Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ipakanni Early College Charter	Walter Gramps Director	wgramps@ipakanni.com 530-532-1165

Plan Summary [2021-22]

General Information

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

Ipakanni Early College Charter School (IECCS) was incepted in the Fall of 2010 by the Berry Creek Rancheria, Enterprise Rancheria, and Mooretown Rancheria tribal councils together with community members, leaders, social service providers, educators, parents, and students to help address the high dropout rate of Native American students from the local high school district. IECCS continues to have a partnership with the local tribes, Butte Community College and California State University, Chico. Ipakanni is a public charter authorized by Oroville City Elementary School District. The school is a non-profit Benefit Corporation and has its own board of directors.

Since its inception, IECCS has significantly broadened its vision by become a K-12 grade school in the Fall of 2016. IECCS currently serves a total of 90 students in K-12. By providing and early education program, the school can better prepare students in their college and career readiness mission. IECCS identified students tranferring to IECCS as chronically performing well below grade-level and low self-esteem issues after being unsuccessful in the traditional education program. IECCS provides these at-promise student with positive academic support and a safe environment that allows students to succeed socially and grow as individuals.

With current staffing, there is a 1:13 teacher-student ratio with one additional instructional aide. Older students are used as mentors and tutors in assisting the lower grade levels for English, math and physical education. In the last couple of years, IECCS has been able to increase A-G course offerings, implement positive behavior incentive program and increase academic performance. IECCS acknowledges it is still laboring to meet its college and career readiness mission, a goal made more difficult to achieve by chronic absenteeism and

disciplinary issues. As a decrease in those challenges have been made, IECCS focuses on the continued improvement in that mission. All student are equipped with a Chromebook.

Ipakanni will continue to have an individualize plan in place to meet each students needs. IECCS will continue to focus on the student as a whole. Although student academic success is a high priority, there is also a big emphasis on student mental health and well being, students being a good community and school citizens. Our goal is keeping them healthy, safe and thriving in an academically enriched school climate.

In 2020-2021, Ipakanni served 90 students with diverse needs and backgrounds. Approximately, 48% of the students identify and being White, 9% as two or more races, 22% as Hispanic or Latino, 8% as Native American, and 13% as Black or African American.

Reflections: Successes

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

Ipakanni does not have the usual data to measure its successes due to the COVID-19 pandemic. We continue to see success in our attendance rates and our school growth. This past year was the first time we had a waiting list since the school opened. We had 30 students on the waiting list which is a sign of all the hard work we have put in to improve the school in all areas. Our benchmark exams reflect growth in most of the students over the past year. This is a result of the students, parents, and staff working together to adjust to these unprecedented times. We were one of the few schools that allowed our distant learning students to be in the classroom live and not make them work independently. We were one of the quickest schools to transition from in-person to distant learning and then back to in-person. We still had some of our school special events even though some we had to do virtually to ensure the students did not miss out on our yearly events.

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 the prior years dashboards and past school data we still have a major need in reducing chronic absenteeism. It has remained between 20%-30% for the past few years. Although attendance rates continue to climb the chronic absenteeism in not declining. We are hoping better communication and expectations with students and parents will help reduce this number. Increasing academic progress is another major need. With the major crises over the past 5 years it has had a huge impact on our CAASPP scores and we are trying to make up for the learning loss. We have incorporated a summer school program to help mitigate some of this learning loss. We have also added an additional two teachers to help reduce class sizes.

LCAP Highlights

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

The 2021-2024 LCAP provides key goals and actions needed to continue the school moving in a positive direction. We feel through the hard work of all stakeholders we can achieve our goals set forward for the next three years.
Goal 1: Attendance is always a key feature based on studies and school data which have shown students not attending regularly do not achieve as well at school. We feel if we can continue to improve on attendance we will improve in all other areas.
Goal 2: Parental involvement plays a huge part in establishing a positive relationship with the school. We want parents to be proud of Ipakanni and we want them to be involved in helping build a better school.
Goal 3: Academics needs to be rigorous but at the same time personalized to meet the need of each student. Although students are not scoring high on CAASPP testing they are showing strong academic growth based on their individual learning needs.
Goal 4: Core services are needed to provide the student with a clean and safe environment along with highly qualified teachers. This year we are adding two new teachers to provide smaller class sizes.
Goal 5: School climate is always one of the most important goals. We want all students to feel safe and have respect for the school. We want them to build meaningful relationships that will help propel them to a successful future.

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Stakeholder Engagement

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

Parents, teachers, and students were surveyed to provide feedback. Our board met monthly with the opportunity for public comment. Teachers and administration met with parents and staff on a regular basis to get helpful input.

A summary of the feedback provided by specific stakeholder groups.

Parents overall are very satisfied with our program. They would like to see after school tutoring and more support for struggling students. They would like to have more parent conferences with teachers to talk about their child. They want us to expand our academic intervention program.

Staff would like for us to offer more parent training and to get parents more involved in the educational process. They want the school to provide more opportunities for students to get involved. They would like more prep time for classes.

Students would like more field trips and activities like we have done in the past to celebrate their accomplishments. They would like more feedback on their work they turn in.

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

Incentives for attendance, behavior, and academic achievements. Stronger and consistent discipline policies and procedures. More family events like family game night. Increased two-way communication about behavior and grades. Integrating writing into non-ELA classrooms. Monitoring student progress after they leave school.

Goals and Actions

Goal

Goal #	Description
1	Increase attendance rates through a multisystemic school-based model that emphasizes attendance-based rewards, stronger discipline policies, and increased home visits.

An explanation of why the LEA has developed this goal.

Attendance plays such a crucial role in students achieving success in the classroom and as they transition into college and career readiness. School data shows a strong link between the academic achievement data and the attendance rate of students. Student who are chronically absent test significantly lower on state and benchmark exams. We are proud of our attendance rate increases over the past 5 years. We have went from 81%, 90%, 94%,95%, and 91%. The decrease over the past year can be attributed to distance learning and the COVID-19 pandemic.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average daily attendance	95% (as of 5-13-20)				98%
Chronic absenteeism	26.8% (dashboard 2019)				10%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Communication Attendance	Communication with parents through phone calls and use of Remind App. Meetings with parents for students who are struggling with attendance. Letters sent home per the attendance policy. Attendance contracts for those chronically absent.	$585.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Attendance Incentives	Individualize and schoolwide attendance incentives will be provided through a tier based reward system. The program will encourage students to have higher attendance rates.	$6,000.00	Yes
3	Home Visits	Home visits will be done to deepen partnership with parents regarding attendance and disciplinary needs.		

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update 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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
2	Increase parental involvement through school events, parent education, and home visits.

An explanation of why the LEA has developed this goal.

Parent involvement when connect to student learning can increase student achievement. Parents need to be able to parent, communicate with the school, assist with homework or monitoring student progress, and participate in school decision making. Parents want to connect with the school but often times do not know how to accomplish this. Breaking down the barriers between the school and parents is critical. Creating a strong partnership with parents is needed to get parents involved in the educational process.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent survey: % of parents with a positive response	80%				90%
Parent survey: % of parents completing the survey	20%				35%
School functions: % of parents attending school functions	30%				45%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Engagement	Ipakanni will provide parent/family events to build a school community and ensure parents feel connected with the school. Some of the events include game night, open house, and monthly student of the month. Parents will also have the opportunities to help volunteer for these events as well as other school events such as field trips.	$3,900.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Parent Communication	Two-way communication through phone calls, email, school website, surveys, personal invitations, orientations, and family events. During orientation students and parents will be given handbooks and shown how to monitor student progress. Parent participation is the school making decisions through parent committees and special events calendar distributed during orientation.	$320.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update 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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
3	Implementation of Common Core Standards for all students and increasing the number of students taking A-G required courses, while also multiplying the number of students who is graduating career and college ready. Systematic use of data from formative and summative assessments to inform instruction, provide regular and structured opportunities for successful student collaboration as well as accelerated and personalize independent work, while cultivating 21st-century critical thinking skills and increasing the number of students who meet or exceed the CAASPP for math and English.

An explanation of why the LEA has developed this goal.

School culture has strengthened, overall behavior has improved, and staffing levels have increased and stabilized, so now more than ever in its history, Ipakanni is focused on increasing the number of students on solid A-G and who are college/career ready upon graduation. Based on the improved pinpointing of students' A-G needs, coupled with the restructuring of course and school scheduling and refined pedagogical approaches to meet those needs, Ipakanni is well-positioned to strive for A-G goals. In addition, regarding college/career readiness aims, new co-curricular programs, improved outreach to local professionals, and pedagogical methods promoting career connections, allow Ipakanni to ramp up its efforts to create college and career-ready learners.

In order to properly evaluate the quantitive status of student learning and subsequent effectiveness of curriculum and instruction based on standardized as well as other school-wide learning outcomes, it is necessary to create benchmark exams to monitor student progress throughout the year. After introducing the online Peak Blackboard curriculum it was clear that the school needed to implement more frequent benchmarks in addition to state testing to assure students meet school and state-wide learning outcomes. The need for more data to help drive instruction is evident to self-evaluate the academic progress of all students. The implementation of Common Core State Standards calls for all content areas to incorporate writing to support student learning and develop critical thinking skills.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students enrolled in the Reg2go program through Butte College	30%				45%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students who have worked a job during high school	30%				45%
% of students on track to meet the A-G requirements	50%				65%
% of graduates who have done internship	10%				20%
% of students increasing STAR 360 scores	70%				85%
% of students proficient on CAASPP test in math	15%				30%
% of students proficient on CAASPP in English	20%				35%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student academic evaluation and achievment	Evaluate all students' incoming levels in the area of reading, writing, and math through diagnostic testing. Give quarterly benchmark exams to evaluate student progress throughout the year. Individualized academic incentives for Student of the Month, honor roll, and end of the year celebration for academic achievement.	$7,000.00	Yes
2	Writing	Integrate writing, speaking, and critical thinking skills in all subject areas schoolwide with courses developing common writing assignments. Incorporate a writing lab class for all students.	$7,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	College and Career Readiness	Further development of the career pathways program to give more students opportunities to experience career/tech skills. Provide career and college transition opportunities for students. Provide guest speakers and visit a college on a yearly basis. Monitor the progress of students after they finish high school.	$2,000.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update 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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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Goals and Actions

Goal

Goal #	Description
4	Provide access to core services

An explanation of why the LEA has developed this goal.

Students need to have appropriate credentialed teachers in their classroom. It is critical that school facilities are safe and in good condition.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of teacher appropriately credentialed	100%				100%
% of facility in good or exemplary condition	100%				100%
% of student with access to standards-aligned instructional materials	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher hiring/retention/PD	Ipakanni will hire and maintain teachers that are fully credentialed. Ipakanni will pay for staff induction programs to ensure staff is meeting their high expectations along with professional development opportunities. Classroom observation and monthly staff conversations will take place to help ensure high-quality instruction. Ipakanni will provide competitive salaries and benefits to help maintain staff.	$421,000.00	No

Action #	Title	Description	Total Funds	Contributing
2	Standards-aligned Curriculum	Ipakanni will provide students with standards-aligned curriculum and programs to ensure student have access to a rigorous curriculum. Some of the programs include Star 360, Freckle, and Peak.	$19,000.00	Yes
3	Facilities and Technology Repairs	Safety walks will be done on a regular basis to check for any needed repairs. The landlord will be notified of any concerns from the safety walk. The school safety plan will be updated annually. New computers will be purchased to replace old computers and technology services will be provided by BCOE. Technology will be updated and improved on a yearly basis through the E-rate program.	$27,000.00	Yes
4	Student Health	Provide outsourced nurse(s) to determine our students current health status and/or needs.	$5,000.00	Yes
5	Safe & Clean Environment	Provide outsourced janitorial and exterior maintenance services to affirm facility cleanliness and safety.	$29,950.00	Yes
6	Paraprofessional	Provide assistance to the K-5 student population.	$22,000.00	Yes
7	Reduce Class Size	Provide an additional teacher to reduce class sizes and improve LLM.	$61,500.00	Yes
8	Substitute Teaching	In cases where teacher goes on leave(sick, emergency, other) resource will be available to continue productive learning environment.	$3,150.00	Yes
9	Classroom Supplies	Each teacher will be allotted funding to obtain or expand supplies that enable and assist student learning experience.	$2,450.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update 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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
5	Decrease the amount of suspensions, expulsions, and office referrals. Increase the number of co-curricular activities for students by offering more opportunities to become involved in school. Establish and increase the number of students meeting physical fitness targets.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	2%				1%
Expulsion Rate	0%				0%
% of students with at least one office referral	20%				10%
% of students in the Health Fitness Zone for Aerobic Capacity	50%				65%
% of students in one co-curricular activity	30%				45%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	Staff will have professional development on how to handle students with behavioral issue. Staff will look at notes of previous professional developments and make extensive use of the IRIS modules. Staff will	$7,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		be allowed to attend professional development of their choice and share out strategies learned with the staff.		
2	Behavioral and Social Emotional Supports	Teachers will create SEL in every classroom that fosters a positive school climate and strong self worth. Students will be rewarded weekly or monthly for contributing to a positive climate by not receiving demerits.	$2,000.00	Yes
3	Co-curricular Activities	Students will be encouraged to participate in at least one sport or club. Students will set fitness goals to help reach their target levels for physical fitness. Student will be given incentives for reaching fitness goals. Ipakanni will coordinate with local youth activity centers, such as Live Spot, and The Axiom, to provide students with additional socialization and character-building opportunities.	$6,000.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update 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.

Analysis of the 2021-22 goals will occur during the 2022-23 update 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 [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
28.38%	$204,830.00

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.

Ipakanni looks at the data of students fitting in these specific categories and implements programs to help improve in the needed areas.

Goal 1 Increase Attendance Rates- In the past few years growth has been shown in this area by forming better relationships with parents, attendance incentives, and policies. The data has shown a continual growth in this area so we will continue to implement these goals that have shown great success over the past five years. We have also made some refinement to our polices through the help of all stakeholders.

Goal 2 Increase parental involvement through school events, parent education, and home visits- Ipakanni has grown the number of school events to increase connections with parents. There has been an upward trend over the past few years in parents attending school functions. We will be implementing more parent education strategies to help improve in this area.

Goal 3 Improving academic progress- We have purchased more supplemental curriculum to help support students needing intervention. We have also purchased adaptive curriculum as well diagnostic testing to help monitor student progress. We are in the process of purchasing new curriculum for the K-5 program. Academic incentives will also be given out on a monthly basis.

Goal 4 Access to Core Services- This year due to learning loss we have added a teacher to provide smaller class sizes. A summer school program along with individual tutoring will be implemented to help student improve academically. Ipakanni will continue to provide a clean and safe environment by having monthly safety walks. Each student is given a Chromebook to meet their technology needs.

Goal 5 Student Climate and Culture- Ipakanni will continue to provide behavior incentives for students as it has shown to be effective in the past few years. Ipakanni will provide professional development for staff on how to handle behavioral issues from students. Teachers will create SEL activities for student and help monitor student social and emotional health. We will get students involved in cocurricular activities and get them actively involved in goal setting.

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

By providing lower class sizes we are helping to provide more one-on-one support for students. By providing rewards for students who help contribute to improve student climate and culture it will create pride in the school. By forming strong relationships to parents it will create a higher investment into the school. Creating opportunities to visit colleges and guest speakers to inspire students to have future goals.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$450,085.00	$2,200.00		$180,570.00	$632,855.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$428,000.00	$204,855.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Parent Communication Attendance	$585.00				$585.00
1	2	English Learners Foster Youth Low Income	Attendance Incentives	$5,730.00			$270.00	$6,000.00
1	3		Home Visits					
2	1	English Learners Foster Youth Low Income	Parent Engagement	$3,900.00				$3,900.00
2	2	All	Parent Communication	$320.00				$320.00
3	1	English Learners Foster Youth Low Income	Student academic evaluation and achievment	$5,600.00			$1,400.00	$7,000.00
3	2	English Learners Foster Youth Low Income	Writing	$5,600.00			$1,400.00	$7,000.00
3	3	English Learners Foster Youth Low Income	College and Career Readiness	$2,000.00				$2,000.00
4	1	All	Teacher hiring/retention/PD	$252,000.00			$169,000.00	$421,000.00
4	2	English Learners Foster Youth Low Income	Standards-aligned Curriculum	$19,000.00				$19,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	3	English Learners Foster Youth Low Income	Facilities and Technology Repairs	$22,000.00			$5,000.00	$27,000.00
4	4		Student Health	$5,000.00				$5,000.00
4	5	English Learners Foster Youth Low Income	Safe & Clean Environment	$29,950.00				$29,950.00
4	6	English Learners Foster Youth Low Income	Paraprofessional	$19,800.00	$2,200.00			$22,000.00
4	7	English Learners Foster Youth Low Income	Reduce Class Size	$61,500.00				$61,500.00
4	8	English Learners Foster Youth Low Income	Substitute Teaching	$3,150.00				$3,150.00
4	9	English Learners Foster Youth Low Income	Classroom Supplies	$2,450.00				$2,450.00
5	1	English Learners Foster Youth Low Income	Professional Development	$3,500.00			$3,500.00	$7,000.00
5	2	English Learners Foster Youth Low Income	Behavioral and Social Emotional Supports	$2,000.00				$2,000.00
5	3	All	Co-curricular Activities	$6,000.00				$6,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$191,765.00	$205,535.00
LEA-wide Total:	$5,000.00	$5,000.00
Limited Total:	$5,000.00	$5,000.00
Schoolwide Total:	$191,765.00	$205,535.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**1**	Parent Communication Attendance	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Ipakanni K-12	$585.00	$585.00
1	**2**	Attendance Incentives	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Ipakanni K-12	$5,730.00	$6,000.00
2	**1**	Parent Engagement	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Ipakanni K-12	$3,900.00	$3,900.00
3	**1**	Student academic evaluation and achievment	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Ipakanni K-12	$5,600.00	$7,000.00
3	**2**	Writing	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Ipakanni K-12	$5,600.00	$7,000.00
3	**3**	College and Career Readiness	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Ipakanni 6-12	$2,000.00	$2,000.00
4	**2**	Standards-aligned Curriculum	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Ipakanni K-12	$19,000.00	$19,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
4	3	Facilities and Technology Repairs	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Ipakanni K-12	$22,000.00	$27,000.00
4	4	Student Health	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)		Specific Schools: Ipakanni K-12	$5,000.00	$5,000.00
4	5	Safe & Clean Environment	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Ipakanni K-12	$29,950.00	$29,950.00
4	6	Paraprofessional	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Ipakanni K-5	$19,800.00	$22,000.00
4	7	Reduce Class Size	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Ipakanni K-12	$61,500.00	$61,500.00
4	8	Substitute Teaching	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Ipakanni K-12	$3,150.00	$3,150.00
4	9	Classroom Supplies	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Ipakanni K-12	$2,450.00	$2,450.00
5	1	Professional Development	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Ipakanni K-12	$3,500.00	$7,000.00
5	2	Behavioral and Social Emotional Supports	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Ipakanni K-12	$2,000.00	$2,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

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)).

o   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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for 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 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

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

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

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

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

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

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% 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.