LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Invictus Academy of Richmond
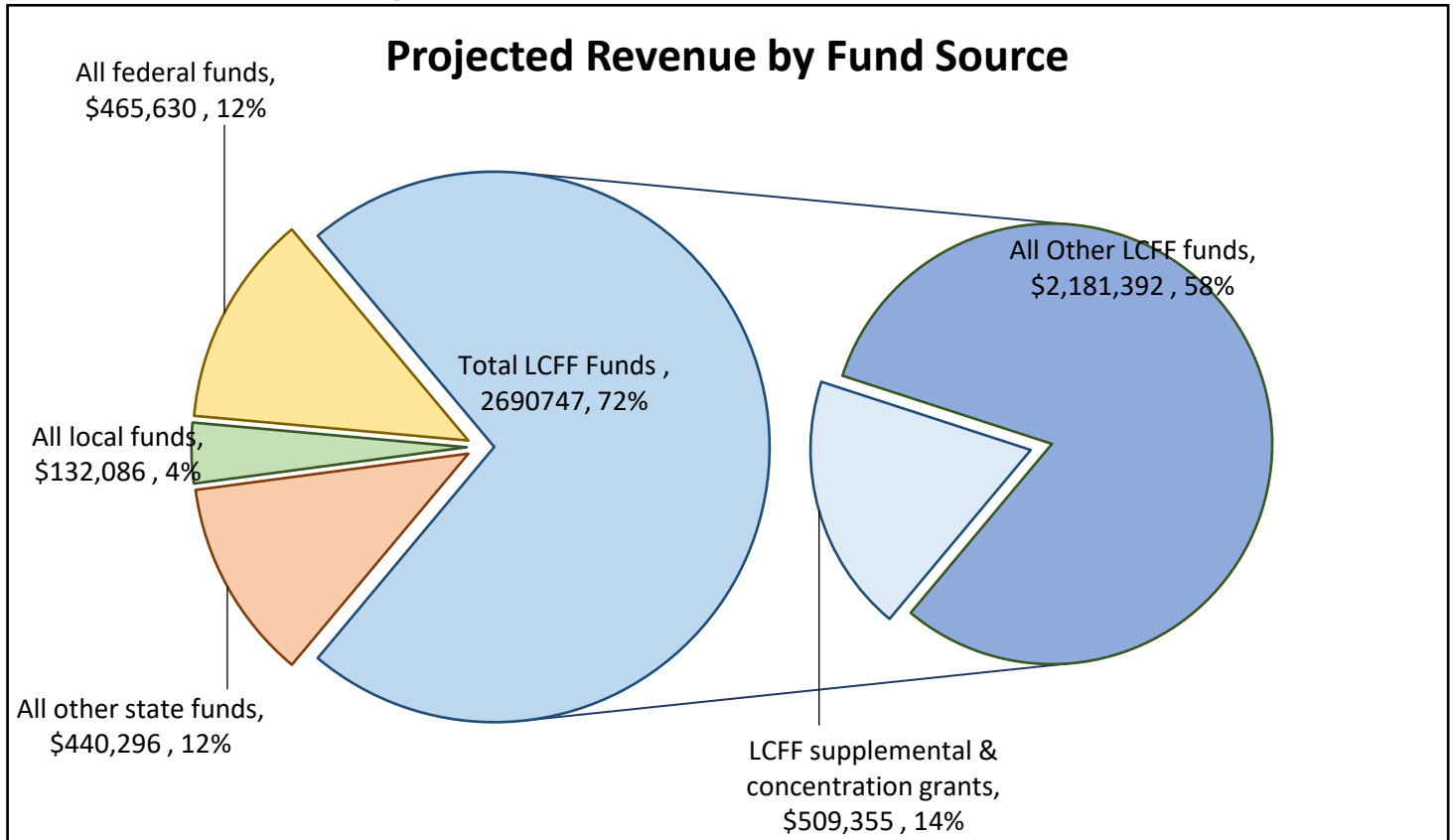
CDS Code: 07 10074-0137026

School Year: 2021 – 22

LEA contact information: Gautam Thapar, Executive Director; gthapar@invictusofrichmond.org; 510.964.75

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

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

All federal funds, $465,630 , 12%

All Other LCFF funds, $2,181,392 , 58%

Total LCFF Funds , 2690747, 72%

All local funds, $132,086 , 4%

All other state funds, $440,296 , 12%

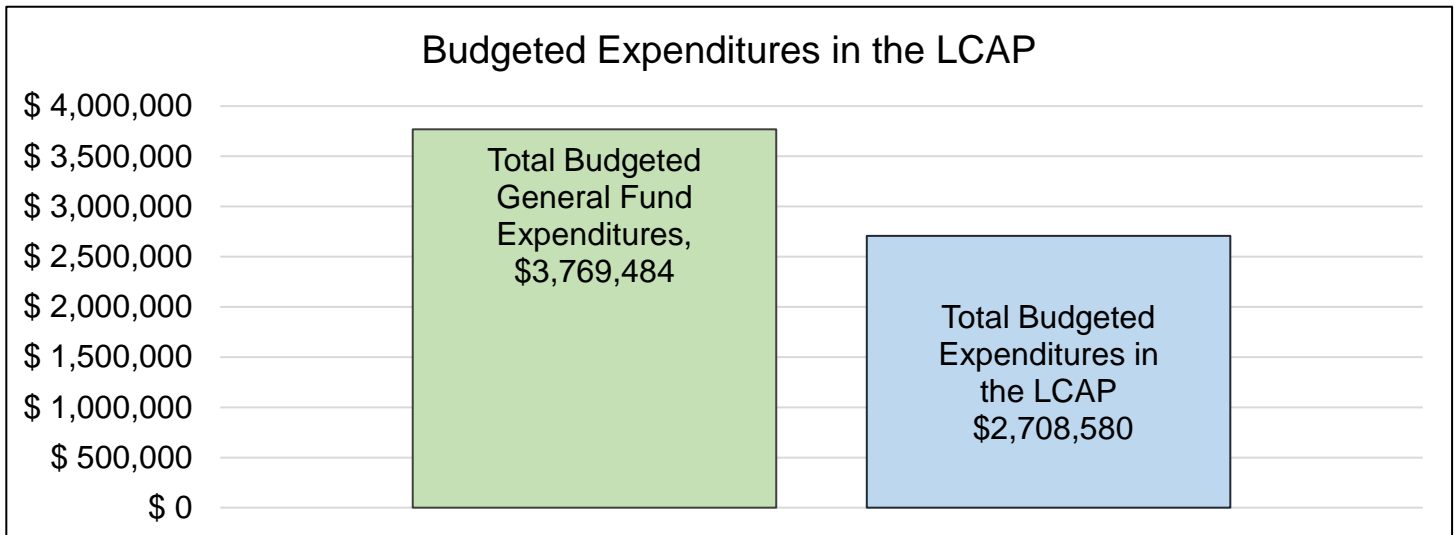LCFF supplemental & concentration grants, $509,355 , 14%

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

The total revenue projected for Invictus Academy of Richmond is $3,728,759.00, of which $2,690,747.00 is Local Control Funding Formula (LCFF), $440,296.00 is other state funds, $132,086.00 is local funds, and $465,630.00 is federal funds. Of the $2,690,747.00 in LCFF Funds, $509,355.00 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

Amount	
$ 4,000,000	
$ 3,500,000	Total Budgeted General Fund Expenditures, $3,769,484
$ 3,000,000	
$ 2,500,000	Total Budgeted Expenditures in the LCAP $2,708,580
$ 2,000,000	
$ 1,500,000	
$ 1,000,000	
$ 500,000	
$ 0	

This chart provides a quick summary of how much Invictus Academy of Richmond plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Invictus Academy of Richmond plans to spend $3,769,484.00 for the 2021 – 22 school year. Of that amount, $2,708,580.00 is tied to actions/services in the LCAP and $1,060,904.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
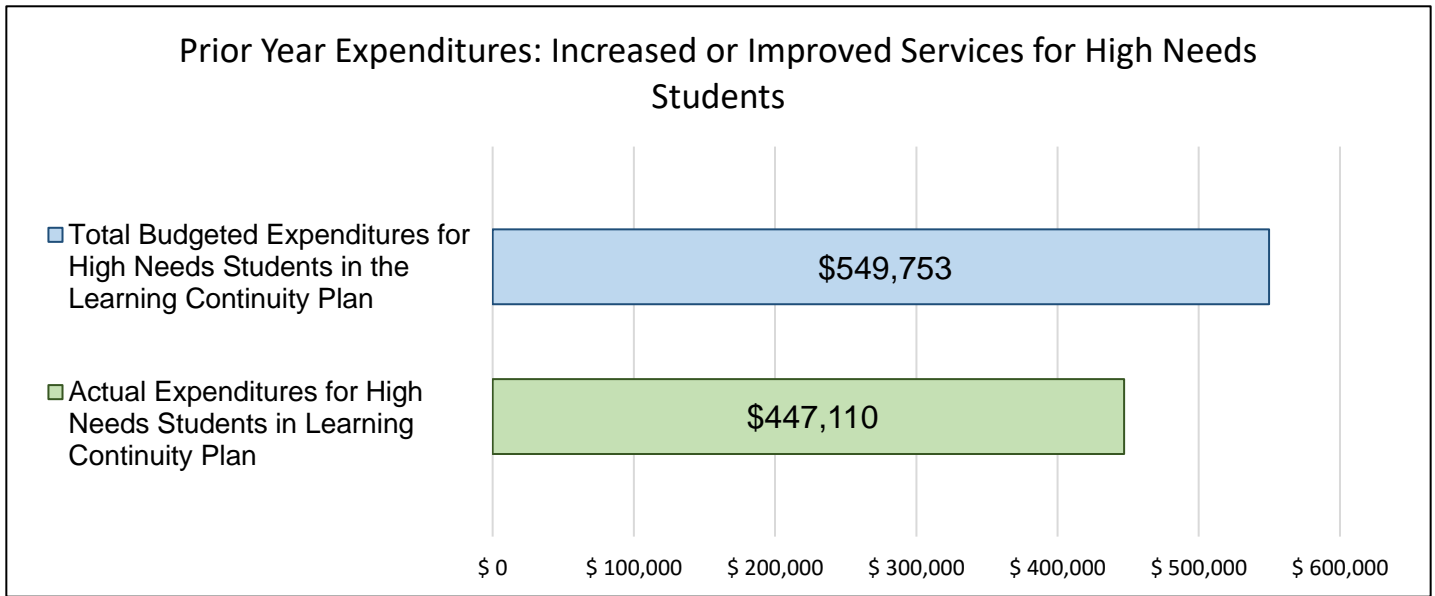
oversight fees, postage, utilities, insurance and other operational costs

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

In 2021 – 22, Invictus Academy of Richmond is projecting it will receive $509,355.00 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 $647,006.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

- Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan: **$549,753**
- Actual Expenditures for High Needs Students in Learning Continuity Plan: **$447,110**

(Chart axis: $0, $100,000, $200,000, $300,000, $400,000, $500,000, $600,000)

This chart compares what Invictus Academy of Richmond budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what 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.

In 2020 – 21, Invictus Academy of Richmond's Learning Continuity Plan budgeted $549,753.00 for planned actions to increase or improve services for high needs students. Invictus Academy of Richmond actually spent $447,110.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of $102,643.00 had the following impact on Invictus Academy of Richmond's ability to increase or improve services for high needs students:

We had initially budgeted in the LCP more than we would receive in supplemental/concentration. We utlized all of the allocated supp/conc funds across the planned actions, and we were able to use some of the COVID relief funds to cover the remainder.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Invictus Academy of Richmond	Gautam Thapar, Executive Director	gthapar@invictusofrichmond.org; 510-964-7581

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

Goal 1

Through robust teacher professional development, Invictus will foster a safe and positive school culture and climate.

State and/or Local Priorities addressed by this goal:

State Priorities: 5,6,8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Student survey: (1) A majority of students agree/strongly agree that they belong at Invictus	Met 2019-20: 1) 75.2% of students agree/strongly agree that they belong at Invictus

(2) A majority of students agree/strongly agree that their classes are safe and under control.	2) 82.64% of students agree/strongly agree that their classes are safe and under control.
Suspension Rate: Reduce suspensions 5%	Met 2019-20: 6.9% 2018-19: 25.5%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Provide 3 weeks of summer professional development for teachers regarding instruction, culture, and operations to support achieving Goal 1. Provide weekly professional development for teachers regarding school and classroom practices that support the achievement of Goal 1. Provide weekly coaching and coaching meetings to all staff in support of instructional and classroom culture techniques to support achievement of Goal 1.	$115,000 2000's and 3000's	$110,500 2000's and 3000's
Hold regular student/staff culture celebrations Implement increased restorative practices with respect to school discipline Increase utilization of In-School Suspension in place of Out of School Suspension, and adopt restorative protocols for In-School Suspension.	$120,000 2000's and 3000's	$44,301 2000's and 3000's

Goal Analysis

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

All actions were implemented.

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

We provided 3 weeks of professional development before school started, and then provided regular full day professional development days throughout the year, as well as our regular weekly professional development meetings. When school closed due to the pandemic,

we shifted to less full staff professional development and transitioned to grade level and/or content based professional learning communities to allow opportunities for teachers to share best practices and collaborate with regards to the new distance learning format.

Weekly professional development surveys and broader staff surveys indicate positive results from our professional development efforts.Our quarter one staff survey results show 100% of our staff feels they have had opportunities to grow and that someone at work supports their development. 100% of staff also responded that all adults and students are treated with respect. Our suspension rate dropped from 25.5% to 6.9% also demonstrating the success of our actions around developing a positive school culture.

Goal 2

Invictus Academy will ensure that all students are academically prepared for college by the time they graduate high school.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Average NWEA MAP growth in reading and math	2018-19 % of students meeting or exceeding SBAC ELA standard All Students: 40.2 English Learners: 18.2 Economically Disadvantaged: 37.9 Students with Disabilities: 6.3 Black or African American 44.4 Hispanic or Latino 36.0

	2018-19 % of students meeting or exceeding SBAC Math standard All Students 24.4 English Learners 4.6 Economically Disadvantaged 25.9 Students with Disabilities 0.0 Black or African American 11.1 Hispanic or Latino 24.0 NWEA MAP 2019-20 Fall to Winter (Spring testing cancelled due to school closure) Reading: 74.5% met growth targets or were at grade level Math: 52% met growth targets or were at grade level
EL Reclassification rate	2019-20: 31.6% EL Reclassification Rate 2018-19: 72.7% of students scored a 3 or 4 on ELPAC CA Dashboard English Learner Progress 2019: 59.1%
IEP Goals	No data available due to school closure

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Select and secure curricular materials, including scope and sequences, daily lesson materials, and assessments aligned to Common Core and NGSS Develop internal assessments as needed and provide PD to staff to support implementation Staff all general education and special education positions, providing coaching and professional development to all instructional staff.	$750,000 2000's and 3000's	$663,513 2000's and 3000's

Goal Analysis

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

All actions were implemented.

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

We adopted Achievement First's Open Source curriculum across all subjects because our highest achievement during our first year was in ELA and we were using Achievement First as our ELA curriculum. Our teachers were supported with best practices for utilizing the new curriculum by a consultant for Achievement First and our Dean of Curriculum and Instruction.   Our Dean of Curriculum and Instruction also utilized the *Getting Better Faster* model as a tool for coaching teachers on the critical actions necessary to drive student achievement. 100% of our teachers report on the Quarter 1 staff survey that they receive regular feedback and support to perform at a high level.

During the school closure, we continued to use the same curriculum, but needed to shift the pacing and make some adaptations as needed for the virtual format. We transitioned professional development to grade level and/or content based professional learning communities to allow opportunities for teachers to share best practices and collaborate with regards to the new distance learning format. Our 59.1% English Learner Reclassification rate indicates our actions to support English Learners have been effective.

Goal 3

Invictus Academy will partner with parents to ensure parents are informed about their child's progress and have opportunities to be involved at the school.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
A majority of parents who take the parent survey will somewhat or strongly agree that they feel informed about their child's progress before report cards are sent home.	Met: 2019-20 Fall Semester Survey: 100% somewhat or strongly agree that they feel informed about their child's progress before report cards are sent home.
A majority of parents who take the parent survey will somewhat or strongly agree that they feel well informed about what is happening at school.	Met: 2019-20 Fall Semester Survey: 97.4% somewhat or strongly agree that they feel well informed about what is happening at school.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Provide weekly communication with parents in regarding student progress. Approximately monthly "Coffee and Doughnuts" days with school leadership Regular newsletter sent home to parents One college access night per semester	$60,000 2000's and 3000's	$10,000 2000's and 3000's
Conduct parent-Advisor conferences (with students present) once per semester to inform parents about students' progress.	$15,000 2000's and 3000's	$15,000 2000's and 3000's

Goal Analysis

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

All actions were implemented, except we were never able to produce a regular newsletter.

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

We are proud of the level of communication provided to parents during this challenging year. There was regular communication with parents through a weekly report prior to the school closure. While students were learning remotely, teachers utilized our parent communication platform at least weekly, but more often daily to update parents on their student's engagement and work completion.

Our College Access Night was well-attended in the Fall, but the Spring event was cancelled due to pandemic. Our monthly Coffee with the Principal occurred before the school closure, and shifted to more of a town hall format during the pandemic to allow more opportunities for parent feedback on the school's program and policies.   We communicated regularly with our parents to update them on our distance learning program, general Covid-19 information and resources, and inform them of opportunities to gather additional information and provide feedback at our town hall style virtual events.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Invictus would purchase additional PPE equipment from United MedCo	$5,000.00	$1,000.00	N
Additional operations team members have been added to team to help support with in-person and distance learning	$90,000.00	$90,000.00	Y

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

There were no substantive differences between the planned actions and budgeted expenditures and the actions that were implemented and funds expended.

Analysis of In-Person Instructional Offerings

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

We have been unable to offer full in person instruction due to public health orders. We made preparations and purchased materials for in person instruction. We have identified 12 students in each grade level based on engagement, assessment data, grades, attendance to create a priority list to return to campus, which includes students with IEPs, English Learners, and other students with special needs. The number of students invited to return was based on staff capacity and public health guidance around safe facility usage. These students are continuing to receive instruction remotely from their teachers, but on campus instead of at home. It has been extremely challenging to offer any in person instruction this year, and we are proud that we were able to make this work for this small group of students.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Teacher Salaries	$840,000	$996,253	N
Special Education Contract Support	$310,000	$336,266	Y
Additional investments in educationally related hardware and software were made to ensure student and staff access to required resources for distance learning (Premium licenses for GoGuardian, EdPuzzle, NearPod, Zoom; Chromebooks, Hotspots, etc.)	$101,753	$53,000	Y
Additional Support Staff (Parent Engagement Coordinator, Director of Student Supports, Director of Curriculum and Instruction, Instructional Aide, Dean of Students)	$350,000	$299,310	Y
Technology services to help support devices and connectively though Nerd Crossing and other vendors.	$18,000	$18,000	N

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

We did not spend as much as budgeted for educational software and devices, as many of these items were ordered and pre-paid during the 2019-20 fiscal year. We spent more money than originally budgeted for staffing teachers, special education, and support staff, as our students needed the additional staff to provide instructional interventions and family outreach during distance learning.

Analysis of the Distance Learning Program

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

Continuity of Instruction

We found our distance learning schedule to be successful in balancing synchronous and asynchronous instruction with the understanding that while we don't have as much time directly with students, it is important that students have opportunities to work off screen at times. We hold advisory meetings on Mondays and live lessons Tuesdays-Fridays.

Access to Devices and Connectivity:

We provided Chromebooks to all students and hotspots to students on an as needed basis.

Pupil participation and progress

Attendance is logged daily with daily outreach to parents if students are absent or disengaged. We were challenged by new codes so attendance tracking was difficult during the first semester, but we now have a workable system for inputting the data. We have achieved 20-21 to date (3/19/21) ADA of 96.67%.

Distance learning PD

We provided professional development for our staff at the beginning of the school year for four weeks, instead of the usual three weeks, as well as providing professional development for our teachers every Monday for two hours following Advisories. Generally, the professional development sessions follow a cycle of launching an instructional practice, then looking at the practice through a diversity, equity, and inclusion lens, then looking at student achievement data and planning tiered supports for specific students, followed by time for instructional planning. Our grade level leads run a daily grade level meeting to address concerns about individual students and

celebrate successful students. 100% of our staff responded positively to the question "This year, I have had opportunities to learn and grow" and 95% responded positively to the question "The professional development I have received this year has provided me with teaching strategies to better meet the needs of students."

We have also partnered with Relay Graduate School of Education to provide professional development for principals and instructional supervisors. This has supported us in establishing a clear set of routines and practices across classes such as collaborative teaching; and behavior management practices.

Staff roles and responsibilities

We are happy that we have been able to maintain our staff by reassigning campus support staff, such as our operations specialist and our deans, to provide classroom support via Zoom. This has enabled us to have multiple adults in every Zoom classroom. We also hired a full-time counselor through Seneca to support student emotional needs.

Support for Pupils with Unique Needs

We have maintained services for our students with disabilities and English Learners during distance learning. Our Director of student supports coordinates to ensure students receive necessary support. Our student support teams go into virtual classrooms and pull students into breakout rooms for small group instruction or support. Students use IXL adaptive software for daily practice at each student's instructional level and we provide office hours for additional support. We provide explicit language instruction through Rosetta Stone for our English Language Learners who are newcomers.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
NWEA MAP testing—you spent $2735 in FY20 for Map growth K-12.	$2,735	$7,000	N
Cost of one month teacher training for teachers	$76,000	$95,000	N
Purchasing Rosetta Stone	$8,000	$4,800	Y

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

There were no substantive differences between the planned actions and budgeted expenditures and the actions that were implemented and funds expended. NWEA MAP testing was more than budgeted because the budgeted amount did not factor in the increased enrollment due to adding a grade level, as well. The cost of training teachers on Rosetta Stone was more than initially budgeted.

Analysis of Pupil Learning Loss

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

We administered NWEA MAP assessments in Fall and Winter and feel confident about the accuracy and reliability of our MAP results because they were proctored with the camera on with a locked screen to prevent students from navigating to other websites. We have seen typical growth or more for all students from Fall testing to Winter testing using 2019-20 growth from the same time period to compare growth. On average, our students have not fallen behind. For those students who did not make as much growth, we created individualized goals and action steps for each of them. Teachers monitor progress towards meeting those goals during their daily check-in meetings.

Analysis of Mental Health and Social and Emotional Well-Being

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

To address the mental health and social and emotional well-being of our students, we added a counselor who works with individual students and small groups of students. She also advises teachers on how to implement SEL supports into their daily curriculum. There has been a higher number of students in Tier 2 of the RTI process this year than in previous years, and many of these needs are driven by issues in the social emotional realm.

All of our staff received Trauma-Informed Instruction training during the summer to ensure teachers keep trauma and how it affects learners in mind when designing and implementing teaching strategies.

Our advisory program incorporates social emotional learning and meets every Monday for 30 minutes using a Circles model modified for distance learning. Our weekly community meeting on Mondays is designed to uplift students by celebrating student

accomplishments.   We are proud that our student survey data indicates that students feel that there is at least one adult at school they feel they can reach out to if needed.

Analysis of Pupil and Family Engagement and Outreach

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

We have implemented our tiered reengagement plan contacting all parents if there are absences. Parents also receive regular text messages from teachers with engagement updates. Our success is reflected in our high ADA (avg 96.67% as of 3/19/21) and low chronic absenteeism rate this year.

We document all parent communication in a Parent Communication tracker. Our goal is to have a ratio of 2 positive/constructive communications for every 1 negative communication, and so far this year our ratio is 1.9 to 1. On average parents receive multiple communications each week.

We have also continued our regular coffee and doughnuts on Zoom; however some months they have been replaced with town hall format events to solicit parent feedback. It has been more challenging to engage families in our typical positive culture events like performances and awards ceremonies because they do not work well in the virtual format.

Analysis of School Nutrition

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

We provide 5 breakfasts and lunches every Monday. At first, it was challenging to determine the correct amount of meals that were needed and there was some waste, but the numbers quickly leveled out and we now have the correct amount of meals each week. When students are attending in person, they bring their lunch from home and we can heat it for them if needed.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Provision for meal services	$46,000	$30,000	N
School Nutrition	Operations support for meal and technology disbursement	$10,000	$10,000	N

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

Since we did not know how many students would utilize our meal service, it was difficult to budget precisely for this service.

Overall Analysis

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

The 2019-20 and 2020-21 school years have been challenging in a variety of ways for our staff, our families, and our students. We have seen the impact of regular family engagement and family communication as we have navigated this difficult time quickly transitioning from in-person to a distance learning format, planning for the 20-21 school year and then needing to revise those plans based on public health requirements. Our family engagement, family communication, and family education efforts have succeeded in maintaining a high daily attendance rate throughout the year. Many of the family engagement practices we utilized during the pandemic will be continued in the future.

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

We will continue with our regular cycle of NWEA MAP Reading and Math assessments and data analysis to adjust instruction for the whole class, small groups of students, and individual students. Our intervention and tutoring program allows students to get small group and individualized support based on NWEA MAP data, classroom assessments, and daily exit tickets. Teachers will continue creating individualized goals and action steps for each child who is not making expected progress. We will continue to provide teachers collaboration time to share anecdotal evidence about a child and brainstorm next steps to support those individual students with the

most needs. When this process is not successful, the child will be referred to the SST process to ensure he/she gets the appropriate support.

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

We initially budgeted more expenditures in the Learning Continuity Plan for the increased or improved service requirement than our total allocation. We spent less than initially budgeted on Educational software and additional support staff, but the actuals in total exceeded the $414,872 allocated.

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

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

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. In 2020-21 our suspension rate decreased from 25.9% to 6.9%. 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 will also provide social emotional learning lessons and enrichment opportunities which foster belonging, develop the whole child, and promote attendance and investment. Mental Health supports will also be provided as a way to support the well-being of our students and remove additional barriers to learning and engagement. Additionally, we provide attendance support that is personalized to the needs of the student to promote and maintain regular attendance.

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. 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. Our intervention and tutoring program 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.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

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

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

    o Continuity of Instruction,

    o Access to Devices and Connectivity,

    o Pupil Participation and Progress,

    o Distance Learning Professional Development,

    o Staff Roles and Responsibilities, and

    o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

    To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Invictus Academy of Richmond	Gautam Thapar, Executive Director	gthapar@invictusofrichmond.org; 510.964.7581

Plan Summary 2021-22

General Information

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

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 has an extended school day, with a focus 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 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.

In 2019-20 Invictus Academy served 159 students, many who have historically been underserved, including low-income students, underrepresented minorities, and English learners: approximately 97 (61%) students qualify for Free or Reduced Lunch; 36 (22.6%) students are English Learners; and 51 (32.1%) students are Re-designated Fluent English Proficient. In addition, about 22 (13.8%) students qualify for special education services. The LCFF Unduplicated percentage is approximately 71.43%. Approximately, 60% of Invictus Academy's students identify as being Hispanic or Latino, 17% as African American, and 4% as white.

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 by the time they graduate high school; Invictus Academy will partner with parents to 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 developed during the COVID-19 pandemic which caused school closures and disrupted state testing and local assessment activities. 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.

We maintained high attendance and reduced suspensions in alignment with our targets. We are immensely proud of our staff, students, and families, who all worked together to respond and adapt to the circumstances of the pandemic in order to continue to fully implement our program, remotely when necessary, and to meet the increased needs of our students. We are proud of the consistent stakeholder engagement and close collaboration achieved by our parents and staff in providing critical feedback and contributing to the ongoing planning required throughout the past year and prior year. We are proud of how we were able to translate our model when needed for remote learning, and we will be able to bring forward the confidence that we can do so when needed and also continue to utilize digital tools, programmatic components, and student supports inspired by necessity that may continue to be beneficial for our community.

Reflections: Identified Need

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

The 2020 CA Dashboard was not produced due to lack of data in the midst of the pandemic, and therefore we are unable to identify needs related to those state indicators. 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. 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. Last year we brought our suspension rate down, and we plan to decrease it further over the next several years. We will continue our focus on implementation of restorative discipline policies and practices, social emotional learning, and providing mental health support to students.

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 2021-22 we will continue the specific actions undertaken to address the varied academic and social-emotional needs of our students.

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.

GOAL 2: Invictus Academy will ensure that all students are academically prepared for college 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 partner with parents to 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.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder 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 twice this year during 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 5, 2021.. We promoted parent participation in public meetings and public hearings through website and agenda postings and direct outreach to families via text and/or phone calls. Virtual meetings conducted via video conference had telephone call-in access. We provided translation as needed. The LCAP was approved by the Board on June 14, 2021.

- Teachers provided feedback during regular staff meetings and a professional development feedback survey shared every Monday (and which was accessible throughout the school year). Staff had 1:1 meetings with the Executive Director approximately monthly to share feedback, bright spots, and challenges related to their experience at the school.

- Students shared feedback through the student survey, administered in the mid-Fall. 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 summary of the feedback provided by specific stakeholder groups.

Parents felt that the survey data aligned with their own experiences. The curriculum has been rigorous and students have continued to enjoy learning throughout the year even with the distance learning format. They appreciated the communication with regular updates provided by the school and the individual teachers. They were impressed with the strength of the program over the course of the school year. They were interested in increasing the variety of cultural celebrations. They want the school to continue to provide non-academic events, activities, and celebrations.

Teachers/School Staff/Administrators felt the program has been strong this year and sustainable even with the challenges inherent in the distance learning format. They appreciated the focus on professional development and the quality of professional development provided. They also appreciate the continuous rigorous academic focus. They are interested in expanding our non-academic offerings for students, such as sports, student clubs, and other enrichment opportunities.

Students indicated a strong sense of safety and strong relationships with staff. They feel that staff have high expectations, but that teachers support them and will celebrate their success. Students appreciate the creation of affinity groups and they look forward to the return in-person instruction, clubs, and social interaction opportunities.

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

Based on our stakeholder feedback, we plan to continue our student, staff and cultural celebrations and provide more variety in the types of cultural celebrations. We will also expand our student enrichment opportunities next year if it is safe to do so by offering after school sports and clubs.

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 1

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	19-20: 92.98% (prior to school closures) 20-21: 96.67% (as of 3/19/21)				93%
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%				Less than 10%
Suspension Rate for all students and all numerically significant subgroups	2019-20: All students: 6.9% English Learners: 2.3% SED: 9.1%				<5%

	SWD: 10.7% African American: 11.8% Hispanic/Latinx: 5.3%				
Expulsion Rate	0%				0%
Teacher Survey: % of teachers who respond positively to school safety and feeling of belonging	2020-21 Safety: 95% Belonging: 100%				Safety: 90% Belonging: 80%
Student Survey: % of students who respond positively to school safety and sense of connectedness	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.				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.
MS Dropout Rate/HS Dropout Rate	0%				0%
HS Graduation Rate for all students and all numerically significant subgroups	No Baseline Yet	No Baseline Yet	No Baseline Yet	Baseline Year	
School Facilities are in "Good Repair"	Met				Met

Actions

Action #	Title	Description	Total Funds	Contributing

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
			$30,000	N

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 ● Designated Restorative Practices Lead participates in professional development with IIRP. Provides explicit staff professional development on restorative practices (stipend) ● 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	$182,648	Y
3	Student Enrichment	Student Enrichment ● Electives/clubs ● Field trips - college visits annually or semi-annually	$85,955	N
4	Social Emotional Learning and Mental Health	Social Emotional Learning and Mental Health ● Advisory Circles: 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	$267,700	Y

		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. (Restorative Practices Lead and Director of Student Supports)
		
		● 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		

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.	$102,744	Y
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.	$46,071	Y
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.	$135,813	N

Goal Analysis [LCAP Year]

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.

[Respond here]

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

[Respond here]

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

[Respond here]

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.

[Respond here]

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

Goal 2

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

An explanation of why the LEA has developed this goal.

We are only in our third year of operation and are still scaling up our high school program to serve grades 7-12. Since 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.

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%				100%
% of students have access to their own copies of standards-aligned instructional materials for use at school and at home	100%				100%
% Implementation of all adopted standards access to a broad course of study	100%				100%
% of students meeting growth targets on NWEA MAP in Reading and Math	2019-20 Fall to Winter (Spring testing cancelled due to school closure) Reading: 74.5% met growth targets or were at grade level				Reading: 60% of students meet growth targets or are performing at grade level

	Math: 52% met growth targets or were at grade level				Math: 55% of students meet growth targets or are performing at grade level
% meeting or exceeding standards on ELA and Math CAASPP, schoolwide and for all numerically significant subgroups	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%				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%
% of graduates meeting UC/CSU entrance requirements (N/A for 21-23)					Baseline Year
% of students college ready as assessed by EAP/CAASPP (N/A for 21-22)				Baseline Year	
% of AP exam participants scoring a 3 or higher	No AP Courses Offered	Baseline Year			
% enrollment in courses required by the state for middle and high school	100%				100%
% of EL Students improving at least on level on ELPAC (Dashboard ELPI)	2018-19: 59.1%				55%
EL Reclassification rate	2018-19: 6.3%				15%

| | | | 2019-20: 0% | | | | |

Actions

Action #	Title	Description	Total Funds	Contributing
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	$899,063	N
2	Assessments	Develop internal assessments as needed and Dean of Curriculum and Instruction to provide PD to staff to support implementation	$59,153	Y
3	English Language Development	English Language Development* ● Integrated ELD ● Designated ELD: Personalized Learning Time with specific lessons for EL's ; Rosetta support for newcomers	$14,120	Y
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	$215,311	N
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. ● Weekly coaching and coaching meetings to all staff in support of instructional and classroom culture techniques ● NWEA data analysis	$133,358	Y
6	Intervention/Tutoring	Intervention/Tutoring ● NWEA MAP Reading and Math	$293,846	N

		• RTI			
		• Grade Level teams and DSS collects referrals for students who are struggling and structured protocol for reviewing data			
		i. Longer school day, reg curriculum, NWEA MAP data analysis			
		ii. Extended School Day by one hour (S&C for teacher salaries in addition 1/8)			
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	$87,030	Y	

Goal Analysis [LCAP Year]

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.

[Respond here]

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

[Respond here]

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

[Respond here]

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.

[Respond here]

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

Goal 3

Goal #	Description
3	Invictus Academy will partner with parents to ensure parents 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
Parent Survey: % of believe school is safe and feel well-informed	2019-20 100% believe school is safe 97.4% feel well-informed				>90% >90%
% of parents responding to semester family survey	2019-20: 60% 2020-21: 30%				60%

Actions

Action #	Title	Description	Total Funds	Contributing
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 Coordinator ● Monthly coffee and Doughnuts with school leadership ● College Access night once per semester	$100,914	N
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.	$54,855	Y

Goal Analysis [LCAP Year]

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.

[Respond here]

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

[Respond here]

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

[Respond here]

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.

[Respond here]

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
23%	$509,355

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

Required Descriptions

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

A- 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.

Restorative Practices

Social Emotional Learning and Mental Health

Student Supports

Attendance Initiatives

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).

B- 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.

Assessments

English Language Development

Professional Development

College Counseling

Expected Outcomes

By implementing the identified actions, we will ensure steady growth in our academic outcomes, such as SBAC ELA and Math, English Learner Progress, Reclassification rates. Current targets aim for 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.

C- 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.

Actions

Family Communication, as described above.

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.

A- Climate and Culture

Restorative Practices

Social Emotional Learning and Mental Health

Student Supports

Attendance Initiatives

Restorative Practices increase the quality of engagement for our low income students, English learners, and foster youth around behavior and discipline by adding staff time and supporting staff development to ensure that students are supported to remain positively engaged in their education. Social Emotional Learning and Mental Health increases the services available to our Unduplicated students by providing a

mental health clinician and additional staff time from the Director of Student Supports. Attendance Initiatives increase the services available to our Unduplicated students by increasing staffing devoted to monitoring and outreach to ensure high attendance.

We will monitor progress for our Unduplicated students--reviewing attendance and suspension data quarterly and official data annually to ensure our students make steady progress toward the measurable outcomes as a result of these actions.

B- Academic Growth and Achievement

Assessments

English Language Development

Professional Development

College Counseling

Assessments provide data needed to meet the needs of our low income students, foster youth, and English learners in order to differentiate their lessons and inform needed interventions. English Language Development increases staffing of aides and provides for instructional resources to support our English Learners in their English Language Development. Professional Development increases services for our Unduplicated students by providing an intensive program of professional development focusing on proven strategies for meeting the needs of our low income students, foster youth, and English learners.

We will monitor progress for our Unduplicated students--reviewing interim assessment data quarterly and SBAC and ELPAC annually to ensure our students make steady progress toward the measurable outcomes as a result of these actions.

C- Family Engagement

Family Communication

Family Communication increases and improves services for our Unduplicated students by adding staff time in support of family communication and by providing the Dean's List program which facilitates family and school communication in support of attendance and intervention.

We will monitor progress for our Unduplicated students--reviewing parent survey response rates and results annually to ensure our students make steady progress toward the measurable outcomes as a result of these actions.

Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

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

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

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

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

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

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

  - **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 K-5), as appropriate.

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

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

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

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

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$ 647,006	$ 697,339
LEA-wide Total:	$ 647,006	$ 697,339
Limited Total:	$ -	$ -
Schoolwide Total:	$ -	$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Student & Family Celebrations					$ -
1	1					$ 30,000	$ 30,000
1	1						$ -
1	1						$ -
1	1						$ -
1	1						$ -
1	1						$ -
1	2	Restorative Practices & PBIS	LEA-wide	EL, Low Income, Foster		$ 49,255	$ 49,255
1	2		LEA-wide	EL, Low Income, Foster		$ 10,000	$ 10,000
1	2		LEA-wide	EL, Low Income, Foster		$ 123,393	$ 123,393
1	2						$ -
1	2						$ -
1	2						$ -
1	2						$ -
1	3	Student Enrichment				$ 15,000	$ 15,000
1	3						$ -
1	3					$ 21,700	$ 21,700
1	3					$ 49,255	$ 49,255
1	3						$ -
1	3						$ -
1	3						$ -
1	4	SEL & Mental Health	LEA-wide	EL, Low Income, Foster		$ 109,133	$ 155,904
1	4		LEA-wide	EL, Low Income, Foster		$ 61,796	$ 61,796
1	4					$ 50,000	$ 50,000
1	4						$ -
1	4						$ -
1	4						$ -
1	4						$ -
1	5	Student Supports	LEA-wide	EL, Low Income, Foster		$ 10,905	$ 10,905
1	5						$ 91,839
1	5						$ -
1	5						$ -
1	5						$ -
1	5						$ -
1	6	Attendance Initiatives	LEA-wide	EL, Low Income, Foster		$ 31,571	$ 31,571
1	6					$ 14,500	$ 14,500
1	6						$ -
1	7	Health and Safety				$ 93,343	$ 93,343
1	7						$ -
1	7					$ 42,470	$ 42,470
1	7						$ -
2	1	Curriculum & Instruction				$ 689,360	$ 762,260
2	1					$ 40,300	$ 40,300
2	1					$ 32,900	$ 32,900
2	1						$ 63,603
2	1						$ -
2	1						$ -
2	1						$ -
2	2	Assessments				$ 9,898	$ 9,898
2	2		LEA-wide	EL, Low Income, Foster		$ 49,255	$ 49,255
2	2						$ -
2	2						$ -
2	2						$ -
2	2						$ -
2	2						$ -
2	3	English Language Development	LEA-wide	EL		$ 8,000	$ 8,000
2	3		LEA-wide	EL		$ 6,120	$ 6,120
2	3						$ -
2	3						$ -
2	3						$ -
2	3						$ -
2	3						$ -
2	4	Special Education				$ -	$ 140,311
2	4						$ 75,000
2	4						$ -
2	4						$ -
2	4						$ -
2	4						$ -
2	4						$ -
2	5	Professional Development	LEA-wide	EL, Low Income, Foster		$ 45,694	$ 49,255
2	5						$ 2,000
2	5						$ 2,000
2	5					$ 4,500	$ 4,500
2	5					$ 12,000	$ 12,000

2	5						$	63,603
2	5						$	-
2	6	Intervention/Tutoring					$	55,082
2	6				$	134,516	$	134,516
2	6						$	104,248
2	6						$	-
2	6						$	-
2	6						$	-
2	6						$	-
2	7	College Counseling	LEA-wide	EL, Low Income, Foster	$	87,030	$	87,030
2	7						$	-
2	7						$	-
2	7						$	-
2	7						$	-
2	7						$	-
2	7						$	-
3	1	Family Engagement			$	31,571	$	31,571
3	1				$	69,343	$	69,343
3	1						$	-
3	1						$	-
3	1						$	-
3	1						$	-
3	1						$	-
3	2	Family Communication	LEA-wide	EL, Low Income, Foster	$	49,255	$	49,255
3	2		LEA-wide	EL, Low Income, Foster	$	5,600	$	5,600
3	2						$	-
3	2						$	-
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Total Expenditures Table

Totals		LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals		$ 1,927,764	$ 454,185	$ 72,900	$ 253,731	2,708,580	$ 2,264,368	$ 454,720

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Student & Family Celebrations						$ -
1	1			$ 30,000				$ 30,000
1	1							$ -
1	1							$ -
1	1							$ -
1	1							$ -
1	1							$ -
1	2	Restorative Practices & PBIS		$ 49,255				$ 49,255
1	2			$ 10,000				$ 10,000
1	2			$ 123,393				$ 123,393
1	2							$ -
1	2							$ -
1	2							$ -
1	3	Student Enrichment		$ 15,000				$ 15,000
1	3							$ -
1	3			$ 21,700				$ 21,700
1	3			$ 49,255				$ 49,255
1	3							$ -
1	3							$ -
1	3							$ -
1	4	SEL & Mental Health		$ 109,133	$ 46,771			$ 155,904
1	4		EL, Low Income, Fc	$ 61,796				$ 61,796
1	4			$ 50,000	#REF!			$ 50,000
1	4							$ -
1	4							$ -
1	4							$ -
1	5	Student Supports		$ 10,905				$ 10,905
1	5						$ 91,839	$ 91,839
1	5							$ -
1	5							$ -
1	5							$ -
1	5							$ -
1	5							$ -
1	6	Attendance Initiatives		$ 31,571				$ 31,571
1	6			$ 14,500				$ 14,500
1	6							$ -
1	7	Health and Safety		$ 93,343				$ 93,343
1	7							$ -
1	7			$ 42,470				$ 42,470
1	7							$ -
2	1	Curriculum & Instruction		$ 689,360		$ 72,900		$ 762,260
2	1			$ 40,300	#REF!			$ 40,300
2	1			$ 32,900				$ 32,900
2	1						$ 63,603	$ 63,603
2	1							$ -
2	1							$ -
2	2	Assessments		$ 9,898	#REF!			$ 9,898
2	2			$ 49,255				$ 49,255
2	2							$ -
2	2							$ -
2	2							$ -
2	2							$ -
2	3	English Language Development		$ 8,000				$ 8,000
2	3			$ 6,120				$ 6,120
2	3							$ -
2	3							$ -
2	3							$ -
2	3							$ -
2	4	Special Education	Special Education	$ -	$ 140,311			$ 140,311
2	4		Special Education		$ 47,875		$ 27,125	$ 75,000
2	4							$ -
2	4							$ -
2	4							$ -
2	4							$ -
2	5	Professional Development		$ 45,694			$ 3,561	$ 49,255
2	5						$ 2,000	$ 2,000
2	5						$ 2,000	$ 2,000
2	5			$ 4,500				$ 4,500
2	5			$ 12,000				$ 12,000
2	5						$ 63,603	$ 63,603
2	5							$ -
2	6	Intervention/Tutoring	EL, Low Income, Fc		$ 55,082			$ 55,082
2	6			$ 134,516				$ 134,516

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,927,764	$ 454,185	$ 72,900	$ 253,731	2,708,580	$ 2,264,368	$ 454,720

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	6				$ 104,248			$ 104,248
2	6							$ -
2	6							$ -
2	6							$ -
2	6							$ -
2	7	College Counseling		$ 87,030				$ 87,030
2	7							$ -
2	7							$ -
2	7							$ -
2	7							$ -
2	7							$ -
2	7							$ -
3	1	Family Engagement		$ 31,571				$ 31,571
3	1			$ 69,343				$ 69,343
3	1							$ -
3	1							$ -
3	1							$ -
3	1							$ -
3	1							$ -
3	2	Family Communication		$ 49,255				$ 49,255
3	2			$ 5,600				$ 5,600
3	2							$ -
3	2							$ -
3	2							$ -
3	2							$ -
3	2							$ -