pertained to clubs. We feel student culture overall was strong, including during-school enrichment opportunities. But, after-school extracurricular participation fell. Organization and opportunities were just as strong, if not stronger, as compared to pre-pandemic. We wonder if this is a consequence of the pandemic, and how this compares with participation with other schools.

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

The material differences between Budgeted Expenditures and Estimated Actual Expenditures in Actions 1,2,3,4,& 5 were the result of staff turnover resulting in reduced costs. The difference in Action 7 resulting from the need to buy more devices to replace old ones than anticipated.

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

Due to the pandemic and the timing of the LCAP publication and approval, we do not have a lot of academic data for use in determining the effectiveness of our actions. We do have local data on the effectiveness of providing academic supports. Compared with pre-pandemic, our Tier II and Tier III academic interventions case list went from about 35% of our student population to 4% using the same time period. The teachers (and their standards) were relatively consistent during these same two time periods. We also had a 88.9% graduation rate in 2020-21 that was higher than the state average of 86.8%. We are extremely proud of the 100% graduation rate for students with disabilities, which is 29.5 points higher than the state average for this group of students. The 2020-21 high school dropout rate of 11.1% has decreased by over 1 point compared to the previous year and it is 5 points lower than the state average.

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.

There are no changes being made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

Goals and Actions

Goal

Goal #	Description
4	The Academy Will Foster a Sense of Community by Providing a Safe, Supportive, Thoughtful, and Caring School Environment.

An explanation of why the LEA has developed this goal.

This goal engages State Priorities 3, 5, 6, 8. Moreover, central to our IVEM is the tenant that learning cannot be disengaged from social-emotional, and cultural considerations.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension rates for all students and all numerically significant subgroups	3%	0% Suspension Rate Data Year: 2020-21 (Distance Learning) Data Source: DataQuest Suspension			Minimally, less than local average; ideally, less than 3%.
Expulsion rates for all students and all numerically significant subgroups	0%	0% Expulsion Rate Data Year: 2020-21 Data Source: DataQuest Expulsion			Minimally, less than local average; ideally, at most one in any year.
Based on NCES survey item, % parents express overall satisfaction with program.	99%	TBD Data Year: 2021-22 Data Source: Parent Survey			At minimum, greater than public school average of 91%; ideally at or above private school average of 97%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student, parents, teacher surveys % connectedness/caring relationships with others.	Students: 91% Parents: 98% Staff: 100%	TBD Data Year: 2021-22 Data Source: Parent Survey			Student surveys: 90% Parent surveys: 95% Staff surveys: 95%
Student, parent, and teacher surveys % sense of safety.	Students: 78% Parents: 98% Staff: 100%	TBD Data Year: 2021-22 Data Source: Parent Survey			Student surveys: 90% Staff surveys: 95% Parent surveys: 95%
% Student participation in club/after-school enrichment activity.	77%	TBD Data Year: 2021-22 Data Source: Local			At minimum, 60%; ideally above 80%.
% Family participation in at least one school organized event.	97%	TBD Data Year: 2021-22 Data Source: Local			At minimum, 80%; ideally above 95%.
Based on NCES survey item, % parents are overall satisfied with school communications.	98%	TBD Data Year: 2021-22 Data Source: Parent Survey			At minimum, greater than public school average of 80%; ideally, at or above private school average of 96%.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Restorative Practices.	Restorative Justice empowers students to resolve conflicts on their own and in small groups. The program has helped strengthen campus communities, prevent bullying, and reduce student conflicts. Schools that implement restorative justice often see lower suspensions, and their students report feeling safer and happier. The Academy's school	\$20,035.00	No

Action #	Title	Description	Total Funds	Contributing
		counselor will attend Restorative Justice professional development and will implement training. This will be overseen by our Head of School.		
4.2	Communications.	The Academy's outreach/family coordinator will maintain high quality bilingual communications, communicating with parents on a bi-weekly basis through emails and newsletters. In addition, the Academy operates an updated and information rich website, complete with access to SIS so that parents can track student's academic progress on a weekly basis. Moreover, we annually distribute our Family Handbook and annual calendar.	\$6,034.00	No
4.3	Integrative Enrichment Activities.	The Academy will provide clubs/sports at lunch and after school to build friendships and cohesive school culture. Additionally, field trips will be provided that are based on socio-emotional development.	\$11,815.00	No
4.4	Student-Led Conferences	Advisors, students, families meet at least once a year (primarily in the fall) to discuss academic, behavioral, and socio-emotional growth of the student and elicit feedback on what the Academy can provide to support the student to meet their goals.	\$6,251.00	No

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.

The actions were implemented as planned.

Success: The Academy was particularly successful in, and has been, in organizing student led conferences for parents in October. Parent participation was 97% this year. Students did a great job of leading this process with their own reflections, inviting adult feedback, and engaging with their parents on goals and action items.

Challenge: The Academy was challenged as discussed above with respect to Goal 3, with after school student participation in extracurriculars (see above).

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

The material differences between Budgeted Expenditures and Estimated Actual Expenditures for the Integrative Enrichment Activities action was due to providing more enrichment activities than originally planned.

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

The Restorative Practices action has been successful at maintaining a low suspension and expulsion rate. The Communications, Student-Led Conferences, and Integrative Enrichment Activities actions have been successful as evidenced by survey data indicating a strong sense of connectedness with the school for parents, teachers, and students.

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

There are no changes being made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$104,550	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.77%	0.97%	\$8,360.00	11.74%

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

Required Descriptions

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

We know that our unduplicated pupils have unique needs and require special support to ensure they have access to a rigorous college-ready curriculum.

Needs, Conditions, Circumstances

In reviewing the 2019 CAASPP ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that English Learners were not a numerically significant group. 30.8% of the Socioeconomically Disadvantaged students met or exceeded standards in ELA. In Math, 0% of the Socioeconomically Disadvantaged students met or exceeded standards in Math. In 2021, the graduation rate for the Socioeconomically disadvantaged subgroup was 85.7%. In 2020-21, the chronic absence rate for the Socioeconomically disadvantaged subgroup was 71.2%.

Each of the following services represents increased services for our unduplicated students:

Goal 3, Action 2 Non-Academic Supports: College & Career Readiness, Mental Health, and other Socio-Emotional Support: A licensed counselor and credentialed guidance counselor will serve as the Academy's college counselor and, more generally, coordinate student services. The college counselor will build relationships with colleges, universities, technical schools, businesses, training programs, and other

post-secondary college and career oriented organizations to serve the needs of current and graduating students. Our counselor also provides social-emotional support, such as mental health services as an LMFT. The counselor will be supported by an administrator with a counseling credential and a Student Support Clerk.

Goal 3, Action 3 EL Intervention Supports: A credentialed teacher will be our English Learner Coordinator, supported by our Head of School. The Coordinator will ensure progress is being made by our EL population by providing academic counselor, testing, and ensuring the right instructional practices are in place. They will provide effective materials, and appropriate and timely assessments in a safe and caring environment. Counselor and EL Coordinator will monitor RFEP students to help ensure academic success in meeting grade level CCSS.

Goal 3, Action 4 Socio-Economic Intervention Supports: We will provide a comprehensive economic support services coordinated by our Homeless Liaison at Tier III (Title I funded) for our homeless families and by our Office Manager at Tier II for our non-homeless families with low income. Our Head of Schools, a credentialed counselor and LMFT, will oversee both Tiers of support.

Goal 3, Action 5 Foster Youth Supports: Foster youth will have a staff member who will help them throughout the year. This staff member will be a licensed LMFT.

Expected Outcomes:

We will monitor progress for our Unduplicated students in NWEA MAP three times annually to ensure the actions are bringing the expected progress for these students. The school leadership team will review the annual academic outcomes such as SBAC, AP, and survey data to ensure that our students make steady progress toward the measurable outcomes outlined in the metrics tables for each goal.

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

Intellectual Virtues Academy is increasing services 14.93% through the following LEA-wide actions:

Goal 3, Action 2 Non-Academic Supports: College & Career Readiness, Mental Health, and other Socio-Emotional Support \$89,648 =9.23%

Goal 3, Action 3 EL Intervention Supports \$8,694 = 0.9%

Goal 3, Action 4 Socio-Economic Intervention Supports \$40,387 = 4.16%

Goal 3, Action 5 Foster Youth Supports \$6,251 = 0.64%

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

The Academy is a single school LEA with an unduplicated student population of less than 55%. The Academy will not receive the additional concentration grant add-on funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Intellectual Virtues Academy 1:21	N/A
Staff-to-student ratio of certificated staff providing direct services to students	Intellectual Virtues Academy 1:13	N/A

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$503,250.00	\$95,331.00		\$247,026.00	\$845,607.00	\$703,428.00	\$142,179.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Instructional Coaching	All	\$35,316.00	\$6,021.00			\$41,337.00
1	1.2	Professional Development	All	\$21,379.00			\$3,290.00	\$24,669.00
1	1.3	Student Support Attendance Interventions	All	\$39,555.00				\$39,555.00
1	1.4		All					
2	2.1	High Quality Instruction.	All	\$41,309.00			\$165,376.00	\$206,685.00
2	2.2	High Quality Educational Support Personnel	Students with Disabilities	\$3,923.00	\$89,310.00		\$43,107.00	\$136,340.00
2	2.3	High Quality Teacher Support.	All	\$59,230.00				\$59,230.00
2	2.4	Teacher Recruitment.	All	\$17,632.00				\$17,632.00
2	2.5	Student Information System	All	\$5,049.00				\$5,049.00
3	3.1	Academic Support Plan	All	\$6,084.00			\$35,253.00	\$41,337.00
3	3.2	Non-Academic Supports: College & Career Readiness, Mental Health, and other Socio-Emotional Support.	English Learners Foster Youth Low Income	\$89,648.00				\$89,648.00
3	3.3	EL Intervention Supports.	English Learners	\$8,694.00				\$8,694.00
3	3.4	Socio-Economic Intervention Supports.	Low Income	\$40,387.00				\$40,387.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.5	Foster Youth Supports.	Foster Youth	\$6,251.00				\$6,251.00
3	3.6	Academic Tracking and Curriculum Support	All	\$44,521.00				\$44,521.00
3	3.7	Technology Supports.	All	\$26,008.00				\$26,008.00
3	3.8	Classroom Materials.	All	\$9,370.00				\$9,370.00
3	3.9	Exposure to Enrichment Opportunities.	All	\$4,759.00				\$4,759.00
4	4.1	Restorative Practices.	All	\$20,035.00				\$20,035.00
4	4.2	Communications.	All	\$6,034.00				\$6,034.00
4	4.3	Integrative Enrichment Activities.	All	\$11,815.00				\$11,815.00
4	4.4	Student-Led Conferences	All	\$6,251.00				\$6,251.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$970,755	\$104,550	10.77%	0.97%	11.74%	\$144,980.00	0.00%	14.93 %	Total:	\$144,980.00
								LEA-wide Total:	\$144,980.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$144,980.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.2	Non-Academic Supports: College & Career Readiness, Mental Health, and other Socio-Emotional Support.	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$89,648.00	
3	3.3	EL Intervention Supports.	Yes	LEA-wide Schoolwide	English Learners	All Schools	\$8,694.00	
3	3.4	Socio-Economic Intervention Supports.	Yes	LEA-wide Schoolwide	Low Income	All Schools	\$40,387.00	
3	3.5	Foster Youth Supports.	Yes	LEA-wide Schoolwide	Foster Youth	All Schools	\$6,251.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$877,280.00	\$815,754.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Development of Cornerstone Humanities Courses	No	\$18,000.00	\$23,250
1	1.2	Instructional Coaching	No	\$18,000.00	\$23,250
1	1.3	Professional Development	No	\$4,000.00	\$4,084
1	1.4	Student Support Attendance Interventions	No	\$25,000.00	\$31,422
2	2.1	High Quality Instruction.	No	\$337,000.00	\$348,750
2	2.2	High Quality Educational Support Personnel	No	\$112,000.00	\$60,320
2	2.3	High Quality Teacher Support.	No	\$80,000.00	\$61,873
2	2.4	Teacher Recruitment.	No	\$27,000.00	\$27,000
2	2.5	Student Information System	No	\$16,000.00	\$19,607
3	3.1	Academic Support Plan.	No	\$24,000.00	\$5,313

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Non-Academic Supports: College & Career Readiness, Mental Health, and other Socio-Emotional Support.	Yes	\$114,002.00	\$108,836
3	3.3	EL Intervention Supports.	Yes	\$8,600.00	\$6,709
3	3.4	Socio-Economic Intervention Supports.	Yes	\$34,678.00	\$21,674
3	3.5	Foster Youth Supports.	Yes	\$6,000.00	\$5,125
3	3.6	Academic Tracking and Curriculum Support	Yes	\$1,000.00	\$1,000
3	3.7	Technology Supports.	No	\$5,000.00	\$13,997
3	3.8	Classroom Materials.	No	\$23,000.00	\$22,308
3	3.9	Exposure to Enrichment Opportunities.	No	\$9,000.00	\$12,333
4	4.1	Restorative Practices.	Yes	\$800.00	\$454
4	4.2	Communications.	No	\$5,000.00	\$5,916
4	4.3	Integrative Enrichment Activities.	No	\$9,000.00	\$12,333
4	4.4	Student-Led Conferences	No	\$200.00	\$200

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$133,280	\$146,202.00	\$124,920.00	\$21,282.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.2	Non-Academic Supports: College & Career Readiness, Mental Health, and other Socio-Emotional Support.	Yes	\$106,802.00	\$101,636		
3	3.3	EL Intervention Supports.	Yes	\$8,600.00	\$6,709		
3	3.4	Socio-Economic Intervention Supports.	Yes	\$23,000.00	\$9,996		
3	3.5	Foster Youth Supports.	Yes	\$6,000.00	\$5,125		
3	3.6	Academic Tracking and Curriculum Support	Yes	\$1,000.00	\$1,000		
4	4.1	Restorative Practices.	Yes	\$800.00	\$454		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$861,483	\$133,280	0	15.47%	\$124,920.00	0.00%	14.50%	\$8,360.00	0.97%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

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

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

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

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