LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Invictus Academy of Richmond
CDS Code: 07-10074-0137026
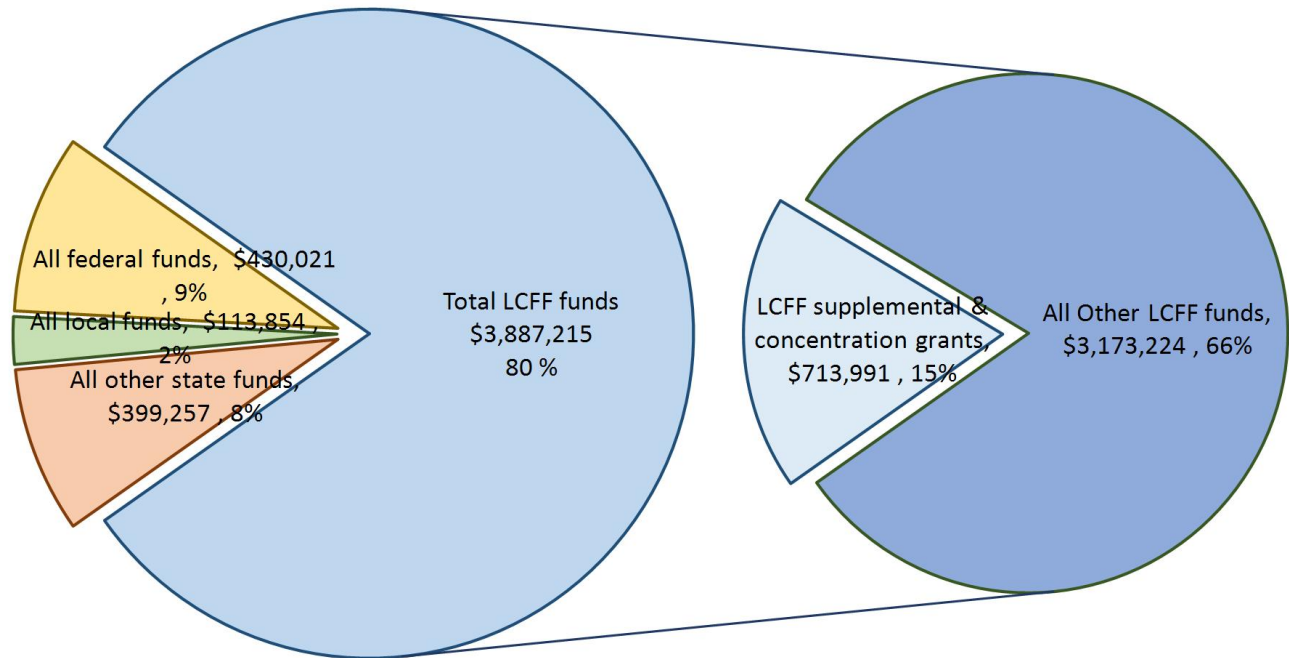School Year: 2022-23
LEA contact information:
Shawn Benjamin,
Executive Director

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 2022-23 School Year

Projected Revenue by Fund Source

All federal funds, $430,021, 9%
All local funds, $113,854, 2%
All other state funds, $399,257, 8%
Total LCFF funds $3,887,215 80 %

LCFF supplemental & concentration grants, $713,991, 15%
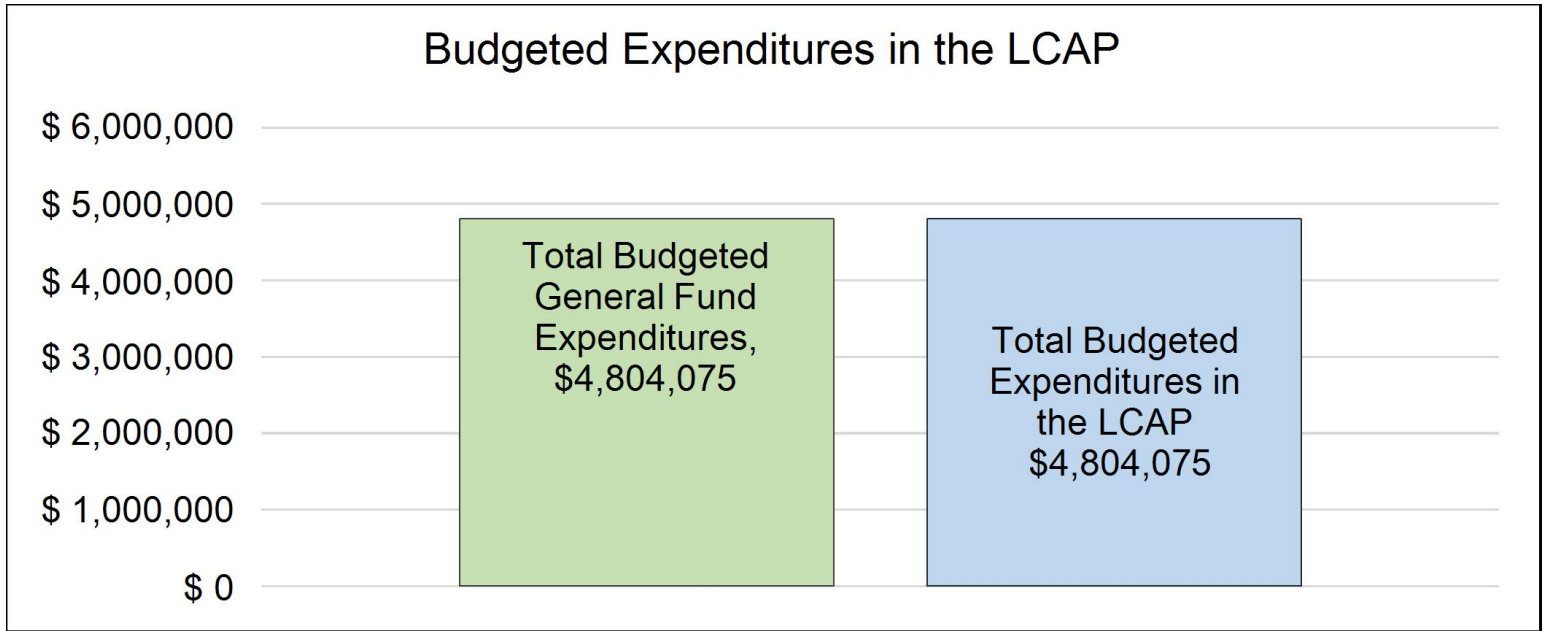All Other LCFF funds, $3,173,224, 66%

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 $4,830,347, of which $3,887,215 is Local Control Funding Formula (LCFF), $399,257 is other state

funds, $113,854 is local funds, and $430,021 is federal funds. Of the $3,887,215 in LCFF Funds, $713,991 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $4,804,075

Total Budgeted Expenditures in the LCAP $4,804,075

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

The text description of the above chart is as follows: Invictus Academy of Richmond plans to spend $4,804,075 for the 2022-23 school year. Of that amount, $4,804,075 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:

There are no budgeted expenditures that are not included in the LCAP.
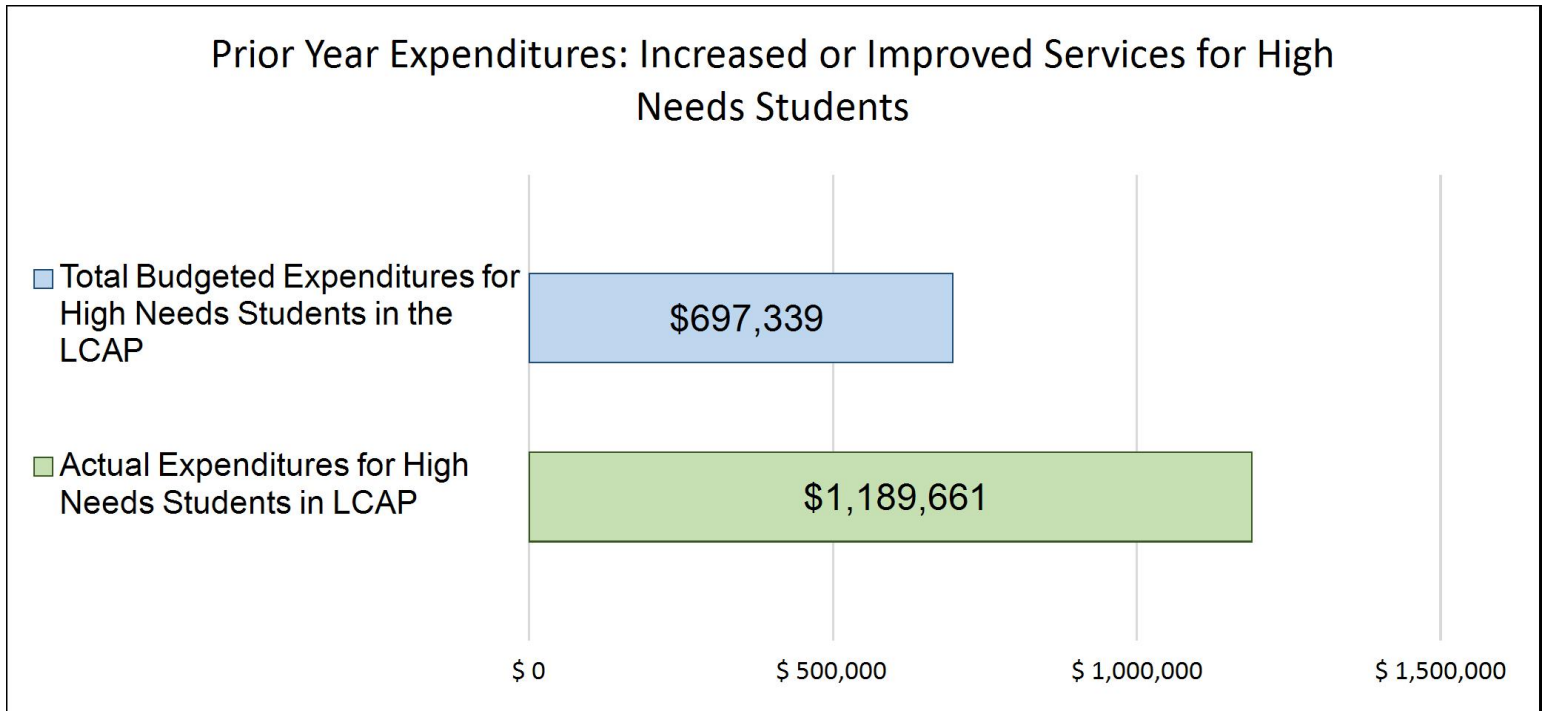
Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Invictus Academy of Richmond is projecting it will receive $713,991 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 $713,991 towards meeting this requirement, as described in the LCAP.

The school expects to provide increased services for high needs students using a variety of funding sources including LCFF base grant funding, LCFF Supplemental & Concentration grant funding (LCFF S/C), and other state and Federal sources. The number reported above only includes the planned expenditures that use LCFF S/C funds. Services provided through LCFF S/C funds and other funding sources are both included in each of the goals of the LCAP below. See the section "2022-23 Total Expenditures Table" for details on all planned expenditures, and the section "2022-23 Contributing Actions Tables" for details on the planned LCFF S/C expenditures that increase services for high needs students beyond what would be available without this funding.

LCFF Budget Overview for Parents

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

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

- ☐ Total Budgeted Expenditures for High Needs Students in the LCAP: $697,339
- ☐ Actual Expenditures for High Needs Students in LCAP: $1,189,661

Scale: $ 0 — $ 500,000 — $ 1,000,000 — $ 1,500,000

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 2021-22, Invictus Academy of Richmond's LCAP budgeted $697,339 for planned actions to increase or improve services for high needs students. Invictus Academy of Richmond actually spent $1,189,661 for actions to increase or improve services for high needs students in 2021-22.

During the 2021-22 budget cycle, the school included a variety of funding sources in its plan to increase services for high needs students. These included LCFF base grant funding, LCFF Supplemental & Concentration grant funding (LCFF S/C), and other state and Federal sources. The number reported above includes services paid for by all of these funding sources. The amounts that were planned to be spent from LCFF S/C funding alone were $509,355. Because the school is anticipated to receive less than the originally budgeted amount of LCFF S/C funding, the amount that was actually spent from LCFF S/C funding was $475,852 (equal to the amount of funding that was received). See the section "2021-22 Contributing Actions Annual Update Table" below for details on the LCFF S/C funded expenditures.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Invictus Academy of Richmond	Gautam Thapar & Shawn Benjamin Co-Executive Directors	gthapar@invictusofrichmond.org 510.994.0888

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

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

All funds provided in the Budget Act of 2021 were included in the 2021-22 Local Control and Accountability Plan (LCAP). As such, no additional engagement was needed for the use for funds that were not included in the 2021-22 LCAP.

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

Invictus Academy has an unduplicated pupil percentage in excess of 55% and therefore it does anticipate receiving a concentration grant as part of its 2021-22 LCFF funding. The school has estimated the size of its concentration grant add-on at $33,169 in the 1st interim budget update approved by Invictus' Board in December 2021 (based on an estimated concentration grant of $215,597, which would only have been $182,428 without the add-on). The school plans to use this add-on funding to hire an additional teaching team member to provide and to provide direct services to ELs.

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

All use of one-time federal funds that are intended to support recovery from the COVID-19 pandemic were planned in conjunction with the development of school's 2021-22 LCAP. As such, the description of the engagement of educational partners that was included in that LCAP also applies to the use of these funds. Specifically, the school's SSC and ELAC reflected on data and provided input on plan development. Meetings were held second semester in the Spring so that ample data was available for reflection. Also, the school's board meet monthly and held a public hearing with the opportunity for public comment on May 5, 2021 before the LCAP was approved by the Board on June 14, 2021. Teachers provided feedback during regular staff meetings and a professional development feedback survey. Students were able to share both quantitatively and qualitatively about their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans.

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

Invictus Academy is receiving ESSER III funding, the expenditure plan for which was formally approved by the Board in October 2021 after having previously been included in the budget approved by the Board in June 2021. The school originally intended to spend $144,000 in ESSER III funding in the 2021-22 fiscal year on two items. The first was to fund a College Access Support staff member. The second was to fund an Associate Dean of Students position. Both roles were in place at the beginning of the school, but the person in the former position left the organization in November 2021. That person's responsibilities were shifted to other staff members and the organization is revisiting its options to most effectively deploy the funding that was previously allocated to that purpose during the second half of the year.

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

As noted above, planning for the use of all the school's fiscal resources is conducted in an integrated and comprehensive manner so that all funding is consistent with the goals in the school's LCAP. While the specific focal points of different sources of funding may vary (e.g., meal funding will support the meal program, and special education funding will support the special education program), the overall strategy, priorities, and goals of the organization are considered holistically when considering how individual programs and funding sources fit together to support the organization's goals.

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

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

Introduction

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Invictus Academy of Richmond	Shawn Benjamin, Executive Director	sbenjamin@invictusofrichmond.org 510.964.7581

Plan Summary [2022-23]

General Information

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

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.

This plan was originally developed during the COVID-19 pandemic which caused school closures and disrupted state testing. We therefore have less data available to measure and celebrate progress by. We achieved improved attendance and engagement in 20-21, and this allowed us to keep our students on track academically as evidenced by our NWEA MAP data. In 2021-22, we were able to address significant learning loss from the year in distance learning.

Despite some of the unique challenges associated with this school year, we are proud of the consistent stakeholder engagement we've been able to maintain. Over 99% of Invictus parents believe that Invictus challenges their child to be successful and would recommend our school to other families. Returning to in-campus instruction for us this year led to us to emphasize school culture and re-acclimation to being at school. Over 95% of students at Invictus believe that their teachers have high expectations for them, that their classes are safe and under control, and that their teachers have a strong understanding of their class content. We have also successfully been able to provide meaningful professional development for our staff, of whom 100% believe PD is efficiently run and addresses the most important topics.

We are also proud of our Spring NWEA MAP performance, especially in Math. The schoolwide Conditional Growth Index (CGI) was +0.25, demonstrating that our students made over 1 year of growth in Math this year. We were very close to our target in Reading, missing the 1 year of growth mark by just 0.07 on the CGI. Our work in professional development and teacher coaching has contributed to these successes.

Reflections: Identified Need

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

Based on local NWEA MAP data, we have identified needs in ELA and Math achievement, as our students come to us with below grade level academic achievement. While we have strong growth, we still want to ensure students are at or above grade level. We will implement standards-based instruction in ELA and Math and utilize assessments to monitor progress and differentiate instruction and intervention.

The creation and maintenance of a strong school culture continues to be an important need especially as we continue to add grades until we become fully enrolled with 7th-12th grades. To address suspension rates and chronic absenteeism, we will continue our focus on implementation of restorative discipline policies and practices, social emotional learning, providing mental health support to students, and improving our communication and coordination around attendance.

In 2021-22, we encountered challenges with suspension and chronic absenteeism. Mid-year staff attrition in 2021-22 has been higher than any other year of operation, and this affected our ability to be able to consistently implement some of our strategies and priority actions. Our school leadership anticipates that this experience will support planning for the 22-23 school year.

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 2022-23 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 Monthly 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.

The School Site Council is composed of parents and staff. The SSC and English Learner Advisory Council (ELAC) met this year during the second semester to reflect on data and provide input on plan development. Meetings were held second semester in the Spring so that ample data was available for reflection. Our board meets monthly and held a public hearing with the opportunity for public comment on May 4, 2022. 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.

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

Teachers provided feedback during regular staff meetings and a professional development feedback survey shared every week (and which was accessible throughout the school year). There are also teacher and staff members on the SSC, who provided feedback on the LCAP drafts.

A summary of the feedback provided by specific educational partners.

Parent Feedback: Invictus parents are eager to resume more in-person family engagement events as the effects of the COVID -19 social distancing regulations relax. Cultural celebrations, more sports and extracurriculars, and increased community service opportunities were named as ideas for improvement next year. Parents are also eager for college counseling and education initiatives around college pathways to pick up in the 22-23 school year. Parents also saw an opportunity for improved attendance tracking and response systems.

Student Feedback: While our students believe that their teachers are well-prepared and they are held to high expectations, relevance for our students is an important growth area for us next year, especially as we grow to the 11th grade.

Teacher Feedback: Staff are looking for more opportunities to build trust and connection among one another. Teachers are also looking for SEL supports for students and supports for tracking attendance.

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

Based on our stakeholder feedback, we plan to double down on attendance tracking and response systems to ensure we are supporting students and families struggling with attendance. We will also ramp up our college supports program by having a College Access Coordinator position filled for the entirety of the school year. We will also look for more student involvement in planning and leading community-wide celebrations.

Our focus on building adult trust and cohesion is in response to feedback from teachers and staff looking to establish and build on trust, communication, and norms throughout the year. This will also support our work next year toward ensuring the Deans Office and Student Supports Teams are working closely together. The college and career readiness program will also help our students see their longer-term plans in their schoolwork.

We will also continue our focus on providing a rigorous academic program built upon high quality curriculum, professional development, and strong student-teacher relationships.

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.

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%			Original: 93% Revised: ADA will improve until it reaches at least 95%
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%			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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate for all students and all numerically significant subgroups	2019-20: All students: 6.9% English Learners: 2.3% SED: 9.1% SWD: 10.7% African American: 11.8% Hispanic/Latinx: 5.3%	2021-22 All students: 2% English Learners: 5% SED: 2% SWD: 2% African American: 2% Hispanic/Latinx: 3%			Original: <5% Revised: Suspensions will decrease, both schoolwide and for all numerically significant subgroups, until a green indicator is achieved on the dashboard.
Expulsion Rate	0%	0%			Original: 0% Revised: Strive to maintain an expulsion rate of 0%
Original: % of teachers who respond positively to school safety and feeling of belonging Revised: Staff Survey: % of teachers who respond agree or strongly agree to survey questions on • school safety • feeling of belonging	2020-21 Safety: 95% Belonging: 100%	Safety: 91.7% Belonging: 91.7%			Original: - Safety: 90% • Belonging: 80% Revised: The percent of staff who respond agree or strongly agree to the survey questions on the listed topics will increase until it reaches at least 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Original: % of students who respond positively to school safety and sense of connectedness Revised: Student Survey: % of students who respond agree or strongly agree to the following survey questions: • they belong at Invictus • their classes are safe and under control	2019-20: 75.2% of students agree/strongly agree that they belong at Invictus 82.64% of students agree/strongly agree that their classes are safe and under control.	54.49% agree or strongly agree that they belong at Invictus 97.01% agree or strongly agree that their classes are safe and under control			Original: 76% of students agree/strongly agree that they belong at Invictus • 83% of students agree/strongly agree that their classes are safe and under control. 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%
Original: MS Dropout Rate/HS Dropout Rate Revised: Dropout Rate	0%	0%			Original: 0% Revised: Strive to maintain a dropout rate of 0%
High School Graduation Rate schoolwide and all	No Baseline Yet	No Baseline Yet			Original: Revised:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
numerically significant subgroups					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			Original: School facilities in "good repair" Revised: (Metric Retired for 2022-23 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. • Weekly family meeting, including: celebrate student of the week semester awards core value award MAP growth • Regular cultural celebrations, for example: Latino Heritage Black History Month	$39,314.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Restorative Practices	Implement increased restorative practices with respect to school discipline and PBIS (Dean of students and Dean of Curriculum and Instruction) • Pairing of PBIS and restorative justice practices • LSCI / RJ 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 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	$251,686.00	Yes
1.3	Student Enrichment	Student Enrichment • Electives/clubs • Field trips - college visits annually or semi-annually	$38,946.00	No
1.4	Social Emotional Learning and Mental Health	Social Emotional Learning and Mental Health • 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. (Director of Student Supports)	$101,640.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Mental Health Clinician i. Consults and advises teachers and staff with mental health needs ii. Runs professional development related to mental health issues iii. Provides individual and small group counseling		
1.5	SST Process	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. 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	$102,850.00	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 supports may be provided as determined through the SST or Response to Intervention process.	$67,337.00	No
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.	$1,370,216.00	No

Goal Analysis [2021-22]

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

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

In 2021-22, we implemented a Fall staff retreat in order to foster connection and cohesion among our staff. We will plan to implement this in future years. The responsibilities originally given to the Restorative Practices Lead were given to the Deans Office, so we have removed the

RP Lead role. Because the role of Director of Operations was not filled for part of the Fall, implementation of the MTSS and attendance response systems was uneven. We look forward to starting strong with this role and improving the coordination between the Academic, Operations, and Deans Office Teams in implementation of MTSS.

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.

Overall expenditures in support of this Goal #1 are projected to reach $850,931 in 2021-22. This is $14,839 higher than the budgeted amount of $865,770. There was not a material change in the overall amount of expenditures or the actions that were implemented. That said, some actions were funded by different sources than originally planned. For example, action 1.2 (Restorative Practices) was mostly funded without using LCFF S/C funds, so the reported expenditures of LCFF S/C funds is lower in that area. See the section "2021-22 Contributing Actions Annual Update Table" below for details on the LCFF S/C funded expenditures by action.

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

We did not hit our targets for chronic absenteeism across all subgroups. This was primarily due to challenges around returning to campus amid the COVID - 19 pandemic. We used various outreach strategies, including daily phone calls home, and emphasizing attendance during parent-teacher conferences. We anticipate that challenges with attendance will persist, and will double down on our efforts next year.
We did not hit our targets for suspension rates, particularly among Black students and students with disabilities. In cases where students were suspended, we had completed restorative cycles with each student, but staffing challenges made it difficult to support interventions regularly and with quality.

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.

For 22-23, we will improve our coordination among teams and regular implementation of the MTSS process
We will also include restorative justice training for the Deans of Students. We believe this will help drive down suspension rates because it will allow us to provide regular restorative interventions more quickly and devote the necessary time and resources to be able to complete restorative processes with fidelity.
We have also made a number of changes to the language of some metrics and desired outcomes so that they align with the language on the California state dashboard. We have removed the metric about school facilities being in good repair because this is already tracked on the SARC.

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.

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%			100%
% of students have access to their own copies of standards-aligned instructional materials for use at school and at home	100%	100%			100%
% Implementation of all adopted standards access to a broad course of study	100%	100%			100%
Original: % of students meeting growth targets on	2019-20 Fall to Winter (Spring testing cancelled due to school closure)	Spring 2022 Reading CGI: -0.07 Math CGI: +0.25			Original: Reading: 60% Math: 55%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA MAP and Reading Revised: NWEA Map in Reading and Math	[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				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% African American: 11.1% Hispanic/Latinx: 24%	(awaiting summative CAASPP data)			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% African American: 20% Hispanic/Latinx: 30% Revised: ELA and Math Achievement, as measured on CAASPP, will

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					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%			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 EAP/CAASPP (N/A for 21-22)	N/A	Metric Retired			[Metric Retired]
Original: % of AP Exam participants scoring a 3 or higher Revised: Students attempting to earn college credit	No AP Courses Offered	Baseline Year			Original: Students attempting to earn college credit Revised: The percent of students attempting to earn college credit while enrolled at

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					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)			(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)			Original: 55% Revised: ELPI will increase until it is equal to or higher than the state average
EL Reclassification rate	2018-19: 6.3% 2019-20: 0%	(awaiting Spring ELPAC data)			15%

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 • Premium licenses for GoGuardian, EdPuzzle, NearPod, Zoom; Chromebooks, Hotspots, etc. • Achievement First as foundation and teachers encouraged to make strategic adjustments	$215,635.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Assessments	Develop internal assessments as needed and 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	$15,956.00	
2.3	English Language Development	English Language Development • Integrated ELD • Designated ELD: Personalized Learning Time with specific lessons for EL's ; Rosetta support for newcomers	$352,110.00	No
2.4	Special Education	Special Education • Inclusion Model • 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 as needed	$276,852.00	No
2.5	Professional Development	Teacher and staff professional development • 3 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.	$222,960.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Weekly coaching and coaching meetings to all staff in support of instructional and classroom culture techniques • NWEA MAP analysis in Professional Development after each administration		
2.6	Intervention/Tutoring	Intervention/Tutoring • 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 • Include a reading intervention block for students below reading grade level according to NWEA MAP	$70,180.00	No
2.7	College Counseling	Our College Access Lead manages the college access program to ensure all students have access to the necessary resources to be prepared for college. • AP Courses and Exams • PSAT, SAT, and ACT exams • A-G courses	$96,800.00	No
2.8	Core Academics	Maintain a strong teaching and school leadership team and provide core academic supplies and services to promote core academics.	$1,477,609.00	No

Goal Analysis [2021-22]

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

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

We partially implemented Action 2.7, as we did not have a college access coordinator for most of the school year. However, we were still able to hold college access and info nights throughout the year, specifically around A-G courses.
We removed extended school day from Action 2.6 for future school years, as our school day is not significantly longer than other schools. However, we did hold intervention blocks based on NWEA MAP results.

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.

Overall expenditures in support of this Goal #2 are projected to reach $1,548,473 in 2021-22. This is $153,408 lower than the budgeted amount of $1,701,881. This was predominantly caused by an overall reduction in the school's revenue forecast for the year. There only material change in the actions that were implemented was in the area of College Counselling. The person that was hired to fill that role left mid-year, so the expenditures were lower than expected. Other staff members shared the responsibility for continuing to provide college counselling services, but the costs were not easily attributable. Also, some actions were funded by different sources than originally planned. For example, because action 1.2 above (Restorative Practices) was mostly funded without using LCFF S/C funds, that freed up LCFF S/C funds to be able to support many of the activities in Goal #2. See the section "2021-22 Contributing Actions Annual Update Table" below for details on the LCFF S/C funded expenditures by action.

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

We were on track to meet or exceed our NWEA MAP goals, primarily due to strong support systems for teachers, including professional development and individualized coaching. The personalized learning block also contributed to student skill building in Reading and Math. Finally, we rely heavily on positive school culture and climate to reinforce academic achievement.
We have removed the metric for % of students "college ready" as determined by CAASPP because there is already a CAASPP metric.

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 have added "and career" to our goal language to be aligned to the college and career indicator on the CA state dashboard.
In 2022-23 we will implement a reading intervention block to support literacy development for students below grade level. We will also develop a plan to administer and analyze assessment data from common interim assessments.
We have adjusted the metric for CAASPP to be relative to the state average and include the DFS calculation so that it better aligns with the CA State dashboard.

We have revised the AP Exam metric to a participation metric instead of a performance metric to encourage mass participation in AP courses and exams.
We have removed the % enrollment in courses required by the state because these are already a part of our course schedule and reflected in our charter.
We have removed the EL classification rate metric because EL progress is already captured by the EL progress indicator.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Original: Parent Survey: % of believe school is safe and feel well-informed Revised: Family Survey: Percent of families who respond agree or strongly agree to survey questions on: • school safety • feel well informed	2019-20 100% believe school is safe 97.4% feel well-informed	97.75% agree or strongly agree that school is safe 96.63% agree or strongly agree that they feel well-informed			Original: >90% believe school is safe >90% feel well-informed 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%
Percent of parents responding to semester family survey	2019-20: 60% 2020-21: 30%	39.1%			Original: 60% Revised:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					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	We will hold regular events to ensure all parents have the opportunity to gain information and/or provide feedback on school programs. • Parent Engagement Coordination between front office and leadership teams • Monthly coffee and Doughnuts with school leadership • College Access night once per semester	$89,779.00	No
3.2	Family Communication	We will provide regular communication with families regarding individual student progress (Budget: Dean's List) • 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	$14,216.00	No

Goal Analysis [2021-22]

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

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

Because of restrictions on in-person meetings during the COVID-19 pandemic, we held virtual school meetings and town halls in place of coffee and doughnuts. We held more meetings and town halls around each mid-semester mark. Family engagement coordination happened primarily between the front office and leadership teams. In addition to regular Deans List communication, we implemented a 1x/ monthly Principal's letter with schoolwide updates and celebrations.

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.

Overall expenditures in support of this Goal #3 are projected to reach $147,986 in 2021-22. This is $7,783 lower than the budgeted amount of $155,769. The decrease in expenditures was a result of anticipated reductions in funding due to enrollment and attendance metrics that were lower than budgeted.

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

A high percentage of families responded that campus feels safe and that they are well-informed on their student's progress. We believe this is due to lots of communication, particularly around COVID-19 protocols. Teachers are also highly encouraged to make phone calls home. On a schoolwide basis, DeansList is used to communicate directly with parents most frequently.
In order to improve response rates on family surveys, we improved communication and sending survey through multiple avenues between the Fall and Spring surveys. This led to an improvement in response rate.

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 have redrafted the language of this goal so that it reads more clearly.
In order to improve response rates in 22-23 and beyond, we will continue to double down on communication and incentives for survey completion. When we have opportunities to meet with families in person, we will provide laptops for parents to complete surveys.
We have reworded the language for metrics in this section to reflect improvement until it hits a target.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
713991	64401

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
22.50%	0.00%	$0.00	22.50%

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 2019, our Socioeconomically disadvantaged students had a suspension rate of 27.5% and our English Learners 16.7%. We improved greatly in this area over 2019-20, with our Socioeconomically disadvantaged students seeing a decrease to a 9.1% suspension rate and our English Learners 2.3% . In 19-20, 75.2% of students agree/strongly agree that they belong at Invictus and 82.64% of students agree/strongly agree that their classes are safe and under control.

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. Student Supports provide a system for intensive and personalized supports through our SST process. We also provide attendance support that is personalized to the needs of the student to promote and maintain regular attendance.

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, and low chronic absenteeism, and low suspensions. (see above).

Goal 2 - Academic Growth and Achievement

Needs, Conditions, Circumstances

In reviewing the 2019 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that both groups are struggling with Math and ELA achievement. For Math, 25.9% of our Socioeconomically Disadvantaged students score at or above standard, and English Learners 4.6%. For ELA, 37.9% of our Socioeconomically Disadvantaged students score at or above standard, and English Learners 18.2%. We had high performance in 2019 on the English Learner Progress Indicator, with 57.9% of students making progress towards English language proficiency. Although state testing was canceled due to the pandemic in 2020, we were able to capture NWEA MAP data indicating 74.5% met growth targets or were at grade level in Reading and 52% met growth targets or were at grade level in Math.

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. Assessments are used to support our intervention and tutoring program, which allows students to get small group and individualized support based on NWEA MAP data, classroom assessments, and daily exit tickets. We have designed a comprehensive program of English Language Development to ensure that our English Learners become proficient and are able to reclassify at high rates. Extensive professional development supports our staff in providing instruction designed to meet the needs of our low income students, foster youth, and English

Learners. 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

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 at least approximately 2 points growth within the next three years for ELA and 5 points growth in Math (see expected outcomes in Goal 2) and to maintain our high English Learner Progress and improvement each year (3pt) 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 #2 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.

Invictus Academy has historically had a high unduplicated pupil percentage (in 2021-22 it was roughly 66%). Because of this high unduplicated pupil percentage, the school spends most of its Federal Title funding and its LCFF supplemental and concentration grant funding on a school-wide basis. Specific spending categories are identified throughout the goals in this LCAP and are summarized in the spending tables at the end of the document.

Spending is principally directed to the LCAP goals that each item supports and is focused at an overall level on increasing student achievement as measured by the NWEA Map and state assessments, cultivating a safe and healthy school climate and culture, and offering a range of student and family supports. We believe that the actions described above are the most effective way to meet the goals outlined in this LCAP for all our students including our unduplicated pupils.

The calculated minimum proportionality percentage (MPP) for Invictus Academy in the 2021-22 school year was 22.68% and the projected MPP for 2022-23 will be 22.50%. We believe that the services provided to unduplicated students have been and will be increased by at least these amounts relative to what they would have been without the LCFF supplemental and concentration grant funding. Our methodology for calculating this increase is based on measuring the actual expenditure amounts related to each of the actions that were paid for with LCFF supplemental and concentration grant funding. In the absence of such funding, those expenditures would not have been possible. Therefore, the funding led to a direct increase in services that were provided.

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 2021-22 LCFF funding. The school anticipates continuing to receive concentration grant funding in 2022-23. The school has estimated the size of its concentration grant add-on at $66,568 in 2021-22 and $64,401 in 2022-23. 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, and it anticipates using the funding in 2022-23 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

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,885,271.00	$398,449.00	$90,344.00	$430,022.00	$4,804,086.00	$3,666,977.00	$1,137,109.00

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	$39,314.00				$39,314.00
1	1.2	Restorative Practices	English Learners Foster Youth Low Income	$139,241.00	$15,081.00	$90,344.00	$7,020.00	$251,686.00
1	1.3	Student Enrichment	All	$38,946.00				$38,946.00
1	1.4	Social Emotional Learning and Mental Health	English Learners Foster Youth Low Income	$101,640.00				$101,640.00
1	1.5	SST Process	English Learners Foster Youth Low Income	$102,850.00				$102,850.00
1	1.6	Attendance Initiatives	All				$67,337.00	$67,337.00
1	1.7	Health and Safety	All	$1,124,562.00	$66,969.00		$178,685.00	$1,370,216.00
2	2.1	Curriculum and Instruction	English Learners Foster Youth Low Income	$157,300.00	$58,335.00			$215,635.00
2	2.2	Assessments		$3,429.00	$12,527.00			$15,956.00
2	2.3	English Language Development	All	$352,110.00				$352,110.00
2	2.4	Special Education	All	$31,315.00	$245,537.00			$276,852.00
2	2.5	Professional Development	English Learners Foster Youth Low Income	$212,960.00			$10,000.00	$222,960.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.6	Intervention/Tutoring	All				$70,180.00	$70,180.00
2	2.7	College Counseling	All				$96,800.00	$96,800.00
2	2.8	Core Academics	All	$1,477,609.00				$1,477,609.00
3	3.1	Family Engagement	All	$89,779.00				$89,779.00
3	3.2	Family Communication	All	$14,216.00				$14,216.00

2022-23 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
3173224	713991	22.50%	0.00%	22.50%	$713,991.00	0.00%	22.50 %	**Total:**	$713,991.00
								LEA-wide Total:	$713,991.00
								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	$139,241.00	0.00%
1	1.4	Social Emotional Learning and Mental Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$101,640.00	0.00%
1	1.5	SST Process	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$102,850.00	0.00%
2	2.1	Curriculum and Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$157,300.00	0.00%
2	2.5	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$212,960.00	0.00%

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,727,411.00	$3,525,629.00

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	Yes	30000	22370
1	1.2	Restorative Practices	Yes	182648	194463
1	1.3	Student Enrichment	Yes	85955	110162
1	1.4	Social Emotional Learning and Mental Health	Yes	267700	232721
1	1.5	SST Process	Yes	102744	97606
1	1.6	Attendance Initiatives	Yes	46071	64369
1	1.7	Health and Safety		135813	144079
2	2.1	Curriculum and Instruction	Yes	899063	856274
2	2.2	Assessments	Yes	59153	27041
2	2.3	English Language Development	Yes	14120	10579

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	2.4	Special Education	Yes	215311	200457
2	2.5	Professional Development	Yes	133358	130127
2	2.6	Intervention / Tutoring	Yes	293846	288712
2	2.7	College Counseling	Yes	87030	35283
3	3.1	Family Engagement		100914	104216
3	3.2	Family Communication	Yes	54855	43770
4	4.1	Not associated with a goal in the Board-approved LCAP	No	1018830	963400

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$475,852.00	$509,355.00	$475,852.00	$33,503.00	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	1.1	Student and Staff Culture Celebrations	Yes	0	10846	0.00%	0.00%
1	1.2	Restorative Practices	Yes	133411	6934	0.00%	0.00%
1	1.3	Student Enrichment	Yes	0	32537	0.00%	0.00%
1	1.4	Social Emotional Learning and Mental Health	Yes	159014	162597	0.00%	0.00%
1	1.5	SST Process	Yes	7965	0	0.00%	0.00%
1	1.6	Attendance Initiatives	Yes	23060	0	0.00%	0.00%
2	2.1	Curriculum and Instruction	Yes	0	37609	0.00%	0.00%
2	2.2	Assessments	Yes	35977	21692	0.00%	0.00%
2	2.3	English Language Development	Yes	10314	10579	0.00%	0.00%
2	2.4	Special Education	Yes	0	32991	0.00%	0.00%
2	2.5	Professional Development	Yes	35977	75654	0.00%	0.00%
2	2.6	Intervention / Tutoring	Yes	0	43383	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)
2	2.7	College Counseling	Yes	63569	0	0.00%	0.00%
3	3.2	Family Communication	Yes	40068	41030	0.00%	0.00%

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$2,098,204	$475,852.00	0%	22.68%	$475,852.00	0.00%	22.68%	$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).

  o **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.

  o 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)

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o 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)

    o 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

    o 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)

    o 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

    o 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)

    o 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 (%)

    o This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

    o 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)

    o 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 %)

    o 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)

    o 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)

    o 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)

    o   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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