

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Invictus Academy of Richmond

CDS Code: 07-10074-0137026

School Year: 2023-24

LEA contact information:

Shawn Benjamin,

Executive Director

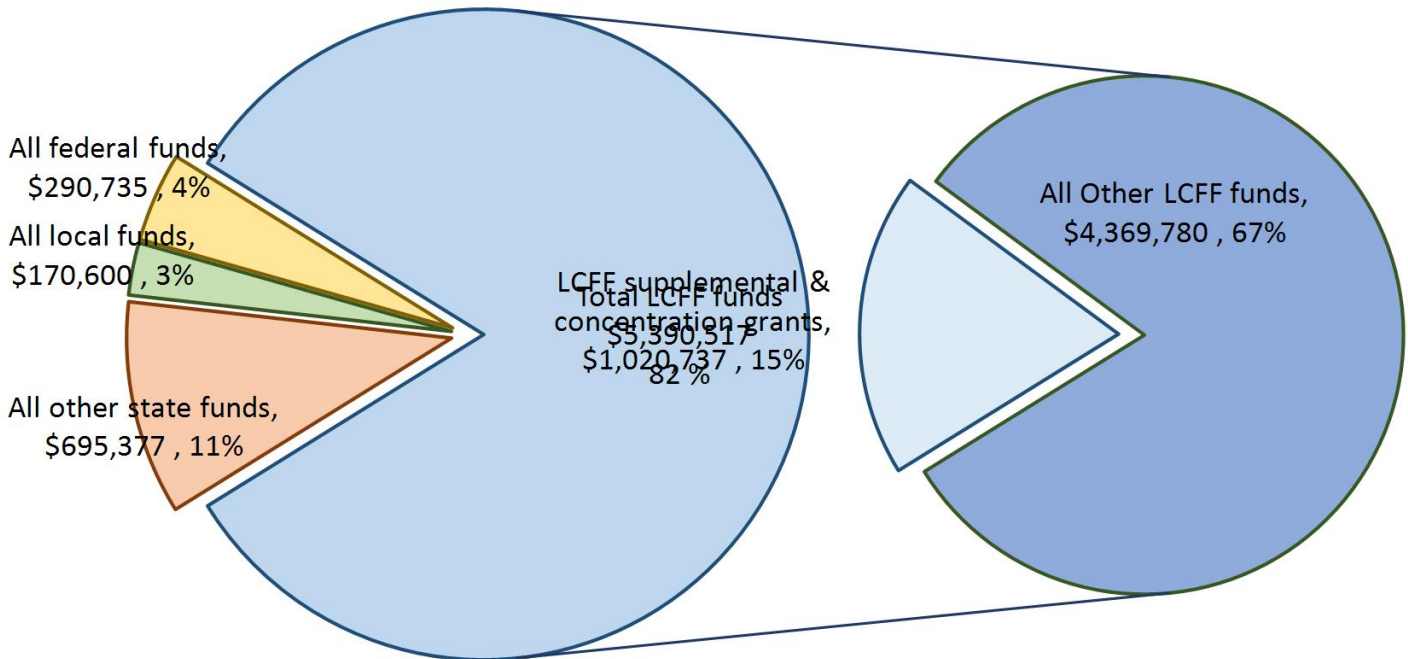
sbenjamin@invictusofrichmond.org

510.964.7581

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 2023-24 School Year

Projected Revenue by Fund Source

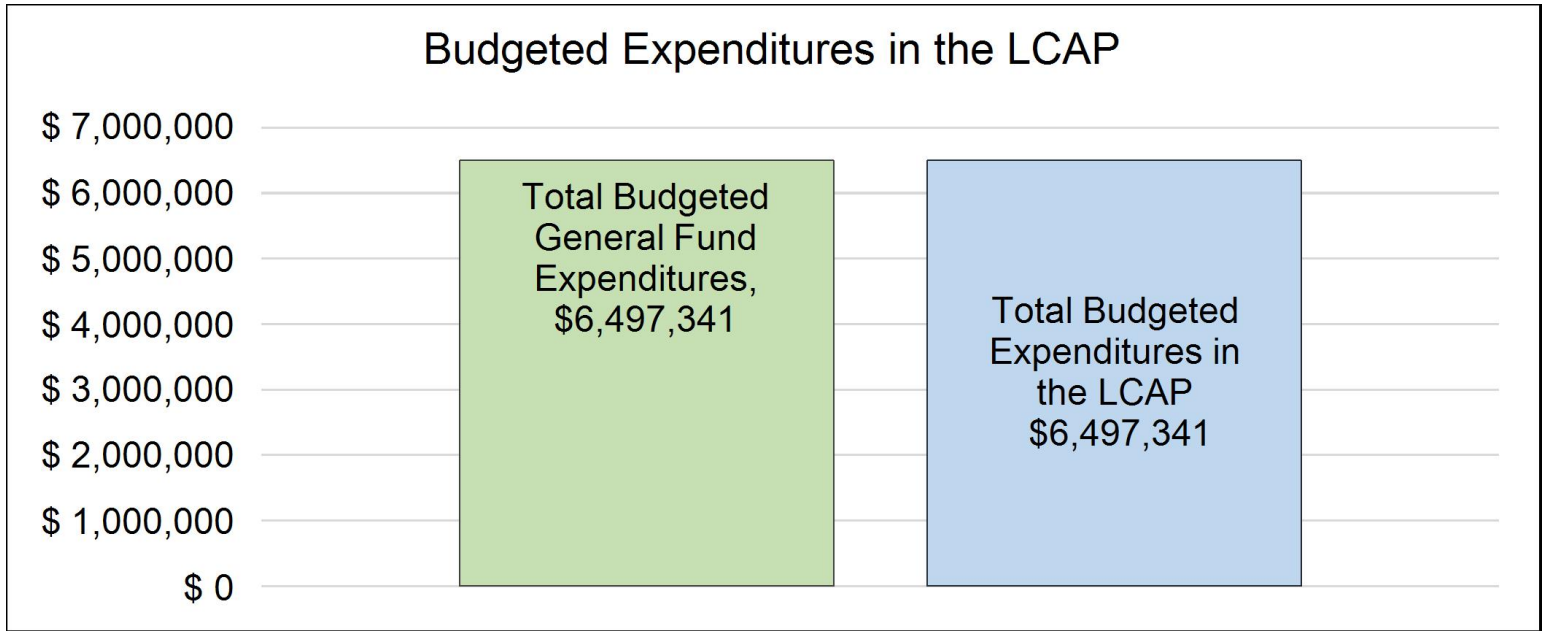


This chart shows the total general purpose revenue Invictus Academy of Richmond expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Invictus Academy of Richmond is \$6,547,229, of which \$5,390,517 is Local Control Funding Formula (LCFF), \$695,377 is other state funds, \$170,600 is local funds, and \$290,735 is federal funds. Of the \$5,390,517 in LCFF Funds, \$1,020,737 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Invictus Academy of Richmond plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

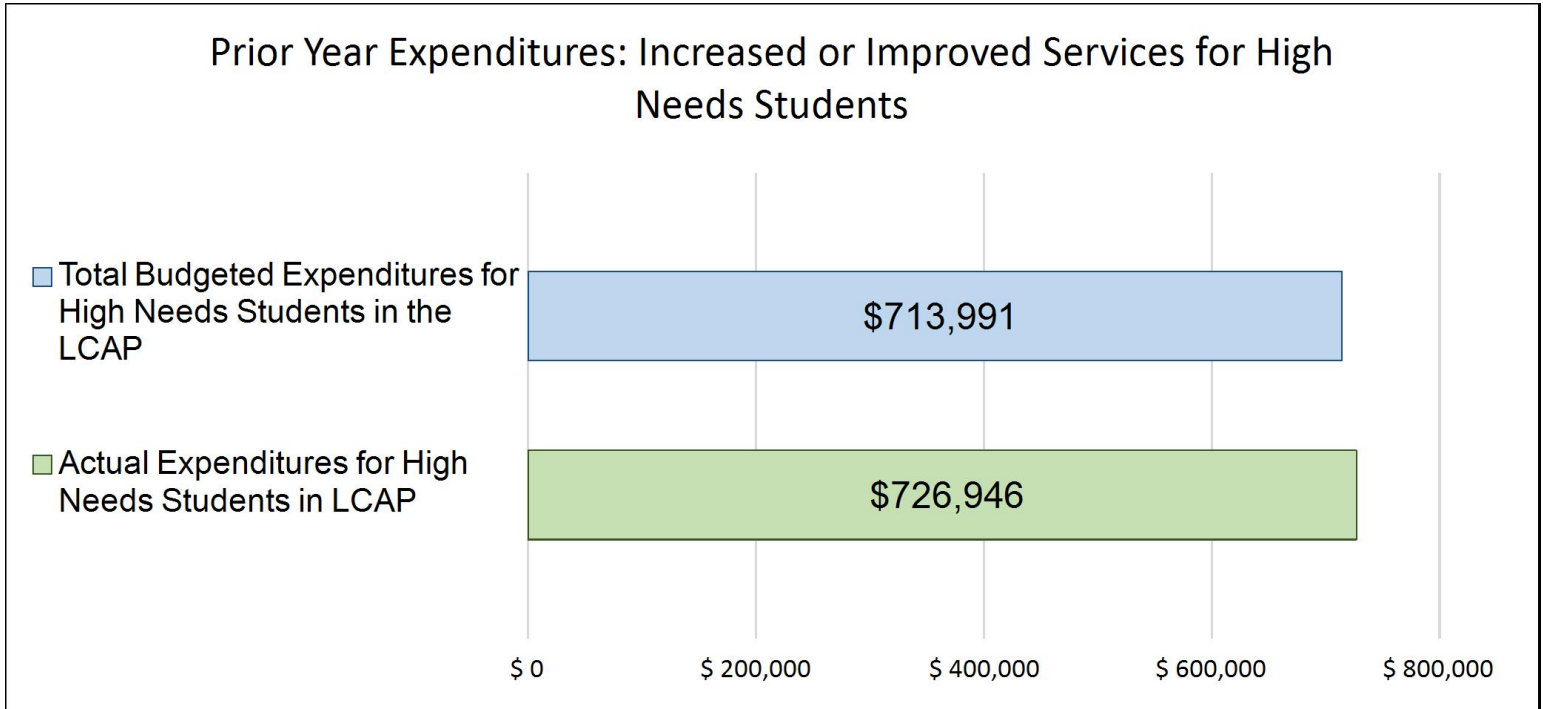
The text description of the above chart is as follows: Invictus Academy of Richmond plans to spend \$6,497,341 for the 2023-24 school year. Of that amount, \$6,497,341 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Invictus Academy of Richmond is projecting it will receive \$1,020,737 based on the enrollment of foster youth, English learner, and low-income students. Invictus Academy of Richmond must describe how it intends to increase or improve services for high needs students in the LCAP. Invictus Academy of Richmond plans to spend \$1,020,737 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, Invictus Academy of Richmond's LCAP budgeted \$713,991 for planned actions to increase or improve services for high needs students. Invictus Academy of Richmond actually spent \$726,946 for actions to increase or improve services for high needs students in 2022-23.

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
Invictus Academy of Richmond	Shawn Benjamin, Executive Director	sbenjamin@invictusofrichmond.org 510.964.7581

Plan Summary [2023-24]

General Information

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

Invictus Academy’s mission is to prepare 100% of students in grades 7-12 to thrive in the colleges of their choice, solve relevant problems, and communicate with confidence. Invictus Academy opened in August of 2018 with 84 7th grade students, and will grow one grade level each year until reaching full capacity as a full middle/high school. Invictus Academy program focuses on core math and literacy instruction, for which additional instructional time is allocated. Other core components of the program include an Advisory period devoted to social and emotional learning, a tutoring block for academically struggling students, and an enrichment period focused on exposing students to development of skills in non-academic areas (e.g. basketball, improv, etc.). Academic classes are aligned to the Common Core State Standards (CCSS), with courses designed to prepare students to thrive in rigorous, collegiate classes by the time they graduate high school.

Invictus's vision and model is anchored by 7 pillars:

1. Excellent teaching is the bedrock of student achievement
2. Rigorous, engaging, and relevant college preparatory curriculum supports student growth
3. Students must be challenged to think critically and problem solve creatively
4. Individual student support is crucial, and can be strengthened through intentional use of technology
5. Academic and personal habits are crucial to students’ success
6. Students thrive in a culture of joy
7. Communication is crucial to students’ future opportunities

In 2021-22, Invictus Academy served 241 students in grades 7-10. 51.8% of students are socioeconomically disadvantaged, 20.6% of students are English Learners, and 16% qualify for special education services.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Invictus Academy of Richmond which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on three goals: Invictus will foster a safe and positive school culture and climate; Invictus Academy will ensure that all students are academically prepared for college and career by the time they graduate high school; Invictus Academy will ensure parents are informed about their child's progress and have opportunities to be involved at the school. Invictus completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data as well as local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the Parent Advisory Council which will include parents of English Learners. The Parent Advisory Council will meet as needed to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision-making process throughout the year. The decisions will take into account the needs of Invictus Academy of Richmond based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

Reflections: Successes

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

Suspension Rate (Low-2%)

We are proud of achieving a low suspension rate for 21-22, with Dashboard status of Low and 2% overall. To build on our success with low suspension rates, we will continue our focus on implementation of restorative discipline policies and practices (Goal 1, Action 2, Restorative Practices) social emotional learning, and providing mental health support to students (Goal 1, Action 4, Social Emotional Learning and Mental Health).

English Learner Progress Indicator (Very High-66.7%)

We are also proud of our success in supporting our English learners to achieve the Dashboard level of Very High, and 66.7%, for 21-22. To build on our success with the English Learner Progress Indicator, we will continue implementing our English Language Development program (Goal 2, Action 3 English Language Development), including targeted professional development for teachers in ELD strategies.

English Language Arts (Medium-1 pt. below standard)

We have identified a success in English Language Arts, which was at the Medium level on the 2022 Dashboard. We are proud to have outperformed the state and district averages on this indicator, and we are working hard to continue to grow in this area. To build on the success in English Language Arts, we will implement standards-based instruction in ELA (Goal 2, Action 1 Curriculum and Instruction) and utilize assessments (Goal 2, Action 2, Assessments) to monitor progress and differentiate instruction and intervention (Goal 2, Action 6, Intervention/Tutoring).

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.

Chronic Absence Rate (Very High-46.8%)

To address the very high rate of Chronic Absence, we will implement a program of Attendance Initiatives, including absence monitoring, outreach, and student supports (Goal 1, Action 5 Attendance Initiatives). We will also utilize our Student Support Team (SST) Process, in which our Director of Student Support and our Mental Health Clinician collaborate to provide intensive individualized support where needed (Goal 1, Action 6 SST Process).

Mathematics (Low-58.9 pts below standard)

We have identified a need in Mathematics, which was at the Low level on the 2022 Dashboard, at 58.9 points below standard. To address this need, we will implement standards-based instruction in Math (Goal 2, Action 1 Curriculum and Instruction) and utilize assessments (Goal 2, Action 2, Assessments) to monitor progress and differentiate instruction and intervention (Goal 2, Action 6, Intervention/Tutoring).

LCAP Highlights

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

The 2021-24 LCAP provides our three-year plan for continued improvement and development. In 2023-24 we will continue the specific actions undertaken to address the varied academic and social-emotional needs of our students, and have made only minor adjustments to these actions as a means of improving systems around attendance tracking, interim assessments, and collaboration between our academic and front office teams in student supports.

GOAL 1: Invictus will foster a safe and positive school culture and climate. In terms of our work to maintain a positive culture and climate, students are supported in Social Emotional Learning as well as supportive practices in behavior, attendance, and student activities as well as a clean and safe environment. We implement school spirit traditions and student activities, as well as a comprehensive Positive Behavior Supports and Intervention program schoolwide. We incorporate mental health supports into our program and take specific actions to improve staff cohesion.

GOAL 2: Invictus Academy will ensure that all students are academically prepared for college and career by the time they graduate high school. In terms of student achievement, we will continue providing a comprehensive standards-aligned instructional program in conjunction with a comprehensive assessment system. We will use the results of assessments to differentiate instruction within classrooms and to inform our system of intervention. Teachers will be supported through professional development to implement our curriculum and instructional model, including specific support for new teachers and a comprehensive system of teacher observation and coaching. We will provide systemic English Language Development for our English learners and a comprehensive SPED program for our students with IEPs. Additionally, we will implement a college counseling action to ensure our students have access to A-G and AP courses.

GOAL 3: Invictus Academy will ensure parents are informed about their child's progress and have opportunities to be involved at the school. Families will be supported to participate actively in the life of the school and their child's education through regular meetings, events, and opportunities for input. These opportunities include regular Coffee and Doughnuts with the principal and College Access Nights. We will use multiple methods of communication to keep parents informed about their students' progress including regular messages sent through our parent communication platform and parent conferences.

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.

Invictus Academy has not been identified as being 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.

Not applicable because Invictus Academy has not been identified as being eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Not applicable because Invictus Academy has not been identified as being eligible for comprehensive support and improvement.

Engaging Educational Partners

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

Our board meets monthly and held a public hearing with the opportunity for public comment on May 3, 2023. We promoted parent participation in public meetings and public hearings through website and agenda postings and direct outreach to families via text and/or phone calls. Virtual meetings conducted via video conference had telephone call-in access. We provided translation as needed. The LCAP was approved on June 14, 2023.

Parents shared feedback through the parent survey, school events, and one-on-one meetings.

The Parent Advisory Committee (PAC) and English Learner Parent Advisory Committee (ELPAC) met for LCAP consultation on 4/26/23.

The SELPA was consulted on 5/17/23.

Students shared feedback through the student survey (December 2022). Students were able to share both quantitatively and qualitatively about their experience, perspectives, and needs.

Teachers provided feedback during regular staff meetings, a formal Wellbeing Survey (December 2022) and a professional development feedback survey shared every week (and which was accessible throughout the school year). Teacher and leaders met on 4/24/23 to review data and provide input on our plan and programs.

A summary of the feedback provided by specific educational partners.

Parent Feedback:

Families continue to feel we communicate well and often about school events and about student progress. Families generally feel connected, well informed, and like they are part of our community. Areas for improvement include: developing strong channels of ways for students to get help when they need it. Families would like additional and more differentiated tutorial help available for students. Families would like more options in extra curricular activities for students. Families would like to have more supervision options before and after school.

Student Feedback:

Students would like more extra curricular activities. Students consistently say they felt really challenged academically and are receiving a very high quality education.

Staff Feedback:

Staff feel they have a strong support network. Staff are excited about the prospect of additional opportunities to provide intervention and tutorial during the school day.

PAC and ELPAC Feedback:

PAC and ELPAC members expressed support for the plan as written.

SELPA Feedback:

Our SELPA contact provided general guidance on LCAP development as well as suggestions to further describe the inclusion model, to include participation in the SELPA professional learning offerings, and to encourage parents to participate in the SELPA's Community Advisory Committee (CAC).

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

To address a common theme in parent, staff, and student feedback, we are looking at our bell schedule and considering changes to our programs offered during school day to provide additional opportunities for academic support. We surveyed families and are considering a bell schedule change in the amount of minimum days which would allow for more extra curricular options and tutoring. In our high school, we will launch a design process in May to determine what tutorial will look like next year. We are trying to partner with community organizations to offer more extra curricular opportunities. (2.6 Intervention/Tutoring & 1.3 Student Enrichment)

To address student feedback, we hope to offer more after school clubs next year. (1.3 Student Enrichment)

To address staff feedback, we are looking at our bell schedule and considering changes to our programs offered during school day to provide additional opportunities for academic support. (2.6 Intervention/Tutoring)

In response to the SELPA feedback on our LCAP, we added details to 2.4 Special Education to better describe our program, including professional learning and services provided.

Goals and Actions

Goal

Goal #	Description
1	Invictus Academy will foster a safe and positive school culture and climate.

An explanation of why the LEA has developed this goal.

While we have made great gains in fostering a safe and positive school culture and climate, there is still work to be done to improve our chronic absenteeism and suspension rates. This broad goal addresses state priorities 1-Basic Services, 5-Pupil Engagement, 6-School Climate.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate (ADA)	19-20: 92.98% (prior to school closures) 20-21: 96.67% (as of 3/19/21)	87.8%	All Students: 87.7% EL: 88.7% FRPM Free: 86.5% SWD: 84% African American: 85.3% Hispanic: 87.2% Two or More Races: 92.1% White: 89.1% Data Year: 2022-23 (as of 4/24/23) Data Source: SIS Attendance Reports		Original: 93% Revised: ADA will improve until it reaches at least 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absence Rate for all students and all numerically significant subgroups	2018-19: All students: 13.2% English Learners: 4.3% SED: 16.2% SWD: 22.2% African American: 27.3% Hispanic/Latinx: 7.1%	2021-22 All students: 55.5% English Learners: 54.24% SED: 54.39% SWD: 62.5% African American: 60% Hispanic/Latinx: 55.47% Note: 20-21 chronic absenteeism unavailable due to distance learning related to the COVID pandemic	All Students: 46.8% EL: 44.0% SED: 53.4% SWD: 38.1% African American: 47.6% Hispanic: 48.7% Two or More Races: 66.7% White: 31.3% Data Year: 2021-22 Data Source: CA Dashboard Chronic Absenteeism Rate All Students: 50.3% EL: 53.4% FRPM Free: 55.4% SWD: 59.3% African American: 55.8% Hispanic: 53.5% Two or More Races: 20% White: 57.1% Data Year: 2022-23 (as of 4/24/23) Data Source: SIS Attendance Reports		Original: Less than 10% Revised: Chronic Absenteeism will decrease for all student and all numerically significant subgroups until a green indicator is achieved on the dashboard
Suspension Rate for all students and all	2019-20: All students: 6.9%	2021-22 All students: 2%	All Students: 2% EL: 4.8%		Original: <5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
numerically significant subgroups	English Learners: 2.3% SED: 9.1% SWD: 10.7% African American: 11.8% Hispanic/Latinx: 5.3%	English Learners: 5% SED: 2% SWD: 2% African American: 2% Hispanic/Latinx: 3%	<p>SED: 2.6% SWD: 2.2% African American: 0% Asian: 0% Hispanic: 2.7% Two or More Races: 4.3% White: 0%</p> <p>Data Year: 2021-22 Data Source: CA Dashboard Suspension Rate</p> <p>All Students: 8.91% EL: 12.22% SED: 9.89%* SWD: 14.55% African American: 11.54% Hispanic: 8.86% Two or More Races: 13.33% White: 4.76%</p> <p>Data Year: 2022-23 (as of 6/6/23) Data Source: CALPADS *SED counts can be inconsistent on the 8.1 ODS reports and may not reflect correct information for</p>		Revised: Suspensions will decrease, both schoolwide and for all numerically significant subgroups, until a green indicator is achieved on the dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			students who enrolled after Census Day		
Expulsion Rate	0%	0%	<p>All Students and all significant student subgroups: 0%</p> <p>Data Year: 2021-22 Data Source: DataQuest Expulsion Rate</p> <p>All Students and all significant student subgroups: 0%</p> <p>Data Year: 2022-23 (as of 6/6/23) Data Source: CALPADS</p>		<p>Original: 0%</p> <p>Revised: Strive to maintain an expulsion rate of 0%</p>
<p>Original: % of teachers who respond positively to school safety and feeling of belonging</p> <p>Revised: Staff Survey: % of teachers who respond agree or strongly agree to survey questions on</p> <ul style="list-style-type: none"> school safety 	<p>2020-21 Safety: 95% Belonging: 100%</p>	<p>Safety: 91.7% Belonging: 91.7%</p>	<p>Belonging: 94% Safety: 96% Data Year: 2022-23 Data Source: Staff Well-Being Survey Report</p>		<p>Original: - Safety: 90%</p> <ul style="list-style-type: none"> Belonging: 80% <p>Revised: The percent of staff who respond agree or strongly agree to the survey questions on the listed topics will increase until it</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<ul style="list-style-type: none"> feeling of belonging 					reaches at least 90%
<p>Original: % of students who respond positively to school safety and sense of connectedness</p> <p>Revised: Student Survey: % of students who respond agree or strongly agree to the following survey questions:</p> <ul style="list-style-type: none"> they belong at Invictus their classes are safe and under control 	<p>2019-20: 75.2% of students agree/strongly agree that they belong at Invictus</p> <p>82.64% of students agree/strongly agree that their classes are safe and under control.</p>	<p>54.49% agree or strongly agree that they belong at Invictus</p> <p>97.01% agree or strongly agree that their classes are safe and under control</p>	<p>77% students agree with the statement: "I feel like I belong at this school."</p> <p>84% students agree with the statement: "My classes are safe and under control."</p> <p>Data Year: 2022-23 Data Source: Student Survey Agreement Summary</p>		<p>Original: 76% of students agree/strongly agree that they belong at Invictus</p> <ul style="list-style-type: none"> 83% of students agree/strongly agree that their classes are safe and under control. <p>Revised: Student Survey: The percent of students who respond agree or strongly agree to the survey questions listed above will increase until it reaches at least 90%</p>
<p>Original: MS Dropout Rate/HS Dropout Rate</p> <p>Revised: Dropout Rate</p>	0%	0%	<p>MS Dropout Rate: 3.1%</p> <p>HS Dropout Rate: 1.7%</p> <p>Data Year: 2021-22</p>		<p>Original: 0%</p> <p>Revised: Strive to maintain a dropout rate of 0%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Data Source: 2022-23 Calpads 8.1c Report		
High School Graduation Rate schoolwide and all numerically significant subgroups	No Baseline Yet	No Baseline Yet	No Baseline Yet		Original: Revised: High School Graduation Rate schoolwide and for all numerically significant subgroups will improve until a green indicator is achieved on the California School Dashboard
School Facilities are in “Good Repair”	Met	Met	Met Data Year: 2022-23 Data Source: Local Indicators		Original: School facilities in "good repair" Revised: (Metric Retired for 2022-23 LCAP and added for 23-24 LCAP)

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Student and Staff Culture Celebrations	We will have regular student and staff culture celebrations to promote a positive school climate. <ul style="list-style-type: none"> Weekly family meeting, including: 	\$27,400.00	No

Action #	Title	Description	Total Funds	Contributing
		celebrate student of the week semester awards core value award MAP growth <ul style="list-style-type: none"> • Student uniforms to promote positive climate • Regular cultural celebrations, for example: Latino Heritage Black History Month 		
1.2	Restorative Practices	Implement increased restorative practices with respect to school discipline and PBIS <ul style="list-style-type: none"> • Pairing of PBIS and restorative justice practices • Life Space Crisis Intervention / Restorative Justice training for Deans and Campus Supervisors • Collaboratively build and maintain restorative assignments library (fighting, bullying; cyber) • Dean of Student Support to conduct restorative conferences • Revised student and family handbook to reflect restorative practices as our grounding philosophy • Utilizing Dean’s List for tracking awards and consequences with staff to monitor and implement systems • Increase other means of correction for first-time offenses • Increase utilization of In-School Suspension in place of Out of School Suspension, and adopt restorative protocols for In-School Suspension • Robust response to intervention staff professional development 	\$376,471.00	Yes
1.3	Student Enrichment	Student Enrichment <ul style="list-style-type: none"> • Electives/clubs • High School Afterschool Sports: three seasons, five sports 	\$75,050.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Field trips - college visits annually or semi-annually 		
1.4	Social Emotional Learning and Mental Health	<p>Social Emotional Learning and Mental Health</p> <ul style="list-style-type: none"> Advisory: focus on helping students feel as though their identity is an asset to their academic success rather than a barrier. Because of the small advisory group size students are able to develop a bond with each other and a trusted adult which will allow the adult to scan for any needs that should be addressed in a 1:1 conference or setting; Builds student empathy and fosters connections with an adult and school setting. <p>Director of Student Supports Mental Health Clinician</p> <ol style="list-style-type: none"> Consults and advises teachers and staff with mental health needs Runs professional development related to mental health issues Provides individual and small group counseling 	\$107,150.00	Yes
1.5	SST Process	<p>Our Director of Student Supports and Mental Health Clinician utilize the SST process to identify and provide support to students and/or families with specific needs pertaining to Homelessness, Foster Youth, Socioeconomic Status, or Language barriers.</p> <p>Systematize MTSS Process - implement a regular structure for academic and behavior tracking and improve coordination among the academic/ student support and Dean's Office Team</p>	\$103,001.00	Yes
1.6	Attendance Initiatives	Any student who misses three classes in one week will receive a parent phone call from a leadership team member, along with additional check-ins from an assigned staff member. Additional	\$76,160.00	No

Action #	Title	Description	Total Funds	Contributing
		supports may be provided as determined through the SST or Response to Intervention process.		
1.7	Health and Safety	Invictus will continue to ensure well maintained facilities following all health protocols per public health guidance with annual safety plan update and training.	\$1,924,386.00	No

Goal Analysis [2022-23]

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.

All actions in Goal 1 were implemented as planned, except for: In 1.2, Restorative Practices, we did not hire a campus supervisor, but we did hire an associate dean who holds similar responsibilities. In 1.6, Attendance Initiatives, we adjusted attendance interventions to be stronger and more specific. We held weekly attendance meetings including two Directors of Student Supports, our Director of Operations, two principals, and our School Manager. Instead of leadership team members calling after three absences, we adopted a progressive intervention system. At 3 absences, the school manager calls; after 5 absences, an administrator calls and an SST meeting is scheduled with the family, plus the first truancy letter is sent. After 3 truancy letters, a SARB meeting will be called.

Successes: Our student and staff culture celebrations(1.1) were very successful and received positive feedback from staff, families, and students. Our Student of the Week celebrations continued despite differentiating the celebrations this year by middle school and high school, and despite physical and time constraints. The semester 1 awards ceremony was very positive for families, and many attended. At the high school level, we had our first student-led celebration --a homecoming rally, which received positive feedback from students and staff. In Restorative Practices (1.2), we successfully conducted additional trainings for our deans and staff. We also built into the weekly schedule a timeslot for our Deans' Office to have regular, relevant professional development. Also in 1.2, our tracking of rewards and consequences was more consistent this year. In 1.3, Student Enrichment, we were happy to be able to increase sports offerings in our high school, adding three new sports. We also held one college field trip per grade level in the high school. In 1.4, Social Emotional Learning and Mental Health, we have an SEL teacher leader this year, which has been a great addition to our program. Also in 1.3, at the high school level, there has been more collaboration happening this year between the Dean, SEL coordinator, Director of Student Supports, and our school psychologist around student SEL and mental health supports. In 1.5, SST Process, we have seen success in that the process has been largely helpful to our students, and many SSTs have been scheduled. In 1.6, Attendance Initiatives, we have seen success in that the team is meeting regularly and continually action planning around ways to increase attendance. We have tried numerous strategies, including some student-facing initiatives, such as perfect attendance incentives like free dress. In 1.7, Health and Safety, a success is that our Director of Operations has prioritized making sure that repairs are done and facilities cared for in a timely and effective manner. Also in 1.7, we invested in our own

substitute pool which, while not enough to completely remedy the challenge of staff shortages, has helped relieve some burden on teachers when subs are needed.

Challenges: Although they were successful, our student and staff culture celebrations, 1.1, were challenging to implement, requiring a lot of staff capacity and team effort. We have had a great focus on topics such as Black History month and Latinx history, and wanting to take on the challenge of making sure the full diversity of our student population is represented. In Restorative Practices, 1.2, we have seen behaviors that were not fully prevented through our restorative practices, so our suspension rate may be impacted this year. At the high school level, as students are getting older and the school is expanding into upper grades, we are seeing some new behaviors that we need to build out our procedures and trainings to prevent and address; In Student Enrichment, 1.3, a challenge is that we did not have any field trips for our middle school. At the high school level, we experienced a challenge in staff capacity for offering afterschool clubs because our teachers already offer electives. In 1.4, SEL and Mental Health, a challenge in middle school was that our advisory groups were larger than we would have liked. In our SST Process, 1.5, we had a high level of need and found that we had to triage and prioritize as we implemented the initiative. In 1.6, Attendance Initiatives, we had many chronically absent students this year at the middle school level. At the high school level, we had an influx of new students this year who were already chronically absent at prior schools. So we didn't have prior relationships to leverage, and we have been working hard on outreach to bring them in and meet their significant needs. A further challenge has been that we are definitely still seeing effects of COVID on staff absences.

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

The school's overall spending on activities that supported Goal 1 in the LCAP is anticipated to be very close to what was originally budgeted at the beginning of the year. Overall spending is currently forecasted to be \$2,104,215, which is 7% higher than was originally budgeted. The school ended up having slightly higher than expected costs in the area of campus operations, which fall into the action titled "Health & Safety." The school spent slightly less than expected on attendance initiatives due to staffing changes and invested these savings in the areas of student and staff culture and student enrichment.

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

1.1 Student/Staff Culture Celebrations and 1.4 Social Emotional Learning and Mental Health were somewhat effective as evidenced by student survey on sense of belonging (77%) and safety (84%) and staff survey on sense of belonging (94%) and safety (96%). 1.2 Restorative Practice was somewhat effective as evidenced by Suspension rate (2% for 21-22 and 8.91% for 22-23 as of 6/6/23) and Expulsion rate (0% 21-22 and 0% as of 6/6/23 for 22-23). We experienced an increase in drug use and fights on campus in the 2022-23 school year, and this caused an increase in suspensions. In response, we are refining our professional development with an increased focus on behavior, and we are further building out our restorative practices at the high school level.

1.3 Student Enrichment and 1.6 Attendance Initiatives were somewhat effective as evidenced by Attendance rate (87.7%) and Chronic Absence rate (47%). 1.5 SST Process was somewhat effective as evidenced by MS/HS Dropout rate (3.7%/1.7%), with HS graduation rate N/A since we do not yet have 12th graders. 1.7 Health & Safety was effective as evidenced by Facilities in Good Repair (Met).

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.

We added a note in Chronic Absenteeism to indicate that 20-21 data is not included in the table due to it being n/a because of distance learning related to the COVID pandemic. We added current-year data under Year Two for Suspension, Expulsion, and Chronic Absenteeism metrics in order to include the most up-to-date data in the plan. In 1.2 Restorative Practices we added a detail about increasing other means of correction for first-time offenses. In 1.3 Student Enrichment, we added a detail on our high school sports offerings. In 1.6 Attendance Initiatives we added a detail about attendance incentives, such as perfect attendance celebrations. We added the facilities in good repair metric for 23-24 that had been retired for 22-23 in order to have this metric represented.

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

Goals and Actions

Goal

Goal #	Description
2	Invictus Academy will ensure that all students are academically prepared for college and career by the time they graduate high school.

An explanation of why the LEA has developed this goal.

As many of our students come to us below grade level, we must invest heavily in instructional resources and supports that will ensure accelerated academic growth and readiness for college. We are committed to ensuring all students are prepared to enter college and have exposure to career opportunities. This broad goal addresses state priorities: 1-Basic Services, 2-Implementation of State Standards, 4-Pupil Achievement, 7-Course Access, and 8-Other Pupil Outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of teachers fully credentialed and appropriately placed (CCTC)	100%	75%	88.1% credentialed/properly placed ("effective") Data Year: 2020-21 Data Source: 2021-22 SARC		100%
% of students have access to their own copies of standards-aligned instructional materials for use at school and at home	100%	100%	100% Data Year: 2022-23 Data Source: Local Indicators		100%
% Implementation of all adopted standards	100%	100%	100% Data Year: 2022-23		100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
access to a broad course of study			Data Source: Local Indicators		
Original: % of students meeting growth targets on NWEA MAP and Reading Revised: NWEA Map in Reading and Math	2019-20 Fall to Winter (Spring testing cancelled due to school closure) [Metric in 2020-21 was related to typical growth] Reading: 74.5% met growth targets or were at grade level Math: 52% met growth targets or were at grade level	Spring 2022 Reading CGI: -0.07 Math CGI: +0.25	Spring 2023 Reading CGI: -0.1 Math CGI: 0.0		Original: Reading: 60% Math: 55% Revised: On average, students will make at least one year of progress on the NWEA MAP in both reading and math.
Original: % meeting or exceeding standards on ELA and Math CAASPP, schoolwide and for all numerically significant subgroups Revised: ELA and Math CAASPP	2018-19 ELA All students: 40.2% English Learners: 18.2% SED: 37.9% SWD: 6.3% African American: 44.4% Hispanic/Latinx: 36% 2018-19 Math All students: 24.4% English Learners: 4.6% SED: 25.9% SWD: 0%	(awaiting summative CAASPP data)	ELA: All Students: -1 EL: -23.5 SED: -13.1 SWD: -76.7 Af Am: -43.8 Hispanic: -5.2 White: -3.9 Math: All Students: -58.9 EL: -99.4 SED: -69.8 SWD: -124.1 Af Am: -95.1 Hispanic: -65.2		Original: ELA All students: 42% English Learners: 22% SED: 40% SWD: 10% African American: 45% Hispanic/Latinx: 40% Math All students: 30% English Learners: 10% SED: 30% SWD: 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	African American: 11.1% Hispanic/Latinx: 24%		White: -49.9 Data Year: Spring 2022 Data Source: CA Dashboard DFS		African American: 20% Hispanic/Latinx: 30% Revised: ELA and Math Achievement, as measured on CAASPP, will improve, both schoolwide and for all significant subgroups, until the DFS is equal to or greater than the state average.
Original: % of graduates meeting UC/CSU entrance requirements (N/A for 21-23) Revised: Students on track/ graduates meeting the UC/CSU entrance requirements	N/A	89%	N/A		The percent of students on track to or graduates meeting the UC/CSU entrance requirements will increase until it reaches at least 90% schoolwide and for all numerically significant subgroups
Metric Retired at end of 21-22 school year % of students college ready as assessed by	N/A	Metric Retired	N/A		[Metric Retired]

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EAP/CAASPP (N/A for 21-22)					
Original: % of AP Exam participants scoring a 3 or higher Revised: Students attempting to earn college credit Revised back to original.	No AP Courses Offered	Baseline	Students did not take AP exams in the 21-22 school year		Original: Students attempting to earn college credit Revised: The percent of students attempting to earn college credit while enrolled at Invictus will increase until it reaches at least 90% of the graduating class
% enrollment in courses required by the state for middle and high school	100%	(Metric Retired)	100% Data Year: 2022-23 Data Source: Local Indicators		(Metric Retired)
Original: % of EL Students improving at least on level on ELPAC (Dashboard ELPI) Revised: ELPI	2018-19: 59.1%	(awaiting Spring ELPAC data)	66.7% Data Year: 2021-22 Data Source: CA Dashboard English Learner Progress Indicator		Original: 55% Revised: ELPI will increase until it is equal to or higher than the state average
EL Reclassification rate	2018-19: 6.3% Original: 2019-20: 0% Corrected: 31.6%	original: (awaiting Spring ELPAC data) Corrected: 2.8% Data Year: 2020-21	TBD		15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: DataQuest	Data Source: DataQuest			
CA Science Test (CAST): % Met	N/A	N/A	25.86% Data Year: Spring 2022 Data Source: DataQuest CAST Summative		CAST % met will increase until it is equal to or higher than the state average

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Curriculum and Instruction	Select and secure curricular materials, including scope and sequences, daily lesson materials, and assessments aligned to Common Core and NGSS. <ul style="list-style-type: none"> Premium licenses for GoGuardian, EdPuzzle, NearPod, Zoom; Chromebooks, Hotspots, etc. Achievement First as foundation and teachers encouraged to make strategic adjustments. 	\$211,876.00	Yes
2.2	Assessments	Utilize a combination of internal and external assessments, formative and summative, as needed. Dean of Curriculum and Instruction to provide PD to staff to support implementation. Re-evaluate which assessments are used as benchmarks throughout the year and develop a plan to administer, analyze, and plan around common interim assessments.	\$21,314.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	English Language Development	<p>English Language Acquisition & Development</p> <ul style="list-style-type: none"> • Integrated ELD. • Designated ELD: Personalized Learning Time with specific lessons for EL's ; Rosetta support for newcomers. • Newcomer Supports: Rosetta Stone, teachers implementing strategies for translation and accessibility of materials, discussion-based small group pull-out supports. • Professional development for ELD: Summer p.d. includes strategies and tools to support English learners. Combination of explicit and integrated p.d. supporting ELD throughout school year. Grade level teams collaborate on ELD and supports for English learners. 	\$435,747.00	No
2.4	Special Education	<p>Special Education</p> <p>Inclusion Model: The Invictus Student Academic Supports model is a full-inclusion model that takes a tiered approach to intervention and support. The foundation of academic support is the universal adoption of Achievement First Open Source Curriculum. All teachers have been trained to prepare and deliver the curriculum. All teachers have also received professional development on Universal Learning by Design in order to minimize barriers to student access to curriculum. In addition to a rigorous curriculum, the Multi-Tiered System of Supports Model includes several opportunities to support students who are experiencing difficulty accessing the curriculum, or experiencing social-emotional or behavioral challenges.</p> <ul style="list-style-type: none"> • General Education collaboration meetings weekly or biweekly. • Special Education teachers and aides support in the classroom with individual students or cohorts of students in a class. • For Occupational Therapy and Speech Therapy students are pulled out of class based on the individualized needs of 	\$493,893.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>the student(s).</p> <ul style="list-style-type: none"> Ongoing participation in the SELPA's professional learning opportunities. 		
2.5	Professional Development (LCFF, Title I & II)	<p>Teacher and staff professional development</p> <ul style="list-style-type: none"> 2 weeks of summer professional development for teachers regarding instruction, culture, and operations to foster a safe and positive school culture and climate Mental Health First Aid, Trauma Informed Practices, Restorative Circles, and Mandated Reporter. Weekly professional development for teachers regarding school and classroom practices that create a positive and safe school culture. Weekly 1:1 coaching, observation & feedback cycles for all staff in support of instructional and classroom culture techniques. NWEA MAP analysis in Professional Development after each administration. <p>(Title I funds in support of Director of Curriculum & Instruction--STEM focus--and Title II funds in support of professional development for academic staff)</p>	\$249,079.00	Yes
2.6	Intervention/Tutoring	<p>Intervention/Tutoring</p> <ul style="list-style-type: none"> Group students based on results from NWEA MAP Reading and Math RTI Grade Level teams and Director of Student Supports collects referrals for students who are struggling and structured protocol for reviewing data 	\$94,764.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Include a reading intervention block for students below reading grade level according to NWEA MAP 		
2.7	College Counseling	<p>Our College Access Lead manages the college access program to ensure all students have access to the necessary resources to be prepared for college.</p> <ul style="list-style-type: none"> • AP Courses and Exams • PSAT, SAT, and ACT exams • A-G courses 	\$116,606.00	Yes
2.8	Core Academics (LCFF & Title I)	Maintain a strong teaching and school leadership team and provide core academic supplies and services to promote core academics. Title I funds in support of Director of Curriculum & Instruction, STEM focus.	\$2,086,377.00	No

Goal Analysis [2022-23]

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.

All actions were implemented as planned, except: In 2.2, Assessments, our high school implemented Interim Comprehensive Assessments (ICAs) for first time this year, in addition to teacher internal assessments. We did not develop our own common interim assessments because we found unit-based assessments, ICA and NWEA to be the best combination to use as our primary assessments. In 2.5, Professional Development, trauma-informed practices and restorative circles topics were integrated into a general student supports p.d. for our full staff, and not separated out into distinct p.d. sessions. In 2.6, Intervention/Tutoring, we shifted from grouping classes based on assessment results (in past years) to utilizing data for small group in-class intervention; we held reading intervention groups on as-needed basis instead of on a set schedule. In 2.7, College Counseling, we do have a Director of College Access, not a College Access Lead.

Successes: In 2.1, Curriculum and Instruction, we found that Achievement First is rigorous and standards-aligned curriculum overall and a particularly great approach with new teachers. In 2.3, English Language Development, at the high school level, we successfully shifted one ELA teacher role to meet with our English learners during personalized learning block daily for designated ELD. We had a lot more EL students enroll this year than previously, so we had a need to shift personnel to meet the needs. In 2.4, Special Education, our Director of Student Supports role was very supportive in developing our RSP teachers. Staff surveys showed great appreciation for the tremendous support. Families expressed that they feel very supported by their RSP teachers. In 2.5, Professional Development, we successfully implemented a dedicated weekly p.d. planning meeting to collaborate on planning, review staff feedback, plan upcoming p.d. This committee created a scope and sequence for the year's plans at the beginning of the year and has continued to meet to collaborate on building out the plans throughout the year. An additional success was our partnership with MindPrint from University of Pennsylvania, providing an assessment to students on metacognitive skills. The data informed p.d. by helping us think about supporting these skills in our students and to use the data to plan advisory, grade level meetings. This survey tool is often used in Special Education settings at other institutions, and we are pleased to be able to use it with all of our students. In 2.6, we successfully implemented academic meetings where we look at data on struggling students and plan interventions for them.

Challenges: In 2.1, we found that as we were starting to teach Advanced Placement courses, the AP curriculum in Achievement First was not as strong as we would have liked, and so we have incorporated other curriculum for our AP courses. In 2.3, we had a higher number of English learners enroll this year than previously, so we had a need to shift personnel to meet their needs in English Language Development. In 2.6 Intervention, a challenge was that we removed the intervention block from the high school schedule in order to allow for Spanish class. We need to plan more time into the schedule for more small group interventions for Tier 2 students.

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

The school's overall spending on activities that supported Goal 2 in the LCAP is anticipated to be very close to what was originally budgeted at the beginning of the year. Overall spending is currently forecasted to be \$2,732,700, which is 0% higher than was originally budgeted. The primary areas that received higher than expected investment were "Curriculum & Instruction" and "Special Education," both of which were driven by higher student needs in those areas. The school also had an increase (23%) in professional development and coaching for staff. The increased investment in these areas were mostly offset by savings in the remaining actions.

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

2.1 Curriculum & Instruction, 2.2 Assessments, 2.4 Special Education, 2.5 Professional Development and 2.6 Intervention/Tutoring were somewhat effective as measured by NWEA MAP Reading (-0.1) and Math (0.0), CAST (26%) and CAASPP ELA (DFS -1.0) and Math (DFS -58.9). 2.3 English Language Development was effective as measured by ELPI (66.7%) and Reclassification (TBD%). 2.7 College Counseling was effective as evidenced by Students/graduates on track to meet UC/CSU entrance requirements (N/A%), and % of AP Exam participants scoring a 3 or higher (N/A) and implementation of all adopted standards and access to a broad course of study (100%). 2.8 Core

Academics was somewhat effective as evidenced by % of teachers fully credentialed and appropriately placed (88.1%) and students with access to their own copies of standards-aligned instructional materials for use at school and at home (100%).

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.

In 2.2 Assessments, we updated the description to include a combination of internal and external assessments, formative and summative. We also added a detail about professional development provided to support use of assessments. In 2.3 English Language Development, we added details on Newcomer supports and professional development for ELD and broadened the description to include English language acquisition along with English language development. In 2.4 Special Education, we added a details about our Inclusion Model, General Education collaboration meetings, professional learning, and services provided. In 2.5 Professional Development we updated the number of weeks of summer p.d. from three to two. In 2.5 Professional Development, we updated a detail on coaching to describe the coaching, observation and feedback cycles. We revised the metric on students earning college credit back to the previous metric on AP exam scores to better align with our program. We added the CAST metric into the plan to include 21-22 as the first year of available data. We added corrections to Reclassification metrics to reflect DataQuest data.

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

Goals and Actions

Goal

Goal #	Description
3	Invictus Academy will ensure families are informed about their child’s progress and have opportunities to be involved at the school.

An explanation of why the LEA has developed this goal.

In order to achieve our academic growth and achievement goals, we know that parents are critical partners in the endeavor. We know that parents of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students’ learning. This broad goal addresses state priority 3: Parent Involvement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Original: Parent Survey: % of believe school is safe and feel well-informed</p> <p>Revised: Family Survey: Percent of families who respond agree or strongly agree to survey questions on:</p> <ul style="list-style-type: none"> school safety feel well informed 	<p>2019-20 100% believe school is safe 97.4% feel well-informed</p>	<p>97.75% agree or strongly agree that school is safe 96.63% agree or strongly agree that they feel well-informed</p>	<p>95.7% parents agree or strongly agree that school is safe 97.8% agree or strongly agree that they feel well-informed Data Year: 2022-23 Data Source: Family Survey Results</p>		<p>Original: >90% believe school is safe >90% feel well-informed</p> <p>Revised: Family Survey: The percent of families who respond agree or strongly agree to the survey questions on the topics listed above will increase until it reaches at least 90%</p>
Percent of parents responding to	<p>2019-20: 60% 2020-21: 30%</p>	39.1%	<p>46 responses - 17.6% Data Year: 2022-23</p>		<p>Original: 60%</p> <p>Revised:</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
semester family survey			Data Source: Family Survey Results		Family Survey: The percent of families who respond to the semester survey will increase until it reaches at least 90%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Family Engagement	<p>We will hold regular events to ensure all parents have the opportunity to gain information and/or provide feedback on school programs.</p> <ul style="list-style-type: none"> • Parent Engagement Coordination between front office and leadership teams. • Regular coffee and Doughnuts with school leadership. • College Access night once per semester. 	\$90,939.00	No
3.2	Family Communication	<p>We will provide regular communication with families regarding individual student progress (Budget: Dean’s List).</p> <ul style="list-style-type: none"> • Weekly communication about student progress. • Conduct parent-Advisor conferences (with students present) once per semester to inform parents about students’ progress. • Principal's Letter 1x / month with schoolwide updates. • School communications translated into Spanish. 	\$7,128.00	No

Goal Analysis [2022-23]

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.

All Goal 3 actions were implemented as planned except in 3.1 Family Engagement where the frequency of Coffee & Doughnuts with the Principal occurred 1-2 times per semester instead of monthly. In our Parent teacher conferences, parents met with a core teacher instead of the counselor. Successes & Challenges: In 3.2 Family Communication, a success was that we increased the frequency of our principal's letter, providing timely updates to the school community. We received positive feedback from families who appreciate the weekly communication through progress reports and principal's letters and through our parent survey results, where 98% of parents reported feeling well informed. A challenge in 4.1 Family Engagement was that families would like more regular opportunities to be involved at school. They are interested in having more volunteer and other opportunities. A challenge in 3.2 Family Communication was our family survey completion, which was 17.6%, and we would like to improve the completion rate.

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

The school's overall spending on activities that supported Goal 3 in the LCAP is anticipated to be \$41,625 (40%) lower than was originally budgeted at the beginning of the year. This was the result of a staff departure that took many months to replace. During the period that the role was vacant, responsibilities for family communications and engagement were carried out by other staff members.

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

3.1 Family Engagement was effective as evidenced by survey results: parents agree or strongly agree that school is safe (95.7%) and parents agree or strongly agree that they feel well-informed (97.8%). 3.2 Family Communication was somewhat effective as evidenced by family survey response rate (17.6%).

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.

In 3.1 Family Engagement we updated the Coffee and Doughnuts with school leadership from monthly to regular. In 3.2 Family Communication we updated the description to note that school communications are translated into Spanish.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,020,737	\$91,372

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
23.36%	0.00%	\$0.00	23.36%

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

Required Descriptions

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

Goal 1 - Climate and Culture Needs, Conditions, Circumstances

In 2022, our Socioeconomically disadvantaged students had a suspension rate of 2.6% and our English Learners 4.8%. In 22-23, 77% of students agree/strongly agree that they belong at Invictus and 84% of students agree/strongly agree that their classes are safe and under control. In 2022, our Chronic Absentee rate for Socioeconomically disadvantaged students was 53.4%, and for English learners it was 44%.

Actions

Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically. Key components of these additional efforts include regular events reinforcing school culture and celebrating successes. We have added extensive training in Positive Behavior Intervention Supports (PBIS). We also provide social emotional learning lessons and enrichment opportunities which foster belonging, develop the whole child, and promote attendance and investment. Mental

Health supports are also provided as a way to support the well-being of our students and remove additional barriers to learning and engagement. Our SST Process supports students by meeting their individual needs through personalized supports.

The specific Actions identified in Goal #1 that are contributing to increased or improved services for UPPs are:

1.2: Restorative Practices

1.4: Social Emotional Learning / Mental Health

1.5 SST Process

Expected Outcomes

By implementing strategic actions in support of culture and climate, we hope to achieve our goals in academic growth and achievement, described below, and to maintain positive indicators that students feel safe and connected to the Invictus community. We will also measure progress toward high attendance, low chronic absenteeism, and low suspensions. (see above).

Goal 2 - Academic Growth and Achievement

Needs, Conditions, Circumstances

In reviewing the 2022 ELA and Math performance of our Socioeconomically Disadvantaged students, we find they are struggling with Math and ELA achievement. Socioeconomically Disadvantaged students were 13.1 points below standard (Low) in ELA and 69.8 points below standard (Low) in Math. We had very high performance in 2022 on the English Learner Progress Indicator, with 66.7% of students making progress towards English language proficiency.

Actions

Based on a review of data, we have designed the 21-24 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. We have selected a variety of curricular and instructional resources, supported by appropriate technology, that allow students to learn and practice both at grade level and with personalized content to fill gaps and advance skills. Extensive professional development supports our staff in providing instruction designed to meet the needs of our low income students, foster youth, and English Learners. Intervention/Tutoring is a critical support that utilizes data to meet specific academic needs while supporting students to move forward with rigorous grade level instruction. College Counseling is provided that goes above and beyond by providing intensive guidance and support in progress monitoring, research, and application.

The specific Actions identified in Goal #2 that are contributing to increased or improved services for UPPs are:

- 2.1: Curriculum and Instruction
- 2.5: Professional Development
- 2.6 Intervention/Tutoring
- 2.7 College Counseling

Expected Outcomes

By implementing the identified actions, we will ensure steady growth in our academic outcomes, such as SBAC ELA and Math, English Learner Progress, Reclassification rates. Current targets aim for steady improvement until DFS is equal to or greater than the state average (see expected outcomes in Goal 2) and to maintain our high English Learner Progress and improvement each year in our reclassification rate. We plan to use NWEA MAP assessment data to gauge progress throughout the year.

Goal 3 - Family Engagement

Needs, Conditions, Circumstances

In order to achieve our academic growth and achievement goals, we know that parents are critical partners in the endeavor. We know that parents of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning, to advocate for their needs and prepare to successfully navigate the systems in high school and college. Parents of English Learners benefit from additional outreach to support their students in English Language Development. We also know that in order to be successful, we need to provide additional communication, in languages other than English where needed, and that the school needs continual parent input to inform plans.

No Actions identified in Goal #3 are contributing to increased or improved services for UPPs.

Expected Outcomes

By implementing a comprehensive Family Engagement program, we hope to achieve our goals in academic growth and achievement, described above. We also believe this work will support us in achieving our goals in climate and culture, described in the plan and below. We will measure progress in our family engagement efforts by specific indicators around parent perceptions of their connectedness to school and the response rate to parent surveys.

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

The actions listed below are being provided on a “wide” basis to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to the specific identified unduplicated group(s) in each action, while allowing other students to also benefit as/if needed. We expect that by providing these actions/services to meet the unique needs of our English learner, foster youth, and/or low-income students, Invictus will achieve the anticipated outcomes targeted to meet each identified student group’s stated need(s). The calculated minimum proportionality percentage (MPP) for Invictus Academy for 2022-23 will be 23.48%.

The following actions contribute to meeting the increased/improved services requirement of 23.36% on a LEA-wide basis. The breakdown of how each action contributes is below:

1.2: Restorative Practices	\$376,471	8.62%
1.4: Social Emotional Learning / Mental Health	\$107,150	2.45%
1.5: SST Process	\$103,001	2.36%
2.1: Curriculum and Instruction	\$211,876	4.85%
2.5: Professional Development	\$120,084	2.75%
2.6: Intervention / Tutoring	\$94,764	2.17%
2.7: College Counseling	\$7,391	0.17%
Grand Total	\$1,020,737	

Total % Increased Services for LEA-Wide Actions: 23.36%

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

Invictus Academy has an unduplicated pupil percentage in excess of 55% and therefore it did receive a concentration grant as part of its 2022-23 LCFF funding. The school anticipates continuing to receive concentration grant funding in 2023-24. The school has estimated the size of its concentration grant add-on at \$91,372 in 23-24. The school used this add-on funding in 2021-22 to hire an additional teaching team member to provide and to provide direct services to students, which continued through 22-23, and it anticipates using the funding in 2023-24 in the same manner.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	n/a	n/a
Staff-to-student ratio of certificated staff providing direct services to students	n/a	n/a

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$5,390,571.00	\$695,378.00	\$120,657.00	\$290,735.00	\$6,497,341.00	\$4,659,094.00	\$1,838,247.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Student and Staff Culture Celebrations	All	\$27,400.00	\$0.00	\$0.00	\$0.00	\$27,400.00
1	1.2	Restorative Practices	English Learners Foster Youth Low Income	\$376,471.00	\$0.00	\$0.00	\$0.00	\$376,471.00
1	1.3	Student Enrichment	All	\$71,448.00	\$3,602.00		\$0.00	\$75,050.00
1	1.4	Social Emotional Learning and Mental Health	English Learners Foster Youth Low Income	\$107,150.00	\$0.00	\$0.00	\$0.00	\$107,150.00
1	1.5	SST Process	English Learners Foster Youth Low Income	\$103,001.00	\$0.00	\$0.00	\$0.00	\$103,001.00
1	1.6	Attendance Initiatives	All	\$76,160.00	\$0.00	\$0.00	\$0.00	\$76,160.00
1	1.7	Health and Safety	All	\$1,676,374.00	\$130,235.00	\$11,442.00	\$106,335.00	\$1,924,386.00
2	2.1	Curriculum and Instruction	English Learners Foster Youth Low Income	\$211,876.00	\$0.00	\$0.00	\$0.00	\$211,876.00
2	2.2	Assessments	All	\$0.00	\$21,314.00	\$0.00	\$0.00	\$21,314.00
2	2.3	English Language Development	All	\$435,747.00	\$0.00	\$0.00	\$0.00	\$435,747.00
2	2.4	Special Education	Students with Disabilities	\$61,094.00	\$391,299.00	\$0.00	\$41,500.00	\$493,893.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.5	Professional Development (LCFF, Title I & II)	English Learners Foster Youth Low Income	\$120,084.00	\$62,811.00		\$66,184.00	\$249,079.00
2	2.6	Intervention/Tutoring	English Learners Foster Youth Low Income	\$94,764.00	\$0.00	\$0.00	\$0.00	\$94,764.00
2	2.7	College Counseling	English Learners Foster Youth Low Income	\$7,391.00	\$0.00	\$109,215.00	\$0.00	\$116,606.00
2	2.8	Core Academics (LCFF & Title I)	All	\$1,923,544.00	\$86,117.00	\$0.00	\$76,716.00	\$2,086,377.00
3	3.1	Family Engagement	All	\$90,939.00	\$0.00	\$0.00	\$0.00	\$90,939.00
3	3.2	Family Communication	All	\$7,128.00	\$0.00	\$0.00	\$0.00	\$7,128.00

2023-24 Contributing Actions Tables

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$4,369,780	\$1,020,737	23.36%	0.00%	23.36%	\$1,020,737.00	0.00%	23.36 %	Total:	\$1,020,737.00
								LEA-wide Total:	\$1,020,737.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Restorative Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$376,471.00	0.00%
1	1.4	Social Emotional Learning and Mental Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$107,150.00	0.00%
1	1.5	SST Process	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$103,001.00	0.00%
2	2.1	Curriculum and Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$211,876.00	0.00%
2	2.5	Professional Development (LCFF, Title I & II)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$120,084.00	0.00%
2	2.6	Intervention/Tutoring	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$94,764.00	0.00%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.7	College Counseling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,391.00	0.00%

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$4,804,086.00	\$4,899,283.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Student and Staff Culture Celebrations	No	\$39,314.00	\$77,423
1	1.2	Restorative Practices	Yes	\$251,686.00	\$247,637
1	1.3	Student Enrichment	No Yes	\$38,946.00	\$52,985
1	1.4	Social Emotional Learning and Mental Health	Yes	\$101,640.00	\$99,109
1	1.5	SST Process	Yes	\$102,850.00	\$106,014
1	1.6	Attendance Initiatives	No	\$67,337.00	\$51,508
1	1.7	Health and Safety	No	\$1,370,216.00	\$1,469,538
2	2.1	Curriculum and Instruction	Yes	\$215,635.00	\$259,017
2	2.2	Assessments		\$15,956.00	\$6,457

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	English Language Development	No	\$352,110.00	\$298,973
2	2.4	Special Education	No	\$276,852.00	\$456,495
2	2.5	Professional Development	Yes	\$222,960.00	\$274,117
2	2.6	Intervention/Tutoring	No Yes	\$70,180.00	\$61,776
2	2.7	College Counseling	No	\$96,800.00	\$83,388
2	2.8	Core Academics	No	\$1,477,609.00	\$1,292,477
3	3.1	Family Engagement	No	\$89,779.00	\$62,369
3	3.2	Family Communication	No	\$14,216.00	

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$726,946	\$713,991.00	\$726,946.00	(\$12,955.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Restorative Practices	Yes	\$139,241.00	\$189,115	0.00%	
1	1.3	Student Enrichment	Yes	\$0	\$0	0.00%	
1	1.4	Social Emotional Learning and Mental Health	Yes	\$101,640.00	\$99,109	0.00%	
1	1.5	SST Process	Yes	\$102,850.00	\$26,826	0.00%	
2	2.1	Curriculum and Instruction	Yes	\$157,300.00	\$224,036	0.00%	
2	2.5	Professional Development	Yes	\$212,960.00	\$153,389	0.00%	
2	2.6	Intervention/Tutoring	Yes	0	\$34,471	0.00%	

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$3,096,155	\$726,946	0%	23.48%	\$726,946.00	0.00%	23.48%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)

- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Data Entry Table

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

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

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

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

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action is included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must

enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action

was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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