LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: iLEAD Agua Dulce

CDS Code: 138297

School Year: 2021 – 22

LEA contact information: Lisa Latimer lisa.latimer@ileadaguadulce.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).
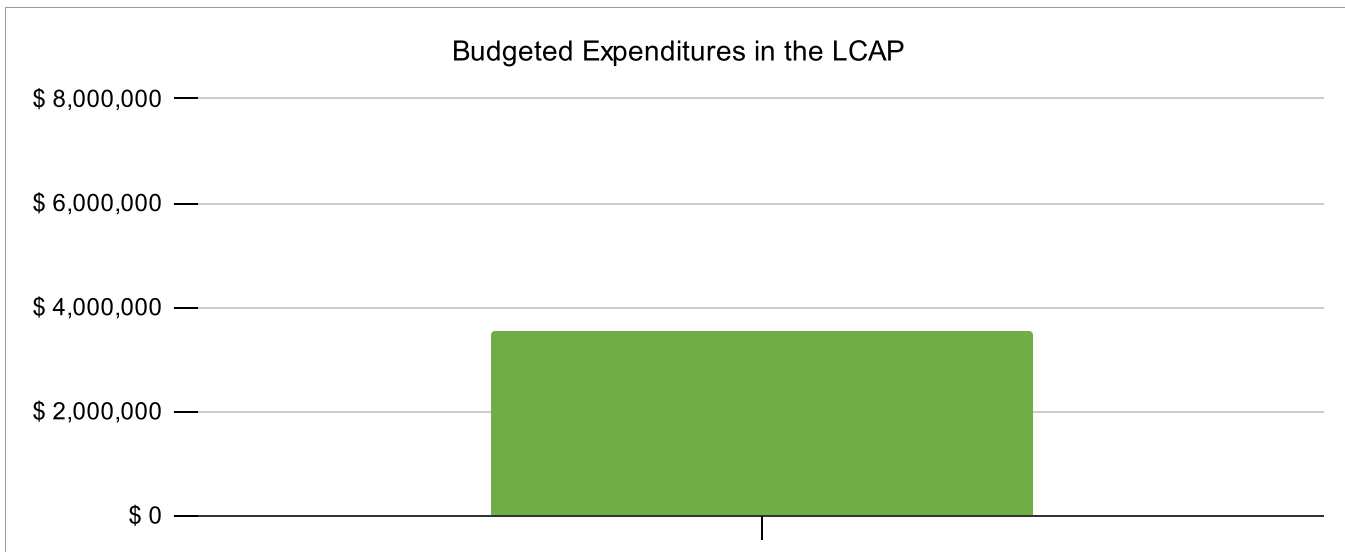
Budget Overview for the 2021 – 22 School Year

iLEAD Agua Dulce

- All federal funds 24.1%
- LCFF supplemental & 23.4%
- All local funds 4.3%
- All other state funds 48.1%
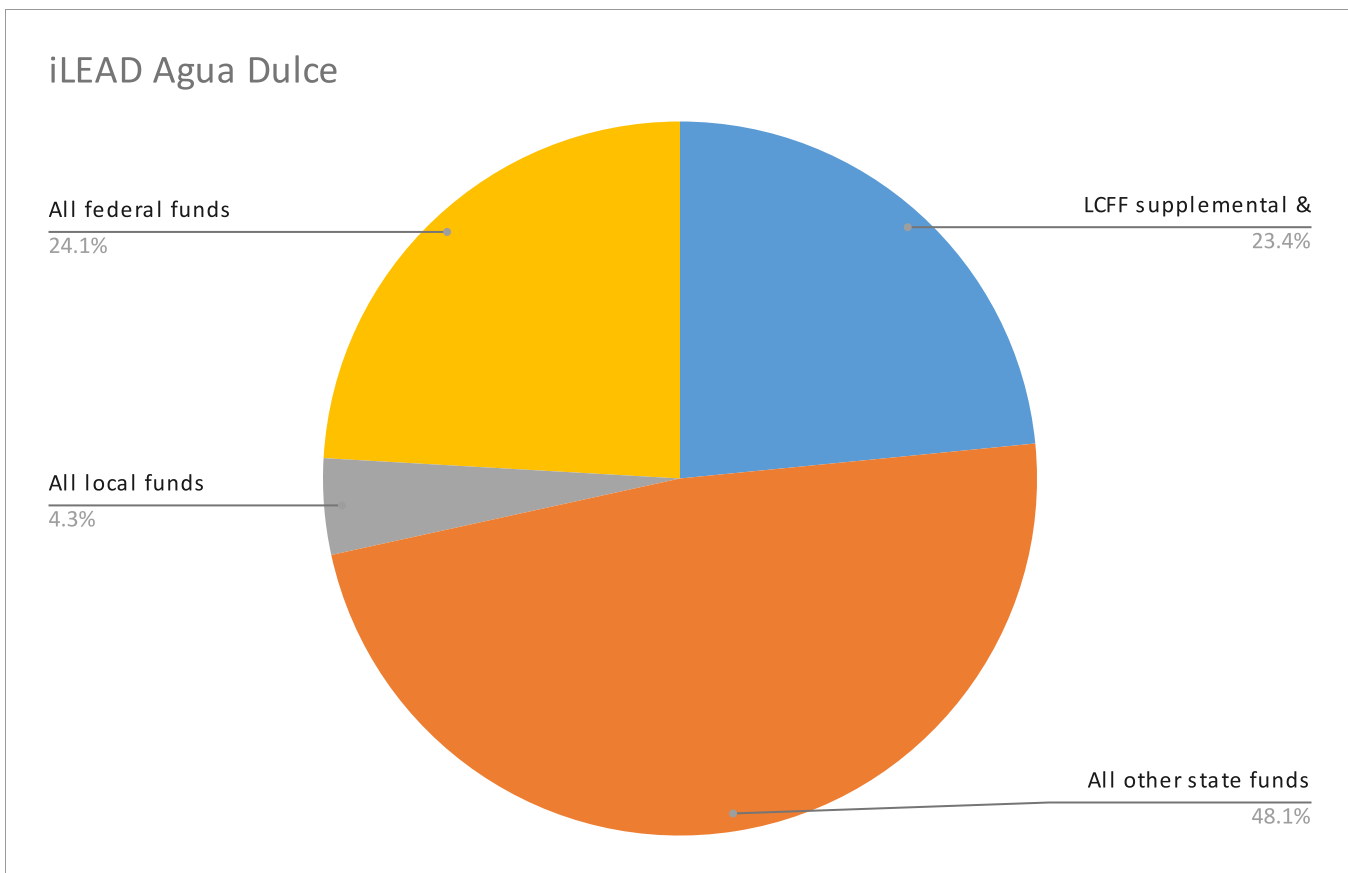
This chart shows the total general purpose revenue iLEAD Agua Dulce expects to receive in the coming year from all sources.

The total revenue projected for iLEAD Agua Dulce is $3,727,333.00, of which $3,022,699.00 is Local Control Funding Formula (LCFF), $442,916.00 is other state funds, $40,000.00 is local funds, and $221,718.00 is federal funds. Of the $3,022,699.00 in LCFF Funds, $215,691.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

Budgeted Expenditures in the LCAP

This chart provides a quick summary of how much iLEAD Agua Dulce plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.
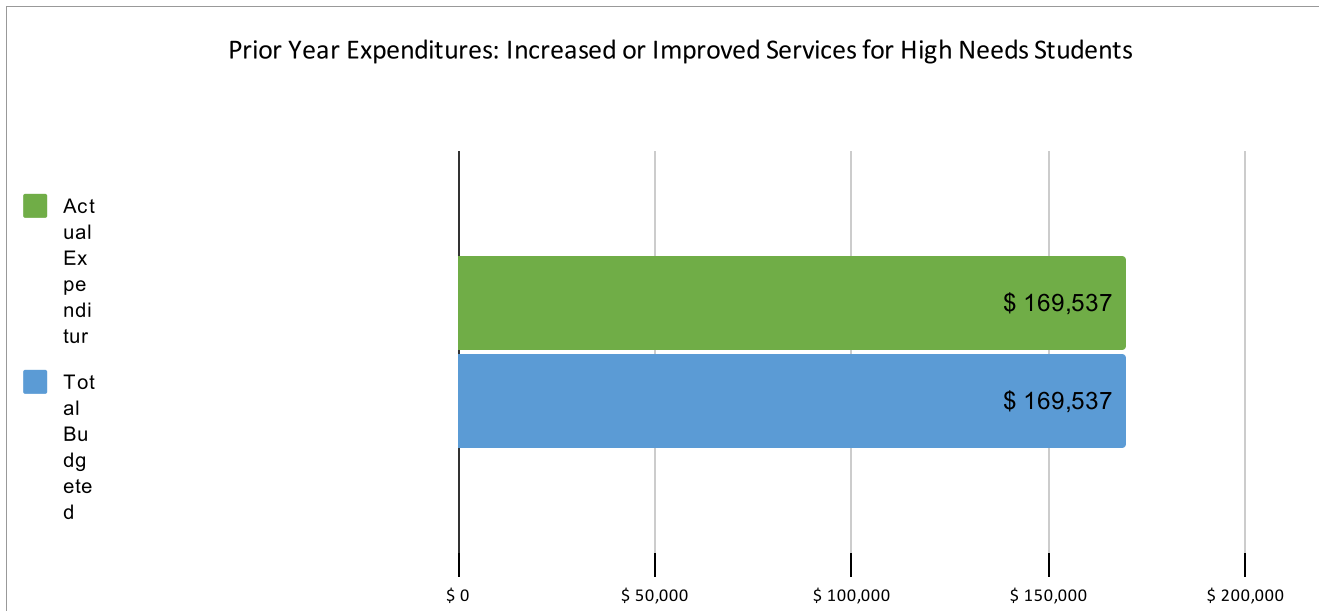
iLEAD Agua Dulce plans to spend $3,541,785.00 for the 2021 – 22 school year. Of that amount, $2,204,963 is tied to actions/services in the LCAP and $1,336,822 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Rent, Utilities, Materials and office supplies,n Classroom furniture and equipment, student lunches, professional dues, liability insurance, Professional services service fees, District oversite fees, auditing and tax prep, legal fees, shared/leased employees, licenses and other fees, marketing and advertising, telephone and fax, postage expenses and other related expenditures.

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, iLEAD Agua Dulce is projecting it will receive $215,691.00 based on the enrollment of foster youth, English learner, and low-income students. iLEAD Agua Dulce must describe how it intends to increase or improve services for high needs students in the LCAP. iLEAD Agua Dulce plans to spend $261,970.00 towards meeting this requirement, as described in the LCAP.

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

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

Actual Expenditur (green): $ 169,537

Total Budgeted (blue): $ 169,537

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

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

In 2020 – 21, iLEAD Agua Dulce 's Learning Continuity Plan budgeted $169,537.00 for planned actions to increase or improve services for high needs students. iLEAD Agua Dulce actually spent $169,537.00 for actions to increase or improve services for high needs students in 2020 – 21.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
iLead Agua Dulce	Tricia Luckeroth Regional Director, So Cal	tricia.luckeroth@ileadschools.org (661) 400-1714

Annual Update

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

Goal 1

Provide optimal conditions of learning through providing basic services, implementation of California Content Standards (CCS), and access to an academic and educational program as outlined in iLEAD Agua Dulce's charter.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 7. Course access
Local Priorities:

Annual Measurable Outcomes

Expected		Actual
NWEA MAP assessments, SBAC assessments; Common Core standards identified in PBL; Number of qualified teachers; parent participation rates; fountas and Pinnell benchmark assessments, PBL Rubrics	**2019-20** All learners will demonstrate a 3% increase in Reading and Math RIT Scores from Fall baseline MAP to Spring MAP assessments. The percentage of learners with a score of Met or Exceeded Standards on the ELA and Math Smarter Balanced Assessments will increase 3% each year.	Learners demonstrated a 9.9% RIT increase in Math and an 8.9% increase in ELA from Fall baseline MAP to Spring MAP assessments, which exceeded our goal of 3% growth. Due to COVID-19, the Smarter Balance state testing was canceled.

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: Specific Schools: 100% of the core facilitators hold appropriate California credentials and participated in intern and BTSA programs as needed.	$484,000 - LCFF - 1000-1999 Certificated Salaries - 1110 Certificated Teacher Salaries $3,000 - LCFF - 5000-5999 Services and Other Operating Expenses - 5310 Prof. Dues Memberships and Subscriptions (BTSA)	$468,343 - LCFF - 1000-1999 Certificated Salaries - 1110 $2,324 - LCFF - 5000-5999 Services and Other Operating Expenses

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Provide regular benchmark assessments using NWEA MAP, Fountas & Pinnell Reading Benchmark Assessment, writing samples, spelling inventory, and PBL rubrics that include social/emotional indicators in order to develop and revise Individual Learning Plans (ILP) as well as create learning targets.	$5,001 - LCFF - 5000-5999 Services and Other Operating Expenses $484,000 - LCFF - 1000-1999 Certificated Salaries - 1110 Certificated teacher salaries (repeated expenditure)	$0 - LCFF - 5000-5999 Services and Other Operating Expenses - 5851 $468,343 - LCFF - 1000-1999 Certificated Salaries - 1110 (repeated expenditure)

Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to	$53,717 - LCFF - 4000-4999 Books and	$10,764 - LCFF - 4000-4999 Books and

	Supplies - 4100 Core Curriculum (PCSGP)	Supplies - 4120 Core Curriculum PCSGP
meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Provide and implement Instructional materials accessible to learners, that sufficiently support Common Core State Standards in order to align with rigorous projects.	$122,110 - LCFF - 2000-2999 Classified Salaries - 2110 2310 classified instructional support $484,000 - LCFF - 1000-1999 Certificated Salaries - 1000-1999 certificated teacher salaries (repeated expenditure)	$36,081 - LCFF - 2000-2999 Classified Salaries $468,343 - LCFF - 1000-1999 Certificated Salaries - 1110 (repeated expenditure)

Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools All students and staff will have clean, safe, innovative spaces in which to conduct learning activities.	$137,380 - LCFF - 5000-5999 Services and Other Operating Expenses - 5410 5510 5540 5550 5560 5610 5630 Insurance, Electricity, Trash, Janitorial services, security, rent, repairs and maintenance. $64,480 - LCFF - 2000-2999 Classified Salaries - 2960 Facilities Maintenance $8,400 - LCFF - 4000-4999 Books and Supplies - 4325 4330 Custodial supplies, health and safety supplies	$137,380 - LCFF - 5000-5999 Services and Other Operating Expenses - 5410 5510 5540 5550 5560 5610 5630 $64,480 - LCFF - 2000-2999 Classified Salaries $10,535 - LCFF - 4000-4999 Books and Supplies - 4325 4330

Action 5

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools This action has been applied as Goal 3		

Action 6

Planned	Budgeted	Actual

Actions/Services	Expenditures	Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools This action was applied to Goal 2		

Action 7

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Location: All Schools 100% of all subgroups pursuant to EC 52052: • Ethnic subgroups • Socioeconomically disadvantaged pupils • English Learners • Pupils with disabilities • Foster youth	$484,000 - LCFF - 1000-1999 Certificated Salaries - 1110 Certificated Teacher salaries (repeated expenditure) $8,500 - LCFF - 5000-5999 Services and Other Operating Expenses - 5200s professional development $67,166 - LCFF - 5000-5999 Services and Other Operating Expenses - Expenses 5801 professional services fees (25%) $8,000 - LCFF - 5000-5999 Services and Other Operating Expenses - 5806 consulting services $21,584 - LCFF - 4000-4999 Books and Supplies - 4430 It supplies	$484,000 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $14,777 - LCFF - 5000-5999 Services and Other Operating Expenses - 5210 5220 5230 5233 5801 5806 $65,703 - LCFF - 5000-5999 Services and Other Operating Expenses - 5801 $3,036 - LCFF - 5000-5999 Services and Other Operating Expenses $60,924 - LCFF - 4000-4999 Books and Supplies - 4430

Goal Analysis

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

All learners have access to a highly qualified teacher. Projects are well thought out and planned with California content standards implementation. Students have access to chromebooks each day with math and ELA programs for resources and data. Our Outdoor classroom provides hands-on experiences that connect the standards with nature-based activities. All students meet in small group settings to confer with the teacher on specific readiness levels for support and to be challenged. Students have access to our Smart Lab which provides more opportunities for technology use with high level computer programming.

In addition, all students take the NWEA MAP assessment three times a year to set a baseline and track growth in the areas of reading and math. Students also are assessed with Words Their Way Inventory and Fountas and Pinnell reading level assessment. This helps to target specific needs

when conferring with students.

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

NWEA MAP Assessments have shown significant growth from Fall to Spring in both of the areas of reading and math. The challenge was administering the assessment virtually in the Spring, ensuring every learner had access to Chromebooks and hotspots if needed.

The majority of learners have progressed multiple reading levels according to the results of Fountas and Pinnell reading level assessments. We attribute this to our Project-Based Learning instruction which allows our students the opportunity to dive deeper into different core subject matter and explore cross curricular content standards.

We have also found that the students have expanded their vocabulary and recognition of targeted spelling patterns according to our Words Their Way Assessments.

Goal 2

Provide all learners with a rigorous, creative, and broad curriculum to maximize academic achievement and college/career readiness.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement; 8. Other pupil outcomes
Local Priorities:

Annual Measurable Outcomes

Expected		Actual
PBL Rubrics; Facilitator planning session sign-in sheets, project outlines; Rubrics for projects that identify state standards	**2019-20** 80% of learners will complete PBL tasks with a satisfactory assessment based on the project rubric.	85% of learners completed Project-Based Learning tasks with a satisfactory or higher assessment based on the project rubric. This exceeded our goal of 80%.

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Administer and analyze ongoing formative, interim, and summative assessments, including but not limited to NWEAs MAP, Fountas & Pinnell Reading Benchmark Assessment, writing samples, spelling inventory, and PBL rubrics that include social/emotional indicators. Data will be analyzed during monthly data protocol grade-level meetings and monthly action plans will be created.	$484,000 - LCFF - 1000-1999 Certificated Salaries - 1110 Certificated Teacher Salaries (repeated expenditure) $67,166 - LCFF - 5000-5999 Services and Other Operating Expenses - 5801 Service Fee (25%) (repeated expenditure) $8,500 - LCFF - 5000-5999 Services and Other Operating Expenses - 5200 Professional Development (repeated expenditure)	$484,000 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $67,166 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure) $8,500 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure)

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Each grade level team and school director will have monthly meetings to disaggregate subgroup data and analyze formative, interim, summative, and social/emotional assessment data to identify learner strengths and needs. Data driven instructional goals will be set, as well as track and monitor academic progress for learners, and determined research-based appropriate instructional strategies.	$484,000 - LCFF - 1000-1999 Certificated Salaries - 1110 Certificated Teacher Salaries (repeated expenditure) $87,550 - LCFF - 2000-2999 Classified Salaries - 2310 Classified Director Salaries (repeated expenditure)	$484,000 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $87,550 - LCFF - 2000-2999 Classified Salaries

Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide a rigorous week of professional learning (PL) at Camp Make in August before school year begins with focus on math & literacy, 3 PL days in October curriculum development in	$67,166 - LCFF - 5000-5999 Services and Other Operating Expenses - 5801 Service Fee (repeated expenditure)	$67,166 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure)

math and literacy, and Spring Training focus on literacy. PL with support for ELD, SBAC aligned performance task design, effective PBL instruction, and the guided completion of Project Design Guides that include CCS implementation. Weekly professional learning opportunities on instructional strategies, curriculum implementation, social emotional support, and intervention strategies. (WASC action plan goal 2)

Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide enrichment opportunities and support afterschool such as tutoring, clubs and activities.		

Goal Analysis

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

All funds that were budgeted for these services were implemented to support learners, families, facilitators and staff.

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

Facilitators provided project design guides that incorporated activities that fostered creativity and rigor. The projects were engaging and offered multiple ways for students to master content. MAP and other formative and summative assessments were disaggregated monthly to pinpoint areas of strength and areas of support which are then built in to the project design guide and daily conferring schedule. The teachers also held a variety of afterschool workshops targeting students who needed the most support. This contributed to over 85% of students meeting or exceeding their PBL tasks for each rubric and a an increase in ELA and Math RIT scores which exceeded our goal.

While on distance learning the facilitators had to revisit their projects to ensure engagement and implement creative ways to meet with small groups virtually for conferring and additional support. This included Car Parades where school and project supplies were handed out to families to ensure there was equity.

Goal 3

Generate active engagement between parents, families, and the school as well as connections with the community, to promote learner achievement and communication among all stakeholders.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 5. Pupil engagement; 6. School climate
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
number of devices to learner ratio; Professional development sign-in sheets; percentage of students using technology during project based learning; Classroom observation, user logs, invoices, inventory list, student/facilitator/parent surveys; use of exploratorium **2019-20**	**i**LEAD Agua Dulce incorporated multiple ways for family engagement, connect with the community through marketing and outreach strategies, and provide communication amongst all stakeholders to promote learner engagement and awareness of the mission and vision of iLEAD Agua Dulce. This included Monday Messages, grade level emails, use of our Learning Management System, in person and virtual meetings, Parent Square notifications and social media. In addition, iLEAD Agua Dulce provided communication and training to staff and families in Love & Logic, Restorative Practices, and 7 Habits/Leader in Me. Monthly ED talks were held with school leaders and iLEAD Parent University workshops were held monthly on topics related to the schools mission and vision.

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: Specific Schools: **i**LEAD Agua Dulce will incorporate multiple ways for family engagement, connect with the community through marketing and outreach strategies, and provide communication amongst all stakeholders to promote learner engagement and awareness of the mission and vision of iLEAD Agua Dulce. (WASC action goal 1)	$51,000 - Other State Revenues - 1000-1999 Certificated Salaries - 1000s - All Certificated Staff $169,960 - LCFF - 2000-2999 Classified Salaries - 2000s Classified Staff $260,352 - LCFF - 3000-3999 Employee Benefits - 3000s Employee Benefits	$47,208 - Other State Revenues - 1000-1999 Certificated Salaries $3,518 - LCFF - 2000-2999 Classified Salaries $236,848 - LCFF - 3000-3999 Employee Benefits

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: Continue to communicate with families on a regular basis through weekly Monday Messages, grade level emails, Learning Management System access, in person meetings, Parent Square notifications, social media, Monday Message and other modes of communication to discuss the learners Individualized Learning Plan goals, assessments, and progress.	$15,794 - LCFF - 5000-5999 Services and Other Operating Expenses - 5830 5850 5910 5915 5920 5940 Marketihng and advertising, SIS, Telephone, internet, postage, cell phone	$25,710 - LCFF - 5000-5999 Services and Other Operating Expenses

Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Provide communication and training to staff and families in Love & Logic, Restorative Practices, and 7 Habits/Leader in Me. These practices trainings will provide strategies to alternatives to suspensions and develop a restorative school community. Staff opportunities such as weekly TED Talks related to academic achievement and weekly Professional Learning. Parent opportunities include monthly ED talks with school leaders and iLeAD Parent University workshops on topics related to the schools mission and vision.	$15,794 - LCFF - 5000-5999 Services and Other Operating Expenses - 5830 5850 5910 5915 5920 5940 Marketing, SIS, Telecommunications $67,166 - LCFF - 5000-5999 Services and Other Operating Expenses - 5901 Service fee (repeated expenditure)	$15,794 - LCFF - 5000-5999 Services and Other Operating Expenses $67,166 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure)

Goal Analysis

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

All funds budgeted were used for these services.

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

We have built a strong foundation between all stakeholders, including outlying people in the community. We held iSUPPORT meetings every month and changed the days times to accommodate more families. Ongoing updates provided weekly including ways for stakeholders to get involved. We have Presentations of Learning for each grade level every 5-6 weeks for members of the community, board and families to attend virtually. We also have virtual school functions and activities for stakeholders to attend to get more involved and keep with the inclusive culture. We also send out surveys to further obtain significant information on how families want to get involved.

We have had an overwhelming amount of stakeholder engagement. Over 90% of our families attend their child's POL throughout the year. We have a large force of families that attend our iSUPPORT Parent meetings each month and plan, attend, set-up and contribute to all of our school events. Each classroom has a parent liaison and several volunteers. Others who are unable to attend, donate much needed items.

Our school board also attends POLs and very involved in many ways. In addition, members of the community such as the community Women's Clubs and others volunteer and support our school in many ways. There is a strong sense of community and stakeholder engagement.

In order to ensure that the majority of families have opportunities for involvement, we held events and meetings on site, virtually and at different times morning, afternoon and evening.

During distance learning, we had to implement creative ways for stakeholder engagement, as all activities were held virtually. While we found a drop in attendance for meetings such as iSUPPORT and Parent University, we found a rise in classroom based meetings with teachers such as Project Information Nights and Presentations of Learning. To help with iSUPPORT and Parent University, we combined the two in order to accomadate families.

Expenditure Summary

Expenditures by Budget Category		
Budget Category	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
All Budget Categories	$1,496,238	$1,290,975
1000-1999 Certificated Salaries	535,000	515,551
2000-2999 Classified Salaries	356,550	191,629
3000-3999 Employee Benefits	260,352	236,848
4000-4999 Books and Supplies	83,701	82,223
5000-5999 Services and Other Operating Expenses	260,635	264,724

Expenditures by Funding Source		
Funding Source	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
All Funding Sources	$1,496,238	$1,290,975
LCFF	0	87,550
Other State Revenues	51,000	47,208
LCFF Base/Not Contributing to Increased or Improved Services	1,339,988	1,011,777
LCFF S & C/Contributing to Increased or Improved Services	105,250	144,440

Expenditures by Budget Category and Funding Source			
Budget Category	Funding Source	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
All Budget Categories	All Funding Sources	$1,496,238	$1,290,975
1000-1999 Certificated Salaries	Other State Revenues	51,000	47,208

1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	484,000	468,343
2000-2999 Classified Salaries	LCFF	0	87,550
2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	356,550	104,079
3000-3999 Employee Benefits	LCFF Base/Not Contributing to Increased or Improved Services	260,352	236,848
4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	62,117	21,299
4000-4999 Books and Supplies	LCFF S & C/Contributing to Increased or Improved Services	21,584	60,924
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	176,969	181,208
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	83,666	83,516

Annual Update Expenditures by Goal and Funding Source		
Funding Source	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
Goal 1: Provide optimal conditions of learning through providing basic services, implementation of California Content Standards (CCS), and access to an academic and educational program as outlined in iLEAD Agua Dulce's charter.		
All Funding Sources	$983,338	$874,347
LCFF Base/Not Contributing to Increased or Improved Services	878,088	729,907
LCFF S & C/Contributing to Increased or Improved Services	105,250	144,440
Goal 2: Provide all learners with a rigorous, creative, and broad curriculum to maximize academic achievement and college/career readiness.		
All Funding Sources	$0	$87,550
LCFF	0	87,550
Goal 3: Generate active engagement between parents, families, and the school as well as connections with the community, to promote learner achievement and communication among all stakeholders.		

All Funding Sources	$512,900	$329,078
Other State Revenues	51,000	47,208
LCFF Base/Not Contributing to Increased or Improved Services	461,900	281,870

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of Cleaning Supplies, antistatic sprayer, Handwashing stations and other safety supplies	$4,000	27,039	N

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

There were no substantive differences between the description of the actions or services identified in the Learning Continuity Plan and the actual services provided.

Analysis of In-Person Instructional Offerings

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

With the authorization of the State of California and the Los Angeles County Department of Public Health, iLEAD Agua Dulce welcomed back learners in February 2021 in a phased-in approach while maintaining a Hybrid Educational Model, with in person instruction supported by virtual learning.

Beginning February 16: Kindergarten and Transitional Kindergarten learners returned.

Beginning February 24: 1st and 2nd grade learners returned.

Beginning March 3: 3rd and 4th grade learners returned.

Beginning March 10: 5th and 6th grade learners returned.

Cohort Schedules were created to assure additional social distancing and reduce the number of individuals on campus at any moment.

Cohort A: Monday and Wednesday, 8:45 AM-12:30 PM: Learners will arrive on campus and go directly to their classroom.

Cohort B: Tuesday and Thursday, 8:45 AM-12:30 PM: Learners will arrive on campus and go directly to their classroom.

With earliest drop off at 8:30 AM and pick up by 12:30 PM.

With the creation of a detailed COVID-19 Safety Plan and Prevention Program and following all Los Angeles County Department of Public Health Reopening Protocols, including site visits from the Los Angeles County Department of Public Health, the iLEAD Agua Dulce COVID-19 planning team developed a comprehensive site plan to ensure the safe return of learners and staff ensuring all safety measures were in place for risk mitigation. Cleaning protocols were developed and are revisited frequently as the number of learners on site increased and PP&E has been supplied to learners and staff.

iLEAD Agua Dulce complied with all closures and resumed in-person instruction for all learners while maintaining instruction virtually for those learners requiring virtual learning.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of additional technology for 1:1 devices to learners	$27,000	23,218	N
Purchase of Zoophonics for English Learners grade TK-3	200	1,155	Y

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

There were no substantive differences between the description of the actions or services identified in the Learning Continuity Plan and the actual services provided.

Analysis of the Distance Learning Program

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

Continuity of Instruction

During distance learning, the same schedules "on-site" and "off-site" were followed. Both are designed to pivot between on-site and distance learning fluidly. Because the facilitators' classes were built on an on-line platform, this platform will be used whether the learners are on-site or distance learning. Available curriculum/instruction will include: Zoophonics, Fountas and Pinnell, Daily 5, CPM and Edmentum Math programs, Guided math and number exploration, Science and History workshops and Humanities.

Access to a full curriculum in all content areas, including Integrated and Designated ELD, continued as prior to COVID-19 with dedicated Designated ELD time through various delivery models and extra periods for small-group and 1:1 instruction and support. SEL is embedded in Integrated and Designated ELD. Learners were notified of the return to on-site instruction and they physically returned to the site, on their designated on-site instructional days, following the "on-site" schedule and following the "off-site" schedule on their off-site days. In addition, prior to all learners returning to on-site instruction, priority was given to EL learners, Foster Youth, learners experiencing homelessness, and learners with an IEP. They returned in small cohorts, with the goal of learning loss mitigation, while following CDE guidance. One unique piece of this model is that all learners attend, either in person or via teleconferencing, the morning meeting/advisory each morning.

As the transitions occurred during the school year, with in-person check-ins following the guidelines set by the State Department of Public Health, in conjunction with the CDC. Examples of such guidelines are meeting outside when possible, mask wearing, and social distancing.

The daily schedule, with links, was accessible to all learners. Technology was 1:1 so that homes with multiple children can access a device whenever needed. Throughout each day, the minimum instructional minute requirement is as follows: three hours for Kindergarten, 3.83 hours for grades 1-3, and 4 hours in grades 4-12.

Access to a full curriculum in all content areas, including integrated and designated ELD, will continue as prior to COVID-19.

Access to Devices and Connectivity

LEAD Agua Dulce is 1:1 technology for learners. When iLEAD Agua Dulce pivoted to distance learning, a check out process was followed so that learners would have access to technology in their homes. Hotspots were distributed in cases where learners had no access to the internet and continued to be distributed as needed.

When distance learning first began, in spring 2020, a technology survey was distributed to families, technology was distributed, as needed, and distance learning packets were prepared for families who had no internet access and refused an internet hotspot. In the case of packets, the facilitator communicated directly with the family to ensure access to direct instruction and support. The survey process, along with staff support via telephone, will remain in place for the 2020-2021 school year, with instructional supplies being provided to families who have no and wish to have no internet access.

Parent professional learning opportunities on how to use the digital tools and best support their children in on-site and distance learning was provided in an ongoing manner. Special consideration was given to understanding the "on-site" and "off-site" schedules, as well as how to best support their children in a distance learning environment. Links to training are shared by facilitators, in parent newsletters, and on iLEAD Agua Dulce's website.

Parents and learners have the capability to complete technology tickets in various manners so that technical support is provided in a timely manner.

iLEAD Agua Dulce expanded to add an 8th grade class. Therefore, additional technology was purchased to maintain the 1:1 device to learner ratio.

Pupil Participation and Progress

Each learner at iLEAD Agua Dulce develops an ILP with their Facilitator. Academic goals, as well as social emotional goals are set for the year. Academic goals in ELA and Math are developed based on the learners' achievement level on the NWEA MAP assessments, as well as on prior work samples, facilitator created assessments, and input from the facilitator and families.

The facilitators determine the time value of assignments based on the average amount of assignments given by facilitators and the average time it takes for learners at each grade level to complete assignments. The process of analyzing synchronous and asynchronous assignment completion aided in determining time value. Facilitators at each grade level met once per week and used that time to calibrate time value across the grade levels. The School Director played a role in moving collaboration across the learning studio during monthly data meetings with the facilitators.

In order to grant attendance each day, Facilitators gathered documentation of their daily live interaction, other daily engagement, and a time value of work completion. This was determined by daily review of all work that is submitted/completed in the Learning Management System (Powerschool, etc). Facilitators evaluated the body of work, along with evidence of daily live engagement, to determine if the amount of work and engagement meets or exceeds the minimum number of participation minutes. Each day this was determined and recorded in Pathways for attendance.

Distance Learning Professional Development

iLEAD Agua Dulce facilitators participate in PL in both asynchronous and synchronous platforms. PD time is set aside at the following times:

- 1 week prior to the school year beginning
- Fall break in October
- Prior to 2nd semester beginning
- Weekly, with opportunities for asynchronous PL on Fridays

Facilitators chose from varied asynchronous PD subject menus in regard to distance learning. Each topic has multiple levels of content to fit the needs of the facilitators.

Synchronous learning opportunities are also offered throughout the school year. Live Zoom office hours are provided so that facilitators can receive individualized support on all distance learning issues. Technology support is available by completing a technology ticket. IT staff responded quickly to meet the needs of the facilitators.

iLEAD Agua Dulce families had the option to participate in training on how to use Zoom as well as PowerSchool. Training remains on demand so that families may watch more than once. Families can also submit tech tickets in order to request support. Meet your facilitator night will be held so that families have the opportunity to experience their children's online classes and schedule and develop an understanding of what is expected from the learners during distance learning.

Staff Roles and Responsibilities

The majority of iLEAD Agua Dulce's staff has maintained the same roles and responsibilities, even though instruction shifted to distance learning. However, one care team member's role was shifted from general learner support to aiding in facilitating SAI minutes for learners with exceptional needs. Work hours have remained the same.

Support staff continue support through Zoom meetings. Distance learning now requires, per EC 52066(d)(5)(a) and (b) that iLEAD Agua Dulce collect information on absences and report absenteeism through the California Longitudinal Pupil Achievement Data system (CALPADS). Staff has participated in training on how to track attendance in a distance learning environment.

Support for Pupils with Unique Needs Pupil Learning Loss

In the case of learners with unique needs, iLEAD Agua Dulce Student Support staff have been trained in providing SAI minutes in a virtual manner. Staff collaborates with learners and their families and works to provide virtual support, as determined by the learners' IEPs, on the same days as the learner participates in that subject area's Zoom instruction ("A") day. Education specialists collaborate with facilitators when lesson planning, so that they can address the needs of all learners with IEPs. School Counselors and psychologists facilitate meetings via Zoom, to provide DIS minutes to learners. Itinerant services are provided via Zoom. Facilitators are in the process of being trained in the Orton Gillingham ELA curriculum, in order to further support learners with unique needs.

Integrated and designated EL instruction will continue, whether the learners participate on-site or through distance learning. Staff members work with families, just as for the learners with unique needs, in order to provide services. ELPAC testing will occur, if necessary, virtually.

iLEAD Agua Dulce has designated staff to further address the needs of foster youth and learners experiencing homelessness. This staff member communicates with families to support the work of the facilitators. This person also provides resources, including referrals to outside agencies, as appropriate. Because of the individualized nature of iLEAD Agua Dulce, the needs of all learners are addressed continuously.

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of additional technology for 1:1 devices to learners	$27,000	23,218	N

Purchase of Zoophonics for English Learners grade TK-3	$200.00	1,155	Y

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

There were no substantive differences between the description of the actions or services identified in the Learning Continuity Plan and the actual services provided.

Analysis of Pupil Learning Loss

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

iLEAD Agua Dulce's facilitators continued to participate in a continuous improvement learning model of data meetings (protocols) to analyze learner data and set learning goals in ELA and Mathematics. Facilitators continued to use weekly collaborative time to create and modify content and instruction based on the results of formative and summative assessments. Summative data, such as facilitator created assessments as well as NWEA MAP assessments and intervention assessments, will be utilized by facilitators to set instructional goals. Formative assessments, such as whiteboards, exit slips, and individualized responses will be used by facilitators to adjust daily instruction.

Analysis of Mental Health and Social and Emotional Well-Being

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

iLEAD Agua Dulce's schedule, because it is structured the same, whether a learner is on site or in distance learning, provides consistent structure to assist staff, learners and their families create a stable school experience. iLEAD Agua Dulce facilitators connect with learners daily, whether the environment is distance learning or on-site. If a child misses a check in, the facilitator reaches directly out to the family. If a facilitator identifies that a learner needs additional support, they collaborate with the school counselor or a school psychologist in order to meet the needs of the learner. The needs of English Learners, in regard to trauma and possible trauma, are acknowledged and addressed. Every morning, during morning meeting/advisory, learners practice stress management or mindfulness practices, as well as using restorative circles to begin the day.

Beginning in March, when iLEAD Agua Dulce began distance learning, school counselors and school psychologists attended professional learning opportunities hosted by independent organizations as well as the Los Angeles County Office of Education, on providing mental health and social-emotional support to learners with a specific focus on trauma and COVID-19. Resources have and continue to be compiled and disseminated to learners and families as needed. Facilitators interact with their learners from a trauma and resilience informed lens on a daily basis. Any concerns are discussed with the school director, school counselor, and school psychologist, and a plan is created to address the learner's and family's needs.

iLEAD California, through the employee services department, provides links and activities to promote staff wellness. School counselors and psychologists host virtual drop in meetings available to all staff, where they can interact with each other and talk, as needed. iLEAD California and iLEAD Agua Dulce staff collaborated to present workshops and webinars on adult and learner mental health, trauma responsiveness, suicide prevention, intervention, and postvention, and resilience.

Mental health resources are available on iLEAD Agua Dulce's website and families may call the toll free iLEAD Family Resource Helpline to be provided with valuable resources in their areas.

The school director meets 1:1 with facilitators and staff to check in and continually monitor mental health and social emotional well-being. If need be, facilitators and staff can access resources through the Employee Services department. When developing their Individualized learning/leadership plan each year, each staff member identifies another staff member who will act as their accountability partner during the year. These accountability partners also serve as someone the staff member can reach out to for support.

Analysis of Pupil and Family Engagement and Outreach

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

iLEAD Agua Dulce uses various methods to communicate with their families. An email platform, designed to disseminate information, is used to provide informational Monday Messages to families. Information is also provided via the iLEAD Agua Dulce website. iLEAD Agua Dulce Facilitators also send weekly emails to families and create a 1:1 relationship with their learners. The power of relationships is emphasized in the iLEAD organization. Prior to the COVID-19 pandemic, the 1:1 relationship was already a priority. Facilitators and staff will continue to hold morning meetings/advisories daily, provide instructional blocks, whether on site or distance learning, and remain available to families for instructional and social emotional support. The facilitators and school counselor will continue to reach out to families not consistently checking in nor completing work.

Education Code Section 43504(f) requires iLEAD Agua Dulce to develop written procedures for tiered reengagement strategies for all learners who are absent from distance learning for more than three school days or 60 percent of the instructional days in a school week. These procedures shall include, but are not limited, to verification of current contact information for each enrolled learner, daily notification to parents or guardians of absences, a plan for outreach from the school to determine learner needs including connection line with health and social services as necessary and, when feasible, transitioning the learner to full-time in-person instruction.

Further language in EC 43504(d)(1) states iLEAD Agua Dulce shall document daily participation for each pupil on each school day, in whole or in part, for which distance learning is provided. A pupil who does not participate in distance learning on a school day shall be documented as absent for that schoolday.EC 43504 (e) iLEAD Agua Dulce shall ensure that a weekly engagement record is completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments, via the SIS School Pathways.

Daily participation may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees of the local educational agency and pupils or parents or guardians. Attendance shall be tracked using the SIS School Pathways.

In the event a learner is absent from distance learning, the following will occur, in English and other languages, as needed:

1.   The facilitator will reach out to families the same day via telephone.

2.   An absence verification will go out via Parent Square or Pathways notifying families that the learner was marked absent in class for that day.

3.   Office staff will follow up with families on Mondays for absences recorded the previous week in order to verify attendance and mark excused or unexcused absences

4.   Other staff may also be involved in the reengagement of the learner. School counselors, care team, or student support personnel may also be involved in contacting families as needed.

5.   Home visits, made by school personnel while using social distancing guidelines, will be done, as necessary.

6.   During reengagement activities, staff will verify that the learner has access to technology and internet services, as well as check on health and wellness

All efforts to re-engage learners will be tracked via School Pathways/Contact Manager. All efforts will be communicated in languages other than English, as needed.

Because the learners' daily schedules remain the same whether they are distance learning or on-site, it will be easier to transition learners who may have not engaged optimally during distance learning. Each learner will continue to develop their individualized

learning plan with their facilitator, and they will work together on any changes needed as learners move back and forth between the two environments.

iLEAD Agua Dulce provides a toll-free family resource helpline to support families who need additional resources in their area. It is available M-F, 8am-8pm.

The School Counselor and other staff will continue to provide "lunch bunch" opportunities, virtually, for learners to join to have social interactions with their friends and classmates.

Analysis of School Nutrition

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

Pursuant to EC 43509(f)(1)(G) School Nutrition, iLEAD Agua Dulce's food service operations will consider national, state, and local health and safety guidelines. All employees will be trained on health and safety protocols. Whether learners are attending on-site, as permissible, or distance learning, learners attending iLEAD Agua Dulce, who are eligible for free or reduced price meals, will be able to pick up meals, from iLEAD Agua Dulce, daily. Trained food service staff will distribute meals to learners on site, or distribute meals on a drive-through basis during distance learning. The schedule will be posted and communicated to all families. School counselors and support staff will make resources and support available to families who may be experiencing food insecurity.

When on-site, learners and families will observe signs posted on how to stop the spread of COVID-19. In addition, staff will be trained and will teach and reinforce handwashing for all on site.

Related Ed Code: 43503(c)

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

This actions applies to the Mental Health, Distance Learning, and School Nutrition sections of the plan	Providing integrated pupil supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, professional development opportunities to help teachers and parents support pupils in distance-learning contexts, access to school breakfast and lunch programs, or programs to address pupil trauma and social-emotional learning.	$126,785	$108,757	N

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

There were no substantive differences between the planned actions and the budgeted expenditures for the additional plan requirements.

Overall Analysis

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

Overall, iLEAD Agua Dulce provided excellent distance and in-person Hybrid learning, when the county permitted. The initial extensive planning in March 2020 ensured iLEAD Agua Dulce was immediately providing a virtual

All the scheduling that was planned was carried out as planned, including the schedules. There were minor adjustments to the learner break schedules and while distance learning we increased the number of blocks of small group learning to accommodate the needs of the learners. iLEAD Agua Dulce increase the number of hands on materials that were picked up by the families, including art materials, Handwriting Without Tears and other manipulatives and the iLEAD Agua Dulce create "Notion in Motion" which are boxes filled with creative loose part materials which learners were able to used to support our Project-Based Learning program with the goal to ensure equity for all iLEAD Agua Dulce learners. iLEAD Agua Dulce consistently reached out to families to provide academic and socio-emotional support throughout the distance learning and hybrid models of instruction.

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

iLEAD Agua Dulce recognized the potential for learning loss with the implementation of distance learning and therefore immediately put in place a plan of action to mitigate those potential losses. The following systems were established or continued to ensure continuity of instruction.

Monthly Data Protocol Meetings to review ELA and Math data to inform instruction.

Edmentum (ELA and Math program) was purchased and utilized to ensure the learners were able to receive instant feedback and the facilitators were able to establish learning paths that match their NWEA learning levels.

Panorama Surveys were sent home to gain a better understanding how families were managing distance learning so the school is able to adjust accordingly.

Administrative and Facilitator check-ins with families take place weekly (sometimes daily).

Care Team staff were made available to offer live support for the learners to access on their asynchronous learning days.

Additional English Learner instruction blocks were added in for daily EL instruction to support the needs of those EL learners.

Continuity of our Special Education program to ensure learners with IEPs were provided all services as required by their IEP.

Facilitators ensure all work is uploaded to our online learning platform, PowerSchool, to ensure all work is submitted and complete for facilitators to use this information to inform instruction.

At the beginning of each project, special meetings are held with the families to provide all the details and content standards for the upcoming project cycle. This provided support for the families and to ensure the school is working in partnership with the families. We retained a high level of family communication and ensured the iLEAD Agua Dulce school culture remained consistent.

Learners with unique needs are met individually on a weekly basis and accommodations are provided to meet their learning needs.

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

There were no substantive differences between the description of the actions or services identified in the Learning Continuity Plan and the actual services provided. iLEAD Agua Dulce had minor variances due to the long duration of the virtual educational model due to the COVID-19 school closures; however those were implemented to improve services and access to curriculum.

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

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

During distance learning, the school needed to be more proactive in contacting families and developing structures. To ensure attendance we will continue to use these models in the development of the 21-22 through 23-24 LCAP. This includes daily check-ins with families who have learners with a pattern of absences, accommodations for support, and partnering with families to develop buy-in to show the importance of in-school attendance.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
iLead Agua Dulce	Tricia Luckeroth Regional Director Southern California	tricia.luckeroth@ileadschools.org 6614001714

Plan Summary 2021-2022

General Information

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

iLEAD Agua Dulce Charter School is located in Agua Dulce, California. As part of the greater area of Antelope Valley, iLEAD Agua Dulce Charter School is situated in a rural/suburban community on the outskirts of Los Angeles County. The neighborhoods of the Santa Clarita and Antelope Valleys include Canyon Country, Saugus, Newhall, Castaic, Valencia, Newhall, Quartz Hill, Littlerock, Antelope Acres, Lake LA, Palmdale, and Lancaster to the north, south, east, and west . Santa Clarita and Antelope Valleys have grown considerably since the 1980's, characterized with large tract home development and strip malls. The majority of the community commutes to Los Angeles for work. The community hosts a wide variety of socioeconomic characteristics. It has neighborhoods that vary from a wide range of low income/first generation Americans to high income, upper class multiracial residents. Antelope Valley consists of about 48% non-hispanic whites, followed by a large population of hispanic residents and then African American residents. Santa Clarita Valley consists of 51% White, non hispanic, 3% African American, 9% Asian, 32% Hispanic residents.

iLEAD Agua Dulce Charter School opened on August 21, 2018. It is located in the town of Agua Dulce and currently serves TK-9th grade. We empower students to become conscientious, compassionate, and responsible citizens of the world. In this process, we inspire them to become creative thinkers and leaders, with a lifelong love of learning. We accomplish this through individualized instruction, active learning methods and opportunities for self-directed learning. We celebrate and foster each child's individuality and support them in discovering their highest potential. We believe each child will be equipped with the skills and knowledge to achieve his or her fullest potential in preparation for college and the demands of the 21st century workplace. iLEAD Agua Dulce accomplishes its mission through the following practices: Constructivist methods and project-based learning: iLEAD Agua Dulce's curriculum implements the California Common Core State Standards through relevant learning experiences that engage students' interest as they discover underlying concepts and develop deep understanding of subject matter. Students are active participants in meaningful learning, as they engage in hands-on activities and experiences that build on their prior knowledge. A key instructional approach is the use of projects, which are conducive to teaching higher order thinking skills and real-world skills. Projects more closely resemble real world work, so students develop skills for successful careers. Students apply their understanding in projects that gradually introduce greater complexity, more student autonomy and increased choice of topics and products, as students are ready. These powerful learning experiences foster self motivation and self-directedness, as students discover and develop their uniqueness, while striving to become competent lifelong learners. In this constructivist relationship, teachers are facilitators of learning and students are learners. For this reason, we call our teachers "facilitators" and we call our students "learners."

An international focus: We provide a rigorous curriculum on global connectivity that gives learners a sense of belonging in the changing world and prepares them to fit in the global marketplace upon graduation and post college. Exploring the world's cultures gives learners a positive attitude toward learning and greater understanding of diverse cultures, both in the U.S. and abroad. iLEAD Agua Dulce offers foreign language instruction to its learners. Foreign language instruction begins in Transitional Kindergarten.

Reflections: Successes

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

As we are only in our third year, opening our doors for the 2018-2019 school year, we do not have sufficient data for our dashboard which includes the cancellation of state testing due to COVID-19. However, learners demonstrated a 9.9% RIT increase in Math and an 8.9% RIT increase in ELA from Fall baseline on the Fall to Spring NWEA MAP assessments. This exceeded our goal of 3% growth.

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.

Based on local data, we see a need to increase school attendance for all grade levels to reflect a minimum of 95% attendance rate, with focus on EL families. Steps were taken with constant communication with families and in person meetings. Supports, such as a 1:1 liaison were put in place to ensure attendance.
We also see a need to move closer to standard in math and ELA for English learners.

LCAP Highlights

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

We continue to focus on closing the achievement gap in the areas of math and ELA
Providing ongoing professional development in areas of PBL, MTSS, SEL, math and ELA
Addressing supports for EL, low income, foster and homeless learners
Implementation Wellness Center to support low income, foster and homeless families
Implementation of a multi-tiered system of support (MTSS)
Strategies for family engagement focusing on EL learner families

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.

N/A

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.
All stakeholders are an integral part of the development, review, and implementation of the LCAP. Goals were carefully written to ensure that all vital aspects of the school including environment, learner success, and resources for all subgroups are clearly provided. The goals were highlighted at a special collaborative LCAP meeting with staff who had input on keeping or changing the goals. Once agreed upon the goals were then presented to the parent support group, iSUPPORT along with learner ambassadors. The goals were then presented to the school board where they were discussed in depth and agreed upon. In addition, stakeholders received weekly updates and newsletters about the process, surveys are given in order to obtain feedback regarding our program. These surveys are designed to provide us with information regarding our program and what is working well and what aspects should be under further review.

A summary of the feedback provided by specific stakeholder groups.
There was collaboration with staff and families at specific planning meetings. The board was then presented the goals for further discussion. All agreed with maintaining the same goals as the learners will be returning from a year of virtual learning. We specifically kept the same goals of 2% growth on NWEA MAP and SBAC assessments to ensure authentic and realistic measure. Our iSUPPORT parent group had no changes to the goals, but wanted to ensure the focus continued to be on strong projects that incorporated collaboration and academic mastery as the learners were on distance learning the past year. The school board had in depth questions, and also agreed that goals selected were the most beneficial for the school.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.
Prior to the pandemic, the school was showing significant academic growth with the goals and actions that were put in place.   However, the pandemic posed challenges as learners were unable to attend school on site. While all stakeholders felt the Distance Learning program was strong, engaging and provided authentic project -based learning and the support the school provided for families was outstanding, it was important to keep the same goals and actions in place. The iSUPPORT family group wanted more emphasis on changing days and times for more family engagement on attending meetings.

Goals and Actions

Goal

Goal #	Description
1	Provide optimal conditions of learning through providing basic services, implementation of California Content Standards (CCS), and access to an academic and educational program as outlined in iLEAD Agua Dulce's charter.

An explanation of why the LEA has developed this goal.

There is a need to continue to provide essential school services to meet the needs of learners and families, to identify individual needs, and to monitor progress of growth in Math and ELA. Through the needs assessment, resource inequities were discovered in the area of Students with Disabilities. Measurable outcomes have been developed that address the need for qualified staff in that area.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Sign-in sheets, Project Design Guides, Observations, Completed projects	43% of staff have engaged in differentiated professional development to build understanding of common core learning outcomes and best practices to close the achievement gaps.				100% of staff will engage in differentiated professional development to build understanding of common core learning outcomes and best practices to close the achievement gaps.
Project design guides, Presentations of Learning, Reports of Progress, NWEA MAP Winter and Spring assessments.	number of new staff each year that require professional development ob PBL.				100% facilitators will design projects that are equitable for all learners, rigorous , engaging and align to Common Core State Standards.
EL testing data, reclassification rates, EL Reports of Progress, NEWA MAP assessments, CAASPP	Due to COVID and cancellation of testing for reclassification, we will not have a baseline until the end of the 2021 school year. Beginning of year MAP assessments, % of reclassification at end of school year and growth				Provide specific instructional strategies to close the achievement and show a 2% increase in the number of reclassified EL learners.

	shown on NWEA MAP assessment.			
NWEA MAP assessments, Reports of Progress, CAASP testing, SEL Rubrics	Baseline data not available. Baseline will reflect the Spring MAP assessment outcomes shown at the end of the 2020-2021 school year.			Develop a variety of strategies on campus that will provide equitable opportunities and show a 2% increase in academic achievement.
NWEA MAP assessments, CAASP, Reports of Progress, SEL rubrics	Beginning of the year assessments.			Through a variety of strategies Learners will have equitable opportunities to demonstrate an in increase academic achievement.
CTC credential data, School Pathways, and Cal Pads reports	5 facilitators are currently clearing their credential.			100% of facilitators will possess or working toward a cleared credential.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional development (1000-3000)	All staff will engage in professional development to build understanding of common core learning outcomes and best practices to close learner achievement gaps. (WASC #1)	$1,681,836.00	No
2	English Learner (4100 Curr web apps)	Facilitators will receive professional training to utilize programs such as Zoo Phonics English Learner Kit, Visual Thinking Strategies,, Orton Gillingham strategies and BrainPop EL to develop the four domains of English language. All facilitators will receive training to implement Ellevation, a program that provides specific data for instructional strategies in order to close English Learner achievement gaps.	$63,070.00	Yes
3	Foster Youth and Homeless (5801 iCA Educ supp HighNeeds)	Provide a staff mentor program on campus that will support foster and homeless learners. Develop partnership with local Assistance League, provide opportunities for counseling groups, and develop a wellness center on campus in order to provide equitable opportunities and increase academic achievement.	$14,942.00	No
4	Low Income (1210 2410 3000 for high needs) (repeated expenditure, Goal 1, Action 1)	Provide staff mentor program on campus that will support low income learners. Develop partnership with local Assistance League, provide opportunities for counseling groups, and develop a wellness center on campus in order to provide equitable opportunities and increase academic achievement.	$0.00	Yes

5	Teacher Credentialing (5807 TIP prog)	All facilitators who possess or are working toward a cleared credential will be provided with support and resources on a 1:1 basis, by leadership, with a goal of all facilitators being fully credentialed in order to increase facilitator retention, thus improving equitable opportunities and outcomes for all learners	$6,000.00	No
6	PBL/Curriculum Planning (1100) (repeated expenditure, Goal 1, Action 1)	All facilitators will participate in project planning each month with staff and leadership to address identified needs of learners and develop rigorous and engaging projects that align to Common Core State Standards. This includes Critical Friends Protocol and reaching out to experts in the field that relate to the current projects. This will be done to increase the rigor, authenticity, and equitable opportunities within projects for learners. (WASC #1)	$0.00	No
7	Professional development (1.1 1210 2410 3000s)	All staff will engage in professional development to build understanding of common core learning outcomes and best practices to close learner achievement gaps. (WASC #1)	$115,202.00	Yes
8	Professional development (5801 ica educ supp)	All staff will engage in professional development to build understanding of common core learning outcomes and best practices to close learner achievement gaps. (WASC #1)	$14,942.00	No
9	Professional development (1.1 5801 iCA educ support high needs learners)	All staff will engage in professional development to build understanding of common core learning outcomes and best practices to close learner achievement gaps. (WASC #1)	$14,942.00	No
10	Professional development (1.1 5802 iCA Maker supp)	All staff will engage in professional development to build understanding of common core learning outcomes and best practices to close learner achievement gaps. (WASC #1)	$12,681.00	No
11	professional development (1.1 5801 ica maker support high needs learn)	All staff will engage in professional development to build understanding of common core learning outcomes and best practices to close learner achievement gaps. (WASC #1)	$12,681.00	No
12	professional development (1.1 5801 iCA Tech supp)	All staff will engage in professional development to build understanding of common core learning outcomes and best practices to close learner achievement gaps. (WASC #1)	$16,437.00	No
13	Professional development (1.1 5200 PD) (repeated expenditure, Goal 1, Action 1)	All staff will engage in professional development to build understanding of common core learning outcomes and best practices to close learner achievement gaps. (WASC #1)	$0.00	No
14	Professional development 1.1 5852 iCA stu supp)	All staff will engage in professional development to build understanding of common core learning outcomes and best practices to close learner achievement gaps. (WASC #1)	$12,732.00	No
15	English Learner (1.2 4335 curric resources for homestudy)	Facilitators will receive professional training to utilize programs such as Zoo Phonics English Learner Kit, Visual Thinking Strategies,, Orton Gillingham strategies and BrainPop EL to develop the four domains of English language. All facilitators will receive training to implement Ellevation, a program that provides specific data for instructional strategies in order to close English Learner achievement gaps.	$82,036.00	No

16	English Learner (1.2 5801 iCA Educ supp high needs) (repeated expenditure, Goal 1, Action 1)	Facilitators will receive professional training to utilize programs such as Zoo Phonics English Learner Kit, Visual Thinking Strategies,, Orton Gillingham strategies and BrainPop EL to develop the four domains of English language. All facilitators will receive training to implement Ellevation, a program that provides specific data for instructional strategies in order to close English Learner achievement gaps.	$0.00	No
17	English Learner (1.2 5801 iCA Maker supp high needs) (repeated expenditure, Goal 1, Action 1)	Facilitators will receive professional training to utilize programs such as Zoo Phonics English Learner Kit, Visual Thinking Strategies,, Orton Gillingham strategies and BrainPop EL to develop the four domains of English language. All facilitators will receive training to implement Ellevation, a program that provides specific data for instructional strategies in order to close English Learner achievement gaps.	$0.00	No
18	English Learner (1.2 iCA CampMake, PBL, MTSS etc)	Facilitators will receive professional training to utilize programs such as Zoo Phonics English Learner Kit, Visual Thinking Strategies,, Orton Gillingham strategies and BrainPop EL to develop the four domains of English language. All facilitators will receive training to implement Ellevation, a program that provides specific data for instructional strategies in order to close English Learner achievement gaps.	$68,698.00	Yes
19	Foster Youth and Homeless (1.3 1210 2410 3000) (repeated expenditure, Goal 1, Action 1)	Provide a staff mentor program on campus that will support foster and homeless learners. Develop partnership with local Assistance League, provide opportunities for counseling groups, and develop a wellness center on campus in order to provide equitable opportunities and increase academic achievement.	$0.00	Yes
20	Foster Youth and Homeless (1.3 5200 PD)	Provide a staff mentor program on campus that will support foster and homeless learners. Develop partnership with local Assistance League, provide opportunities for counseling groups, and develop a wellness center on campus in order to provide equitable opportunities and increase academic achievement.	$7,850.00	No
21	Low Income (1.4 5801 ica supp high needs) (repeated expenditure, Goal 1, Action 1)	Provide staff mentor program on campus that will support low income learners. Develop partnership with local Assistance League, provide opportunities for counseling groups, and develop a wellness center on campus in order to provide equitable opportunities and increase academic achievement.	$0.00	No
22	Low Income (1.4 4355 Fac supplies)	Provide staff mentor program on campus that will support low income learners. Develop partnership with local Assistance League, provide opportunities for counseling groups, and develop a wellness center on campus in order to provide equitable opportunities and increase academic achievement.	$15,000.00	Yes

23	Low Income (1.4 5801 iCA Fac supp)	Provide staff mentor program on campus that will support low income learners. Develop partnership with local Assistance League, provide opportunities for counseling groups, and develop a wellness center on campus in order to provide equitable opportunities and increase academic achievement.	$6,949.00	No
24	Teacher Credentialing (1.5 2310) (repeated expenditure, Goal 1, Action 1)	All facilitators who possess or are working toward a cleared credential will be provided with support and resources on a 1:1 basis, by leadership, with a goal of all facilitators being fully credentialed in order to increase facilitator retention, thus improving equitable opportunities and outcomes for all learners	$0.00	No
25	Teacher Credentialing (1.5 5200 PD) (repeated expenditure, Goal 1, Action 1)	All facilitators who possess or are working toward a cleared credential will be provided with support and resources on a 1:1 basis, by leadership, with a goal of all facilitators being fully credentialed in order to increase facilitator retention, thus improving equitable opportunities and outcomes for all learners	$0.00	No
26	PBL/Curriculum Planning (1.6 2310) (repeated expenditure, Goal 1, Action 1)	All facilitators will participate in project planning each month with staff and leadership to address identified needs of learners and develop rigorous and engaging projects that align to Common Core State Standards. This includes Critical Friends Protocol and reaching out to experts in the field that relate to the current projects. This will be done to increase the rigor, authenticity, and equitable opportunities within projects for learners. (WASC #1)	$0.00	No
27	PBL/Curriculum Planning (1.6 5801 ica educ supp) (repeated expenditure, Goal 1, Action 1)	All facilitators will participate in project planning each month with staff and leadership to address identified needs of learners and develop rigorous and engaging projects that align to Common Core State Standards. This includes Critical Friends Protocol and reaching out to experts in the field that relate to the current projects. This will be done to increase the rigor, authenticity, and equitable opportunities within projects for learners. (WASC #1)	$0.00	No
28	PBL/Curriculum Planning (1.6 5802 iCA makers) (repeated expenditure, Goal 1, Action 1)	All facilitators will participate in project planning each month with staff and leadership to address identified needs of learners and develop rigorous and engaging projects that align to Common Core State Standards. This includes Critical Friends Protocol and reaching out to experts in the field that relate to the current projects. This will be done to increase the rigor, authenticity, and equitable opportunities within projects for learners. (WASC #1)	$0.00	No
29	PBL/Curriculum Planning (1.6 4100 curric web apps) (repeated expenditure, Goal 1, Action 2)	All facilitators will participate in project planning each month with staff and leadership to address identified needs of learners and develop rigorous and engaging projects that align to Common Core State Standards. This includes Critical Friends Protocol and reaching out to experts in the field that relate to the current projects. This will be done to increase the rigor, authenticity, and equitable opportunities within projects for learners. (WASC #1)	$0.00	Yes

Goal Analysis 2021-2022

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.

Not applicable to this year's LCAP cycle.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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.

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
2	Provide all learners with a rigorous, creative, and broad curriculum to maximize academic achievement and college/career readiness.

An explanation of why the LEA has developed this goal.

Based on input from all stakeholders, it has been determined that students continue to need access to credentialed teachers, skilled in the creation of rigorous, deeper learning experiences within project-based learning, aligned with the California Content Standards, including the California Social Science and Next generation Science standards.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
NWEA MAP, CAASP, formative assessments, SEL rubrics, Fountas and Pinnell	Beginning of year assessments				2% growth on all assessments in the area of math and ELA.
Sign-in sheets, certificate of completion, classroom observations, project design guides	Beginning of year MAP assessments and project design guide				After attending the variety of professional learning opportunities, facilitators will create strong and authentic projects that contain differentiated strategies to meet the needs of each learner, thereby showing growth in math

					and ELA.
NWEA MAP, CAASP, formative and summative assessments, sign-in sheets, Edmentum	Percentage of learners that attend				Learners will show 2% growth in ELA and Math. Learners will demonstrate involvement in after school clubs and workshops.
NWEA MAP, CAASP, Edmentum, EL data report, Reports of Progress, Reclassification rate	Fall MAP scores beginning 2021				To narrow the the achievement gap reflecting 3% growth on MAP and CAASP assessments and reclassify 15% of EL learners by the end of the school year.
Reports of Progress, NWEA MAP, Edmentum	This is a new action-no baseline				100% Foster and Homeless youth will receive additional resources to support academic achievement.
NWEA MAP, CAASP, Edmentum, Reports of Progress	This is a new action-no baseline				100% low income youth will receive additional resources to support academic achievement.
CAASP, EL data, NWEA MAP	New action -MTSS will go into full effect for the 2021-2022 school year. NWEA MAP beginning of year assessment and EL PAC data will be used for a baseline.				100% of students and subgroups will be tracked to identify focus areas in math, reading and writing for students who did not meet standards.
School Pathways data, California Dashboard, SEL learner surveys,	2018-2021 iLEAD Agua Dulce has had 1 suspension. On the 2020 Learner Survey, 88% of learners stated they agree/strongly agree about feeling physically safe on campus.				0% suspensions on the California Dashboard and 90% of learners stating they feel safe on campus on the SEL Learner Surveys.

Actions

Action #	Title	Description	Total Funds	Contributing

1	Data Protocol for Instructional Strategies (1100) (repeated expenditure, Goal 1, Action 1)	Each grade level team and school director will have monthly meetings to disaggregate subgroup data and analyze formative, interim, summative, and social/emotional assessment data to identify learner strengths and areas of need. Data driven instructional goals will be set, tracked and monitored for academic progress and determined research-based appropriate instructional strategies implemented. iLEAD Agua Dulce will administer and analyze ongoing formative, interim, and summative assessments, including but not limited to NWEAs MAP, Fountas & Pinnell Reading Benchmark Assessment, writing samples, spelling inventory, and PBL rubrics that include social/emotional indicators. Data will be analyzed during monthly data protocol grade-level meetings and monthly action plans will be created.	$0.00	No
2	Professional Training (1100) (repeated expenditure, Goal 1, Action 1)	Leadership will provide a rigorous week of Professional Learning (PL) at iLEAD Camp Make taking place in August before the school year begins, with focus on project-based learning (PBL), math & literacy. In addition, they will provide three PL days in October with focus on curriculum development in math and literacy, and one day of Spring Camp Make with focus on PBL. Support for ELD, SBAC aligned performance task design, effective PBL instruction, and the guided completion of Project Design Guides that include CCS implementation will be administered throughout the year during Friday PL. This also includes weekly professional learning opportunities on instructional strategies, curriculum implementation, social emotional support, and intervention strategies to support the areas of need for each learner by structuring strong and effective projects. (WASC action plan goal 2)	$0.00	No
3	School Enrichment (5853 5854)	Staff will provide enrichment opportunities and support after school such as tutoring, clubs and activities both on-site and virtually to maintain the growth the school is currently observing in ELA and math and to target learners needing more support in ELA and Math. Staff will also provide opportunities for 8th and 9th grade learners to experience College Campus life through field trips to a variety of college campuses, bringing in guest speakers and providing school activities and clubs directly related to promoting college. In addition, learners and families will utilize SCOIR a program that will expand college access and improve learner outcomes.	$11,946.00	No
4	English Learner Support (1100) (repeated expenditure, Goal 1, Action 1)	Facilitators will utilize ELD standards using LAUSD ELD Curriculum, develop specific mini units in conjunction with projects that differentiate to meet EL needs to narrow the achievement gap in ELA. Facilitators will provide a specific time of the day that is focused on ELD instruction in small groups to develop the four domains of English Language - Listening, Speaking, Reading, and Writing. An Extra 30 minutes of support will be provided in small group settings each week. EL Coordinator will provide 1:1 support as needed to target specific areas of need to further close the gap in ELA.	$0.00	No

5	Foster Youth and Homeless (5801 iCA campmake MTSS, etc...) (repeated expenditure, Goal 1, Action 2)	All staff will utilize our multi-tiered systems of support providing a variety methods for early identification and intervention that can help struggling Foster Youth and Homeless learners catch up with their peers. Continue to focus on equitability of all services to all learners (tier 1), bridge the learning gap for learners (tier 2) and individualize support for learners who require remediation of skills (tier 3).		$0.00	Yes
6	Low income Students (1100) (repeated expenditure, Goal 1, Action 1)	All staff will utilize our multi-tiered systems of support providing a variety methods for early identification and intervention that can help struggling low income learners catch up with their peers. Continue to focus on equitability of all services to all learners (tier 1), bridge the learning gap for learners (tier 2) and individualize support for learners who require remediation of skills (tier 3).		$0.00	No
7	Multi-Tiered Systems of Support (1100) (repeated expenditure, Goal 1, Action 1)	Through the creation of a MTSS, teachers and staff will track and analyze CAASPP, NWEA/MAP, ELPAC and SEL participation and results for all students and subgroups to identify focus areas in math, reading, and writing for students who did not meet standard.		$0.00	No
8	High School Program (2310) (repeated expenditure, Goal 1, Action 1)	Leadership, the school counselor, and facilitators will continue to develop practices in the High School Program in order to prepare iLEAD Agua Dulce graduates for institutions of Higher Learning in order to provide greater opportunities for students seeking a four-year degree.		$0.00	No
9	Restorative Practice Training (repeated expenditure, Goal 1, Action 1)	All staff will train on effective Restorative Practice implementation to address the social, emotional and behavioral needs of the learners and maintain a positive and inclusive school culture.		$0.00	No
10	Data protocol for instructional Strategies (2.1 2310) (repeated expenditure, Goal 1, Action 1)	Each grade level team and school director will have monthly meetings to disaggregate subgroup data and analyze formative, interim, summative, and social/emotional assessment data to identify learner strengths and areas of need. Data driven instructional goals will be set, tracked and monitored for academic progress and determined research-based appropriate instructional strategies implemented. iLEAD Agua Dulce will administer and analyze ongoing formative, interim, and summative assessments, including but not limited to NWEAs MAP, Fountas & Pinnell Reading Benchmark Assessment, writing samples, spelling inventory, and PBL rubrics that include social/emotional indicators. Data will be analyzed during monthly data protocol grade-level meetings and monthly action plans will be created.		$0.00	No

11	Data protocol for instructional strategies (2.1 5801 iCA Educ supp coach) (repeated expenditure, Goal 1, Action 1)	Each grade level team and school director will have monthly meetings to disaggregate subgroup data and analyze formative, interim, summative, and social/emotional assessment data to identify learner strengths and areas of need. Data driven instructional goals will be set, tracked and monitored for academic progress and determined research-based appropriate instructional strategies implemented. iLEAD Agua Dulce will administer and analyze ongoing formative, interim, and summative assessments, including but not limited to NWEAs MAP, Fountas & Pinnell Reading Benchmark Assessment, writing samples, spelling inventory, and PBL rubrics that include social/emotional indicators. Data will be analyzed during monthly data protocol grade-level meetings and monthly action plans will be created.	$0.00	No
12	Data protocol for instructional strategies (2.1 5802 iCA Maker PBl and SEL) (repeated expenditure, Goal 1, Action 1)	Each grade level team and school director will have monthly meetings to disaggregate subgroup data and analyze formative, interim, summative, and social/emotional assessment data to identify learner strengths and areas of need. Data driven instructional goals will be set, tracked and monitored for academic progress and determined research-based appropriate instructional strategies implemented. iLEAD Agua Dulce will administer and analyze ongoing formative, interim, and summative assessments, including but not limited to NWEAs MAP, Fountas & Pinnell Reading Benchmark Assessment, writing samples, spelling inventory, and PBL rubrics that include social/emotional indicators. Data will be analyzed during monthly data protocol grade-level meetings and monthly action plans will be created.	$0.00	No
13	Data Protocol for instructional strategies (2.1 4100 curricu and learn web apps) (repeated expenditure, Goal 1, Action 2)	Each grade level team and school director will have monthly meetings to disaggregate subgroup data and analyze formative, interim, summative, and social/emotional assessment data to identify learner strengths and areas of need. Data driven instructional goals will be set, tracked and monitored for academic progress and determined research-based appropriate instructional strategies implemented. iLEAD Agua Dulce will administer and analyze ongoing formative, interim, and summative assessments, including but not limited to NWEAs MAP, Fountas & Pinnell Reading Benchmark Assessment, writing samples, spelling inventory, and PBL rubrics that include social/emotional indicators. Data will be analyzed during monthly data protocol grade-level meetings and monthly action plans will be created.	$0.00	Yes

				$0.00	
14	Professional training (2.2 2310) (repeated expenditure, Goal 1, Action 1)	Leadership will provide a rigorous week of Professional Learning (PL) at iLEAD Camp Make taking place in August before the school year begins, with focus on project-based learning (PBL), math & literacy. In addition, they will provide three PL days in October with focus on curriculum development in math and literacy, and one day of Spring Camp Make with focus on PBL. Support for ELD, SBAC aligned performance task design, effective PBL instruction, and the guided completion of Project Design Guides that include CCS implementation will be administered throughout the year during Friday PL. This also includes weekly professional learning opportunities on instructional strategies, curriculum implementation, social emotional support, and intervention strategies to support the areas of need for each learner by structuring strong and effective projects. (WASC action plan goal 2)		$0.00	No
15	professional training (2.2 1210 2410 3000s) (repeated expenditure, Goal 1, Action 1)	Leadership will provide a rigorous week of Professional Learning (PL) at iLEAD Camp Make taking place in August before the school year begins, with focus on project-based learning (PBL), math & literacy. In addition, they will provide three PL days in October with focus on curriculum development in math and literacy, and one day of Spring Camp Make with focus on PBL. Support for ELD, SBAC aligned performance task design, effective PBL instruction, and the guided completion of Project Design Guides that include CCS implementation will be administered throughout the year during Friday PL. This also includes weekly professional learning opportunities on instructional strategies, curriculum implementation, social emotional support, and intervention strategies to support the areas of need for each learner by structuring strong and effective projects. (WASC action plan goal 2)		$0.00	Yes
16	School Enrichment (2.3 2110 elect coord) (repeated expenditure, Goal 1, Action 1)	Staff will provide enrichment opportunities and support after school such as tutoring, clubs and activities both on-site and virtually to maintain the growth the school is currently observing in ELA and math and to target learners needing more support in ELA and Math. Staff will also provide opportunities for 8th and 9th grade learners to experience College Campus life through field trips to a variety of college campuses, bringing in guest speakers and providing school activities and clubs directly related to promoting college. In addition, learners and families will utilize SCOIR a program that will expand college access and improve learner outcomes.		$0.00	No
17	School Enrichment (2.3 2110 instruct specialist makery) (repeated expenditure, Goal 1, Action 1)	Staff will provide enrichment opportunities and support after school such as tutoring, clubs and activities both on-site and virtually to maintain the growth the school is currently observing in ELA and math and to target learners needing more support in ELA and Math. Staff will also provide opportunities for 8th and 9th grade learners to experience College Campus life through field trips to a variety of college campuses, bringing in guest speakers and providing school activities and clubs directly related to promoting college. In addition, learners and families will utilize SCOIR a program that will expand college access and improve learner outcomes.		$0.00	No

				$0.00	No
18	English Learner Support (2.4 2310) (repeated expenditure, Goal 1, Action 1)	Facilitators will utilize ELD standards using LAUSD ELD Curriculum, develop specific mini units in conjunction with projects that differentiate to meet EL needs to narrow the achievement gap in ELA. Facilitators will provide a specific time of the day that is focused on ELD instruction in small groups to develop the four domains of English Language - Listening, Speaking, Reading, and Writing. An Extra 30 minutes of support will be provided in small group settings each week. EL Coordinator will provide 1:1 support as needed to target specific areas of need to further close the gap in ELA.		$0.00	No
19	English Learner Support (2.4 5801 ica campmake, MTSS, etc...) (repeated expenditure, Goal 1, Action 2)	Facilitators will utilize ELD standards using LAUSD ELD Curriculum, develop specific mini units in conjunction with projects that differentiate to meet EL needs to narrow the achievement gap in ELA. Facilitators will provide a specific time of the day that is focused on ELD instruction in small groups to develop the four domains of English Language - Listening, Speaking, Reading, and Writing. An Extra 30 minutes of support will be provided in small group settings each week. EL Coordinator will provide 1:1 support as needed to target specific areas of need to further close the gap in ELA.		$0.00	Yes
20	Foster Youth and Homeless (2.5 5801 iCA educ supp) (repeated expenditure, Goal 1, Action 1)	All staff will utilize our multi-tiered systems of support providing a variety methods for early identification and intervention that can help struggling Foster Youth and Homeless learners catch up with their peers. Continue to focus on equitability of all services to all learners (tier 1), bridge the learning gap for learners (tier 2) and individualize support for learners who require remediation of skills (tier 3).		$0.00	No
21	Foster Youth and Homeless (2.5 5200 PD) (repeated expenditure, Goal 1, Action 3)	All staff will utilize our multi-tiered systems of support providing a variety methods for early identification and intervention that can help struggling Foster Youth and Homeless learners catch up with their peers. Continue to focus on equitability of all services to all learners (tier 1), bridge the learning gap for learners (tier 2) and individualize support for learners who require remediation of skills (tier 3).		$0.00	No
22	Foster Youth and Homeless (2.5 1210 2410 3000s) (repeated expenditure, Goal 1, Action 1)	All staff will utilize our multi-tiered systems of support providing a variety methods for early identification and intervention that can help struggling Foster Youth and Homeless learners catch up with their peers. Continue to focus on equitability of all services to all learners (tier 1), bridge the learning gap for learners (tier 2) and individualize support for learners who require remediation of skills (tier 3).		$0.00	Yes
23	Low Income students (2.6 2310) (repeated expenditure, Goal 1, Action 1)	All staff will utilize our multi-tiered systems of support providing a variety methods for early identification and intervention that can help struggling low income learners catch up with their peers. Continue to focus on equitability of all services to all learners (tier 1), bridge the learning gap for learners (tier 2) and individualize support for learners who require remediation of skills (tier 3).		$0.00	No

24	Low Income students (5801 ica educ supp coach) (repeated expenditure, Goal 1, Action 1)	All staff will utilize our multi-tiered systems of support providing a variety methods for early identification and intervention that can help struggling low income learners catch up with their peers. Continue to focus on equitability of all services to all learners (tier 1), bridge the learning gap for learners (tier 2) and individualize support for learners who require remediation of skills (tier 3).	$0.00	No
25	Low Income students (2.6 5802 iCA Maker PBL SEL) (repeated expenditure, Goal 1, Action 1)	All staff will utilize our multi-tiered systems of support providing a variety methods for early identification and intervention that can help struggling low income learners catch up with their peers. Continue to focus on equitability of all services to all learners (tier 1), bridge the learning gap for learners (tier 2) and individualize support for learners who require remediation of skills (tier 3).	$0.00	No
26	Low Income students (2.6 4100 curric web apps contrib) (repeated expenditure, Goal 1, Action 2)	All staff will utilize our multi-tiered systems of support providing a variety methods for early identification and intervention that can help struggling low income learners catch up with their peers. Continue to focus on equitability of all services to all learners (tier 1), bridge the learning gap for learners (tier 2) and individualize support for learners who require remediation of skills (tier 3).	$0.00	Yes
27	Multi tiered systems of support (2.7 2310) (repeated expenditure, Goal 1, Action 1)	Through the creation of a MTSS, teachers and staff will track and analyze CAASPP, NWEA/MAP, ELPAC and SEL participation and results for all students and subgroups to identify focus areas in math, reading, and writing for students who did not meet standard.	$0.00	No
28	Multi tiered system of support (2.7 5801 ica educ sup coach) (repeated expenditure, Goal 1, Action 1)	Through the creation of a MTSS, teachers and staff will track and analyze CAASPP, NWEA/MAP, ELPAC and SEL participation and results for all students and subgroups to identify focus areas in math, reading, and writing for students who did not meet standard.	$0.00	No
29	Multi tiered system of support (2.7 4100 curric web apps contrib) (repeated expenditure, Goal 1, Action 2)	Through the creation of a MTSS, teachers and staff will track and analyze CAASPP, NWEA/MAP, ELPAC and SEL participation and results for all students and subgroups to identify focus areas in math, reading, and writing for students who did not meet standard.	$0.00	Yes
30	Multi tiered system of support (2.7 4400 tech devices)	Through the creation of a MTSS, teachers and staff will track and analyze CAASPP, NWEA/MAP, ELPAC and SEL participation and results for all students and subgroups to identify focus areas in math, reading, and writing for students who did not meet standard.	$51,236.00	No
31	Multi tiered system of support (2.7 5802 PBL and SEL supp) (repeated expenditure, Goal 1, Action 1)	Through the creation of a MTSS, teachers and staff will track and analyze CAASPP, NWEA/MAP, ELPAC and SEL participation and results for all students and subgroups to identify focus areas in math, reading, and writing for students who did not meet standard.	$0.00	No

| 32 | High School Program (2.8 1210 2410 3000s) (repeated expenditure, Goal 1, Action 1) | Leadership, the school counselor, and facilitators will continue to develop practices in the High School Program in order to prepare iLEAD Agua Dulce graduates for institutions of Higher Learning in order to provide greater opportunities for students seeking a four-year degree. | $0.00 | Yes |

Goal Analysis 2021-2022

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.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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.

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
3	Generate active engagement between parents, families, and the school as well as connections with the community, to promote learner achievement and communication among all stakeholders.

An explanation of why the LEA has developed this goal.

Based on input from all stakeholders, there is continued need to strengthen and expand support and opportunities for parents/family and learners to know how to succeed academically and social/emotionally, to increase learners' and family connectedness to a safe, supportive, and stable learning environment, and to increase engagement with community and school activities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024

Sign-in sheets, Volunteer hours reports, iSUPPORT and Parent University attendance, Presentation of Learning, attendance.	20% of families participated in online events during the 2020-2021 school year.				80% of families will engage in school events/activities and volunteer at least once.
Parent Square responses, attendance at school events and activities, Presentation of Learning sign-in sheets, Panorama Surveys.	70% of families participated in the Panorama Survey in 2021-2022 school year.				80% of families will fill out the Panorama Surveys providing feedback regarding school events and overall program.
Sign-in sheets, Panorama survey responses, Pathways suspension reports	75% of staff and 8 families total participated in Parent University and school cultural trainings online during the the 2021-2022 school year.				100% of staff and 60% of families will attend trainings on restorative practices and other school cultural pieces.
School Pathways attendance records, School Pathways data report of liaison communication.	100% of EL families are currently assigned to a liaison for 2020-2021.				100% of English Learners and their families will continue to receive 1:1 support from the liaison, leading to a decrease of 2% in chronic absenteeism.
School Pathways communication reports and Wellness Center sign-sheets	100% of foster and homeless youth have been assigned a liaison for the 2020-2021 school year. The Wellness Center will go into effect 2021-2022 creating the baseline.				100% of Foster and Homeless Youth and their families will continue to receive 1:1 support from the designated liaison and have access to the school Wellness Center.
School Pathways communication reports and Wellness Center sign-sheets	100% of low income youth have been assigned a liaison for the 2020-2021 school year. The Wellness Center will go into effect 2021-2022				100% of Low Income learners and their families will continue to receive 1:1 support from the designated liaison and have access to the school Wellness Center.

creating the baseline.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Family and Community Engagement (5850 parent square, school pathways sis)	iLEAD Agua Dulce will incorporate multiple ways for families to engage, connect with the community through volunteer and outreach strategies, and provide communication amongst all stakeholders to promote learner engagement and awareness of the mission and vision of iLEAD Agua Dulce. (WASC action goal 1)	$27,170.00	No
2	Family Communication (5850 parent square, sis) (repeated expenditure, Goal 3, Action 1)	Leadership and staff will continue to communicate with families on a regular basis through weekly Monday Messages, grade level emails, Learning Management System access, in person meetings, Parent Square notifications, social media, Monday Message and other modes of communication to provide program updates and solicit stakeholder feedback on all facets of iLEAD Agua Dulce's program.	$0.00	No
3	Staff and Family Training School Culture (2310) (repeated expenditure, Goal 1, Action 1)	Leadership will provide training opportunities to staff and families on cultural pieces such as Love & Logic, Restorative Practices, and 7 Habits/Leader in Me. These practices and training will provide strategies and alternatives to suspensions and develop a restorative and safe school community and school culture.	$0.00	No
4	English Learners (1210 2410 3000) (repeated expenditure, Goal 1, Action 1)	A designated liaison will contact EL families via personal phone calls and weekly updates in Spanish each week to support family engagement. Surveys in Spanish will be sent home monthly by the school to EL families to find areas of needed support. Parent Universities will be offered throughout the school year to engage families in iLEAD Agua Dulce culture. These steps will help bridge the gap of chronic absenteeism.	$0.00	Yes
5	Foster Youth and Homeless (1210 2410 3000) (repeated expenditure, Goal 1, Action 1)	In addition to the facilitator, a designated liaison will contact Foster Youth and Homeless learners' families via personal phone calls and weekly updates to support family engagement. Parent Universities will be offered throughout the school year to engage families in iLEAD Agua Dulce culture. Our Wellness Center will be available for additional support and access to the school counselor.	$0.00	Yes
6	Low income students (1210 2410 3000s) (repeated expenditure, Goal 1, Action 1)	In addition to the facilitator, a designated liaison will contact low income families via personal phone calls and weekly updates to support family engagement. Parent Universities will be offered throughout the school year to engage families in iLEAD Agua Dulce culture. Our Wellness Center will be available for additional support and access to the school counselor.	$0.00	Yes
7	Family and community engagement (3.1 4345)	iLEAD Agua Dulce will incorporate multiple ways for families to engage, connect with the community through volunteer and outreach strategies, and provide communication amongst all stakeholders to promote learner engagement and awareness of the mission and vision of iLEAD Agua Dulce. (WASC action goal 1)	$6,141.00	No

8	Family and community engagement (3.1 1210 2410 3000s) (repeated expenditure, Goal 1, Action 1)	iLEAD Agua Dulce will incorporate multiple ways for families to engage, connect with the community through volunteer and outreach strategies, and provide communication amongst all stakeholders to promote learner engagement and awareness of the mission and vision of iLEAD Agua Dulce. (WASC action goal 1)	$0.00	Yes
9	Family Communication (3.2 4345) (repeated expenditure, Goal 3, Action 1)	Leadership and staff will continue to communicate with families on a regular basis through weekly Monday Messages, grade level emails, Learning Management System access, in person meetings, Parent Square notifications, social media, Monday Message and other modes of communication to provide program updates and solicit stakeholder feedback on all facets of iLEAD Agua Dulce's program.	$0.00	No
10	family communication (3.2 2310) (repeated expenditure, Goal 1, Action 1)	Leadership and staff will continue to communicate with families on a regular basis through weekly Monday Messages, grade level emails, Learning Management System access, in person meetings, Parent Square notifications, social media, Monday Message and other modes of communication to provide program updates and solicit stakeholder feedback on all facets of iLEAD Agua Dulce's program.	$0.00	No
11	Staff and family training school culture (3.3 5801 ica educ supp coach) (repeated expenditure, Goal 1, Action 1)	Leadership will provide training opportunities to staff and families on cultural pieces such as Love & Logic, Restorative Practices, and 7 Habits/Leader in Me. These practices and training will provide strategies and alternatives to suspensions and develop a restorative and safe school community and school culture.	$0.00	No
12	Staff and family training school culture (3.3 5802 iCA Maker pbl and sel) (repeated expenditure, Goal 1, Action 1)	Leadership will provide training opportunities to staff and families on cultural pieces such as Love & Logic, Restorative Practices, and 7 Habits/Leader in Me. These practices and training will provide strategies and alternatives to suspensions and develop a restorative and safe school community and school culture.	$0.00	No
13	Foster Youth and Homeless (3.5 4355 4410 4420) (repeated expenditure, Goal 1, Action 4)	In addition to the facilitator, a designated liaison will contact Foster Youth and Homeless learners' families via personal phone calls and weekly updates to support family engagement. Parent Universities will be offered throughout the school year to engage families in iLEAD Agua Dulce culture. Our Wellness Center will be available for additional support and access to the school counselor.	$0.00	Yes
14	Foster Youth and Homeless (3.5 5801 iCA fac supp) (repeated expenditure, Goal 1, Action 4)	In addition to the facilitator, a designated liaison will contact Foster Youth and Homeless learners' families via personal phone calls and weekly updates to support family engagement. Parent Universities will be offered throughout the school year to engage families in iLEAD Agua Dulce culture. Our Wellness Center will be available for additional support and access to the school counselor.	$0.00	No

| 15 | Low income students (3.6 5850) (repeated expenditure, Goal 3, Action 1) | In addition to the facilitator, a designated liaison will contact low income families via personal phone calls and weekly updates to support family engagement. Parent Universities will be offered throughout the school year to engage families in iLEAD Agua Dulce culture. Our Wellness Center will be available for additional support and access to the school counselor. | $0.00 | No |

Goal Analysis 2021-2022

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.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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.

Not applicable to this year's LCAP cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-2022

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.84%	$215,691.00

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

Required Descriptions

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

When developing each action for iLEAD Agua Dulce, the needs of all learners were considered by looking at the NWEA MAP results, SST, and attendance data by sub-populations. Stakeholder feedback regarding safety, school events, diversity, equity and inclusion (DEI) were also considered to develop a well-rounded plan that ensured the needs of all learners were being met. The actions developed are important for all learners, especially foster youth, English learners and low-income students. The action steps include growth for educators (professional development in MTSS, best practices and all students to monitor academic, social-emotional and school offerings for all sub-populations. It is a comprehensive plan that considers the data from many angles including stakeholder feedback, parent meetings, academic, SST, and social-emotional data.

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

iLEAD Agua Dulce assigned a family liaison to support foster youth, English learners and low-income students with community resources, school-wide resources and regular check-ins for any specific social-emotional or academic needs. Additionally, the school plans to open a Wellness Center and utilize MTSS to support learners. Academic provisions such as additional tutoring and after school workshops will be provided to support academic growth in English Learners, Foster Youth and Low Income learners .

Expenditure Tables

Total Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,242,491.00				$2,242,491.00	$1,797,038.00	$445,453.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Professional development (1000-3000)	All	$1,681,836.00				$1,681,836.00
1	2	English Learner (4100 Curr web apps)	Low Income, Foster Youth, English learner (EL)	$63,070.00				$63,070.00
1	3	Foster Youth and Homeless (5801 iCA Educ supp HighNeeds)	All, Homeless, Foster Youth	$14,942.00				$14,942.00
1	4	Low Income (1210 2410 3000 for high needs) (repeated expenditure,	Foster Youth, English learner (EL), Low Income					$0.00

		Goal 1, Action 1)							
1	5	Teacher Credentialing (5807 TIP prog)	All	$6,000.00					$6,000.00
1	6	PBL/Curriculum Planning (1100) (repeated expenditure, Goal 1, Action 1)	All						$0.00
1	7	Professional development (1.1 1210 2410 3000s)	Low Income, Foster Youth, English learner (EL)	$115,202.00					$115,202.00
1	8	Professional development (5801 ica educ supp)	All	$14,942.00					$14,942.00
1	9	Professional development (1.1 5801 iCA educ support high needs learners)	All	$14,942.00					$14,942.00
1	10	Professional development (1.1 5802 iCA Maker supp)	All	$12,681.00					$12,681.00
1	11	professional development (1.1 5801 ica maker support high needs learn)	All	$12,681.00					$12,681.00
1	12	professional development (1.1 5801 iCA Tech supp)	All	$16,437.00					$16,437.00
1	13	Professional development (1.1 5200 PD) (repeated expenditure, Goal 1, Action 1)	All						$0.00
1	14	Professional development 1.1 5852 iCA stu supp)	All	$12,732.00					$12,732.00
1	15	English Learner (1.2 4335 curric resources for homestudy)	All	$82,036.00					$82,036.00
1	16	English Learner (1.2 5801 iCA Educ supp high needs) (repeated expenditure, Goal 1, Action 1)	All						$0.00

1	17	English Learner (1.2 5801 iCA Maker supp high needs) (repeated expenditure, Goal 1, Action 1)	All, English learner (EL)					$0.00
1	18	English Learner (1.2 iCA CampMake, PBL, MTSS etc)	Low Income, Foster Youth, English learner (EL)	$68,698.00				$68,698.00
1	19	Foster Youth and Homeless (1.3 1210 2410 3000) (repeated expenditure, Goal 1, Action 1)	Low Income, Foster Youth, English learner (EL)					$0.00
1	20	Foster Youth and Homeless (1.3 5200 PD)	Homeless, Foster Youth, All	$7,850.00				$7,850.00
1	21	Low Income (1.4 5801 ica supp high needs) (repeated expenditure, Goal 1, Action 1)	Low Income, All					$0.00
1	22	Low Income (1.4 4355 Fac supplies)	Low Income, Foster Youth, English learner (EL)	$15,000.00				$15,000.00
1	23	Low Income (1.4 5801 iCA Fac supp)	Low Income, All	$6,949.00				$6,949.00
1	24	Teacher Credentialing (1.5 2310) (repeated expenditure, Goal 1, Action 1)	All					$0.00
1	25	Teacher Credentialing (1.5 5200 PD) (repeated expenditure, Goal 1, Action 1)	All					$0.00
1	26	PBL/Curriculum Planning (1.6 2310) (repeated expenditure, Goal 1, Action 1)	All					$0.00

Goal	Action		Student Groups					
1	27	PBL/Curriculum Planning (1.6 5801 ica educ supp) (repeated expenditure, Goal 1, Action 1)	All					$0.00
1	28	PBL/Curriculum Planning (1.6 5802 iCA makers) (repeated expenditure, Goal 1, Action 1)	All					$0.00
1	29	PBL/Curriculum Planning (1.6 4100 curric web apps) (repeated expenditure, Goal 1, Action 2)	Low Income, Foster Youth, English learner (EL)					$0.00
2	1	Data Protocol for Instructional Strategies (1100) (repeated expenditure, Goal 1, Action 1)	All					$0.00
2	2	Professional Training (1100) (repeated expenditure, Goal 1, Action 1)	All					$0.00
2	3	School Enrichment (5853 5854)	All	$11,946.00				$11,946.00
2	4	English Learner Support (1100) (repeated expenditure, Goal 1, Action 1)	All, English learner (EL)					$0.00
2	5	Foster Youth and Homeless (5801 iCA campmake MTSS, etc...) (repeated expenditure, Goal 1, Action 2)	Low Income, English learner (EL), Foster Youth					$0.00
2	6	Low income Students (1100) (repeated expenditure, Goal 1, Action 1)	All, Low Income					$0.00
2	7	Multi-Tiered Systems of Support (1100) (repeated	All					$0.00

2	8	High School Program (2310) (repeated expenditure, Goal 1, Action 1)	All					$0.00
2	9	Restorative Practice Training (repeated expenditure, Goal 1, Action 1)	All					$0.00
2	10	Data protocol for instructional Strategies (2.1 2310) (repeated expenditure, Goal 1, Action 1)	All					$0.00
2	11	Data protocol for instructional strategies (2.1 5801 iCA Educ supp coach) (repeated expenditure, Goal 1, Action 1)	All					$0.00
2	12	Data protocol for instructional strategies (2.1 5802 iCA Maker PBl and SEL) (repeated expenditure, Goal 1, Action 1)	All					$0.00
2	13	Data Protocol for instructional strategies (2.1 4100 curricu and learn web apps) (repeated expenditure, Goal 1, Action 2)	Low Income, Foster Youth, English learner (EL)					$0.00
2	14	Professional training (2.2 2310) (repeated expenditure, Goal 1, Action 1)	All					$0.00
2	15	professional training (2.2 1210 2410 3000s)	Low Income, Foster Youth,					$0.00

		(repeated expenditure, Goal 1, Action 1)	English learner (EL)						
2	16	School Enrichment (2.3 2110 elect coord) (repeated expenditure, Goal 1, Action 1)	All						$0.00
2	17	School Enrichment (2.3 2110 instruct specialist makery) (repeated expenditure, Goal 1, Action 1)	All						$0.00
2	18	English Learner Support (2.4 2310) (repeated expenditure, Goal 1, Action 1)	English learner (EL), All						$0.00
2	19	English Learner Support (2.4 5801 ica campmake, MTSS, etc...) (repeated expenditure, Goal 1, Action 2)	Low Income, Foster Youth, English learner (EL)						$0.00
2	20	Foster Youth and Homeless (2.5 5801 iCA educ supp) (repeated expenditure, Goal 1, Action 1)	All						$0.00
2	21	Foster Youth and Homeless (2.5 5200 PD) (repeated expenditure, Goal 1, Action 3)	All						$0.00
2	22	Foster Youth and Homeless (2.5 1210 2410 3000s) (repeated expenditure, Goal 1, Action 1)	Low Income, Foster Youth, English learner (EL)						$0.00
2	23	Low Income students (2.6 2310) (repeated expenditure, Goal 1, Action 1)	All						$0.00
									$0.00

2	24	Low Income students (5801 ica educ supp coach) (repeated expenditure, Goal 1, Action 1)	All						
2	25	Low Income students (2.6 5802 iCA Maker PBL SEL) (repeated expenditure, Goal 1, Action 1)	All						$0.00
2	26	Low Income students (2.6 4100 curric web apps contrib) (repeated expenditure, Goal 1, Action 2)	Low Income, Foster Youth, English learner (EL)						$0.00
2	27	Multi tiered systems of support (2.7 2310) (repeated expenditure, Goal 1, Action 1)	All						$0.00
2	28	Multi tiered system of support (2.7 5801 ica educ sup coach) (repeated expenditure, Goal 1, Action 1)	All						$0.00
2	29	Multi tiered system of support (2.7 4100 curric web apps contrib) (repeated expenditure, Goal 1, Action 2)	Low Income, Foster Youth, English learner (EL)						$0.00
2	30	Multi tiered system of support (2.7 4400 tech devices)	All	$51,236.00					$51,236.00
2	31	Multi tiered system of support (2.7 5802 PBL and SEL supp) (repeated expenditure, Goal 1, Action 1)	All						$0.00
2	32	High School Program (2.8 1210 2410 3000s) (repeated expenditure,	Low Income, Foster Youth, English learner						$0.00

Goal	Action	Title	Student Group(s)						Total
		Goal 1, Action 1)	(EL)						
3	1	Family and Community Engagement (5850 parent square, school pathways sis)	All	$27,170.00					$27,170.00
3	2	Family Communication (5850 parent square, sis) (repeated expenditure, Goal 3, Action 1)	All						$0.00
3	3	Staff and Family Training School Culture (2310) (repeated expenditure, Goal 1, Action 1)	All						$0.00
3	4	English Learners (1210 2410 3000) (repeated expenditure, Goal 1, Action 1)	English learner (EL), Foster Youth, Low Income						$0.00
3	5	Foster Youth and Homeless (1210 2410 3000) (repeated expenditure, Goal 1, Action 1)	Low Income, English learner (EL), Foster Youth						$0.00
3	6	Low income students (1210 2410 3000s) (repeated expenditure, Goal 1, Action 1)	Foster Youth, English learner (EL), Low Income						$0.00
3	7	Family and community engagement (3.1 4345)	All	$6,141.00					$6,141.00
3	8	Family and community engagement (3.1 1210 2410 3000s) (repeated expenditure, Goal 1, Action 1)	Low Income, Foster Youth, English learner (EL)						$0.00
3	9	Family Communication (3.2 4345) (repeated expenditure, Goal 3, Action 1)	All						$0.00
3	10	family communication (3.2	All						$0.00

		2310) (repeated expenditure, Goal 1, Action 1)						
3	11	Staff and family training school culture (3.3 5801 ica educ supp coach) (repeated expenditure, Goal 1, Action 1)	All					$0.00
3	12	Staff and family training school culture (3.3 5802 iCA Maker pbl and sel) (repeated expenditure, Goal 1, Action 1)	All					$0.00
3	13	Foster Youth and Homeless (3.5 4355 4410 4420) (repeated expenditure, Goal 1, Action 4)	Low Income, Foster Youth, English learner (EL)					$0.00
3	14	Foster Youth and Homeless (3.5 5801 iCA fac supp) (repeated expenditure, Goal 1, Action 4)	All					$0.00
3	15	Low income students (3.6 5850) (repeated expenditure, Goal 3, Action 1)	All					$0.00

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$261,970.00	$261,970.00
LEA-wide Total:	$261,970.00	$261,970.00
Limited Total:		
Schoolwide Total:		

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	English Learner (4100 Curr web apps)	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$63,070.00	$63,070.00
1	4	Low Income (1210 2410 3000 for high needs) (repeated expenditure, Goal 1, Action 1)	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools		$0.00
1	7	Professional development (1.1 1210 2410 3000s)	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$115,202.00	$115,202.00
1	18	English Learner (1.2 iCA CampMake, PBL, MTSS etc)	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$68,698.00	$68,698.00
1	19	Foster Youth and Homeless (1.3 1210 2410 3000) (repeated expenditure, Goal 1, Action 1)	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		$0.00
1	22	Low Income (1.4 4355 Fac supplies)	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$15,000.00	$15,000.00
1	29	PBL/Curriculum Planning (1.6 4100 curric web apps) (repeated expenditure, Goal 1, Action 2)	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		$0.00
2	5	Foster Youth and Homeless (5801 iCA campmake MTSS, etc...) (repeated expenditure, Goal 1, Action 2)	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools		$0.00
2	13	Data Protocol for instructional strategies (2.1 4100	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		$0.00

2	15	professional training (2.2 1210 2410 3000s) (repeated expenditure, Goal 1, Action 1)	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		$0.00
2	19	English Learner Support (2.4 5801 ica campmake, MTSS, etc...) (repeated expenditure, Goal 1, Action 2)	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		$0.00
2	22	Foster Youth and Homeless (2.5 1210 2410 3000s) (repeated expenditure, Goal 1, Action 1)	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		$0.00
2	26	Low Income students (2.6 4100 curric web apps contrib) (repeated expenditure, Goal 1, Action 2)	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		$0.00
2	29	Multi tiered system of support (2.7 4100 curric web apps contrib) (repeated expenditure, Goal 1, Action 2)	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		$0.00
2	32	High School Program (2.8 1210 2410 3000s)	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		$0.00

3	4	English Learners (1210 2410 3000) (repeated expenditure, Goal 1, Action 1)	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools		$0.00
		(repeated expenditure, Goal 1, Action 1)					
3	5	Foster Youth and Homeless (1210 2410 3000) (repeated expenditure, Goal 1, Action 1)	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools		$0.00
3	6	Low income students (1210 2410 3000s) (repeated expenditure, Goal 1, Action 1)	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools		$0.00
3	8	Family and community engagement (3.1 1210 2410 3000s) (repeated expenditure, Goal 1, Action 1)	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		$0.00
3	13	Foster Youth and Homeless (3.5 4355 4410 4420) (repeated expenditure, Goal 1, Action 4)	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		$0.00

Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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 2020–21, 2021–22, and 2022–23 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

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

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

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

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

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

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

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2019–20 outcomes on some

metrics may not be computable at the time the 2020–23 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

- **Baseline**: Enter the baseline when completing the LCAP for 2020–21. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2021–22, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2022-23**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2022–23 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2022-23)
Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2021–22**. Leave blank until then.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2020–21**.

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

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

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

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

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

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

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

  o **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.

  o **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.

  o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

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

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

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

  o **Total Non-Personnel**: This amount will be automatically calculated.

- **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).

- **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.