



## MEETING AGENDA - iLEAD California Charters 1 Board

Any public records relating to an agenda item for an open session of the Board which are distributed to all, or a majority of all of the Board members shall be available for public inspection at the resource center between 9:00 am and 3:30 pm.

### Meeting

<b>Meeting Date</b>	Tuesday, May 4, 2021
<b>Start Time</b>	4:00 PM
<b>End Time</b>	5:30 PM
<b>Location</b>	Due to social distancing, this meeting will be held virtually. You may join us on ZOOM at: Zoom Meeting: <a href="https://zoom.us/j/5395735793">https://zoom.us/j/5395735793</a> Meeting ID: 539 573 5793 Dial in Number: 1-669-900-6833
<b>Purpose</b>	Regular Scheduled Meeting LCAP Public Hearing

### Meeting documents

- DRAFT iLEAD Hybrid 2021-2024 LCAP.pdf

### Agenda

## 1. LCAP Public Hearing

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**Please note:** items on the agenda may not be addressed in the order they appear. The Board of Directors may alter the order at their discretion.

- **Board Room Accessibility:** The Board of Directors encourage those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services to participate in the public meeting, please contact the office at least 48 hours before the scheduled Board of Directors meeting so that we may make every reasonable effort to accommodate you. [Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132).]

*The Secretary of the Board of Directors, hereby certifies that this agenda was publicly posted 72 or 24 hours prior to the meeting as required by law.*

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
iLEAD Hybrid	Tricia Luckereth Regional Director Southern California	tricia.luckereth@ileadschools.org 6614001714

## Plan Summary 2021-2022

### General Information

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

iLEAD Hybrid, located in southern California, is an independent-study, tuition-free public charter school serving grades TK-12. The school provides educational services to independent study learners through credentialed teacher oversight at both learning studios and/or in the home. The mission of the iLEAD Hybrid program is to empower learners to become conscientious, compassionate, and responsible citizens of the world. Through this process, they are inspired to become creative thinkers and leaders with a lifelong love of learning.

The learning studios are united not only by their mission and vision, but by common instructional philosophies, a dedication to educating the whole child, all-staff professional learning, and collaboration between staff, administration, and other schools in the iLEAD network.

iLEAD Exploration is the home study component of iLEAD Hybrid. iLEAD Exploration meets the needs of families who prefer home study for their children under the guidance of a credentialed facilitator. It is a program that supports educational options and flexibility. Each year, learners and parents receive advisement and support from facilitators to develop and implement a comprehensive educational plan.

High school learners on the A-G track are guided to take A-G approved courses through the iLEAD Online program, dual enrollment, and/or other A-G approved courses overseen by a subject expert teacher (SET). In addition, some learners choose a more customizable track. These learners often pursue community college courses during high school with post graduate plans to attend community college or a special trade school.

iLEAD Antelope Valley (AV) serves independent study learners in grades TK-7. The learning studio's space is utilized for exploratory, project based learning. This accomplishes the school's overall mission and vision of bringing learners from various backgrounds into a supportive, standards-based environment that fosters the development of the whole child.

## Reflections: Successes

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

iLEAD Hybrid has achieved a score of "Met" for the local priorities: Basics: Teachers, Instructional Materials; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; and Access to a Broad Course of Study. iLEAD Hybrid was also rated with a "good" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC). EL classification rates were 23.6% across iLEAD Hybrid.

Chronic absenteeism is low at 0.9%. iLEAD Hybrid's state performance level indicator is blue (the highest performance level indicator) for low absenteeism of the following student groups: Students With Disabilities, Hispanic, English Learners, and White.

iLEAD Hybrid's suspension rate is 0.8%. The state performance level indicator is blue (the highest performance level indicator) for the suspension rate of the following student groups: White and Two or More Races.

## 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 California School Dashboard for iLEAD Hybrid indicates that the greatest areas of need are:

1) Improved performance on CAASPP testing.

iLEAD Hybrid's overall ELA scores on CAASPP testing are 15.1 points below standard, and the school is in the orange tier (compared to state averages in the green tier). Even so, all subgroups improved in their performance with the exception of White (declined by 16.7 points) and African American (maintained). Both the White and African American subgroups are in the orange subgroup for ELA, with the remainder of the subgroups in either the yellow or green tiers.

iLEAD Hybrid's overall math scores on CAASPP testing are 68.9 points below standard, in the orange tier (alongside the state), and decreased overall by 6.7 points. African American, Socioeconomically Disadvantaged, and Students With Disabilities subgroups are all in the red tier, and the data for these subgroups is lower than state averages. Hispanic (increased 15.9 points) and White (decreased 24.5 points) subgroups are in the orange and both in lower tiers than the state. The White subgroup is two tiers below state averages. English Learners and Two or More Races are in the yellow tier, with English learners increasing by 38 points and in a tier above state averages.

2) Improved CAASPP test participation.

iLEAD participation rates of about 76-77% were maintained from the spring of 2018 to the spring of 2019, but the school should have no less than 95% participation. Only about 40% of homeless learners participated in state testing.

3) A higher percentage of students graduating as prepared.

Overall, 25.8% of iLEAD Hybrid students graduated as prepared compared to the state's percentage of 44.1%. Of these students, the White (28.3% prepared) and Socioeconomically Disadvantaged (14.3% prepared) subpopulations declined by one or two tiers as compared to the state. There was no iLEAD Hybrid data on the other subpopulations provided.

4) Improved graduation rates for iLEAD Hybrid.

Both the White (89.1% graduated) and Socioeconomically Disadvantaged (83.2% graduated) subgroups are in the orange tier compared to the state average being located in the green tier. There was no iLEAD Hybrid data on the other subpopulations provided.

## LCAP Highlights

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

- 1) Families enjoy the academic and enrichment activities provided by iLEAD Hybrid. The school presented over 35 webinars on topics ranging from academic support to preparing for high school. iLEAD Hybrid hosted around 50 field trips and service projects in which around 2,200 students participated. Prior to the pandemic, iLEAD Hybrid also hosted numerous on-site events that included workshops, presentations of learning, a talent show/craft fair, and other social and academic opportunities such as a costume parade and enrichment activities.
- 2) CAASPP participation and performance continue to need improvement. To help close the achievement gap in math and language arts, iLEAD Hybrid will devote resources to specialized tutoring and resources. The school consistently develops and evaluates program offerings in order to demonstrate growth to its authorizers (the next charter renewal is scheduled for 2024), the WASC visiting team (a mid-cycle visit is scheduled for spring 2022) and the state of California.
- 3) To support equity, diversity and inclusion of all learners, all staff will be trained during the 2021-22 school year on these topics. An additional curriculum library will be added in Acton and a family liaison will be hired to support unduplicated pupils and their families with academic resources and specific needs.
- 4) Due to the effects of the pandemic, a strong emphasis will be placed on social emotional learning. This includes staff training in suicide prevention and additional supports for learners through counseling, self-reflection, lunch bunches, webinars and other school-sponsored activities.
- 5) To improve college and career indicators on the Dashboard, the college advisor and high school counselors will provide a college fair and ensure each high schooler's course load contains, A-G, dual enrollment or CTE courses.

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

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## Support for Identified Schools

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

N/A

## Monitoring and Evaluating Effectiveness

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

N/A

## Stakeholder Engagement

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

iLEAD Hybrid is committed to the meaningful engagement of all stakeholders in the development of the LCAP. For the annual update, stakeholder feedback from parents/community members, learners, iLEAD Hybrid staff and leadership was utilized to evaluate program effectiveness and address the state priorities. Upon careful examination of the data, action steps under iLEAD Hybrid's three existing goals were developed or modified to further student achievement and expand program offerings.

During the 2019-20 school year, six monthly parent meetings were held, and all parents were invited to participate in a virtual roundtable discussion that was hosted by the school. ELAC meetings were held on 9/19/19, 11/12/19, 1/29/20, 2/25/20, and 5/19/20 to provide an open forum for questions and feedback on the EL program. A parent survey regarding aspects of the program (including special education, learning studios, program offerings, facilitators, etc.) was conducted in the spring of 2020. This survey addressed specific aspects of the LCAP (the eight state priorities and potential action steps). A learner survey was conducted in the spring of 2020 to address specific aspects of the LCAP (the eight state priorities and potential action steps). Staff surveys regarding leadership and adjunct duties were conducted twice during the 2019-20 school year. Additionally, staff and leadership meetings (along with follow up meetings to review feedback) were held monthly to collaborate and adjust action steps as necessary. Informal feedback was also received by families through monthly learning period meetings. In the spring of 2020, three in-person town hall meetings were scheduled but later canceled due to the COVID-19 pandemic.

Families were regularly informed of events, volunteer opportunities, field studies, webinars, workshops, and other pertinent information through their facilitators, webinars, Ted Talks, open houses/back to school nights, the website, social media, Monday Message (weekly publication), High School Highlights (monthly publication), Student Support Newsletter (monthly publication), the EL Quarterly (quarterly publication).

#### A summary of the feedback provided by specific stakeholder groups.

Overall, iLEAD Hybrid families are satisfied with the varied activities and events provided by the school. There is varying feedback on the rigor of academics, as indicated by parent surveys, staff feedback and the CA School Dashboard. Academic data on internal benchmarks and state testing show areas for growth, and families feel their students would benefit from additional tutoring and academic resources. The school's maintains a low suspension and absenteeism rate but needs to improve the percent of students graduating as prepared. Families of low income, foster/homeless and EL learners could benefit from additional support in community resources and academic supports.

Because of the global pandemic, the staff also observed an increased number of learners experiencing feelings of isolation, depression, anxiety and other mental health needs. There was also staff and family feedback on equity, access, and inclusion concerns surrounding the need for an additional curriculum library and training on cultural sensitivity toward all families and staff members.

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



As a result of specific stakeholder feedback, it was determined that staff could benefit from diversity, equity and inclusion training. Due to the effects of the pandemic, additional social emotional training and support will be provided through suicide prevention training for all staff, the collection of social emotional data, and social events or counseling to support families and learners.

Additionally, it was determined that new positions and/or resources including a second location for a curriculum library, hiring a family liaison, tutoring, and additional EL supports were needed to support all learners during the 2021-2022 school year and beyond. To support all families in the five counties we serve, the directors of iLEAD Hybrid also plan to host virtual town hall meetings so that families can attend without driving long distances for in-person meetings.

The school will continue to develop its programs to academically support all learners and improve state test participation and performance as indicated on the CA School Dashboard. A continuous cycle of inquiry will be used to monitor the academic and social emotional growth of all students. Academic resources and interventions are continuously improved upon, and the high school team is actively developing iLEAD Hybrid's CTE program. The high school counselor and college advisor will also regularly meet with students to support college and career readiness.

The COVID-19 pandemic affected the spring of 2020, so several action steps will be carried over into the 2021-22 school year to complete implementation.

## Goals and Actions

### Goal

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome
80% of iLEAD Hybrid parents feel that the curriculum, courses and resources available through the school meet their child's learning needs.	2019-20: 65% of iLEAD AV parents and 93% of iLEAD Exploration parents feel that the curriculum, courses and resources available through the school meet their child's learning needs.				
100% of the teachers possess are working towards a clear credential as evidenced by the teacher credentialing report.	During the 2019-20 school year, five educators were identified as ineffective teachers as they were completing their credentials under a PIP/STSP.				
NWEA MAP: 49% of students will meet their projected RIT goal in math; 51% will meet their projected RIT goal in reading.	NWEA MAP: 47.61% of students met their projected RIT goal in math; 49.59% of students met their projected RIT goal in reading.				

iLEAD Hybrid will be rated with a "good" or "exemplary" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC).	iLEAD Hybrid was rated with a "good" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC).				
100% of iLEAD Hybrid's onsite staff will be trained in drills and safety.	100% of iLEAD Hybrid's onsite staff was trained in drills and safety.				
87% of iLEAD Hybrid learners will feel physically and emotionally safe in the school's learning environment.	82% of iLEAD AV learners and 91% of iLEAD Exploration learners feel physically and emotionally safe in the school's learning environment.				
77% of iLEAD Hybrid learners will have a close relationship with at least one adult at the school.	65% of iLEAD AV learners and 93% of iLEAD Exploration learners have a close relationship with at least one adult at the school.				

<p>100% of the staff are able to demonstrate one or more ways that they implemented the SLOs in their daily work.</p>	<p>Due to the COVID pandemic and shutdown in the spring of 2020, no end of year staff surveys were conducted to ascertain this data for the 2019-20 school year but it was reported as an area for growth by the WASC visiting committee.</p>				
<p>100% of staff will receive professional development on best practices to increase the effectiveness of instruction using California State Standards.</p>	<p>100% of the staff received professional development on best practices to increase the effectiveness of instruction using California State Standards.</p>				
<p>100% of foster youth and homeless learners and their families will receive 1:1 support from the family liaison.</p>	<p>0% of foster youth and homeless learners and their families have received 1:1 support from the family liaison, as this will be a new position during the 2021-22 school year.</p>				

100% of low income learners and their families will receive 1:1 support from the family liaison.	0% of low income learners and their families have received 1:1 support from the family liaison, as this will be a new position for the 2021-22 school year.				
100% of English learners and their families will receive 1:1 support from the family liaison.	0% of English learners and their families have received 1:1 support from the family liaison, as this will be a new position for the 2021-22 school year.				
100% of iLEAD Hybrid staff will receive professional development on diversity, equity and inclusion training.	Less than 1% of iLEAD Hybrid staff have received professional development on diversity, equity and inclusion training.				

100% of Hybrid staff will receive professional development on suicide prevention, intervention and postvention.	Less than 1% of Hybrid staff will receive professional development on suicide prevention, intervention and postvention.				
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## Actions

Action #	Title	Description	Total Funds	Contributing
1	Scope & Sequence	Creation of a more unified scope and sequence that ensures general alignment while allowing for freedom of innovation with instruction and project design (WASC action plan goal #5).	\$0.00	No
2	Teacher Credentialing	All teachers possess or are working towards a clear credential.	\$0.00	No
3	Grade Level Resources	Develop and implement additional grade level resources to improve learner outcomes (WASC action plan goal #5).	\$0.00	No
4	School Safety	All learners and facilitators will have clean, safe, innovative spaces in which to conduct onsite learning activities. This includes conducting regular drills and onsite staff training on safety.	\$0.00	No
5	Schoolwide Learner Outcomes	The staff will be trained to apply the Schoolwide Learner Outcomes (WASC action plan goal #4).	\$0.00	No
6	Professional Development	Provide professional development in best practices to increase the effectiveness of instruction using California State Standards (WASC action plan goal #2, #5).	\$0.00	No

7	Family Liaison: EL	Hybrid will hire a family liaison to provide support to English learners and their families. The liaison will provide 1:1 support and resources to English Learners and their families. The goal is to make sure the needs of English Learners and their families are met in an equitable manner in order for the learners to access instruction and thrive academically.	\$0.00	Yes
8	Family Liaison: Foster Youth & Homeless	Hybrid will hire a family liaison to provide support to foster youth and homeless learners and their families. The liaison will provide 1:1 support and resources to Foster Youth and their guardians. The goal is to make sure the needs of Foster Youth and their guardians are met in an equitable manner in order for the learners to access instruction and thrive academically.	\$0.00	Yes
9	Family Liaison: Low Income	Hybrid will hire a family liaison to provide support to low income learners and their families. The liaison will provide 1:1 support and resources to low income Learners and their families. The goal is to make sure the needs of low income Learners and their families are met in an equitable manner in order for the learners to access instruction and thrive academically.	\$0.00	Yes
11	Diversity, Equity & Inclusion Training	Provide professional development to staff in diversity, equity and inclusion training.	\$0.00	No
11	Suicide Prevention Training	Provide professional development to staff on suicide prevention, intervention and postvention training.	\$0.00	No

## Goal

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome
Monthly data protocol meetings were held by staff members for a continuous cycle of inquiry.	Quarterly data protocol meetings were held by staff members for a continuous cycle of inquiry.				
NWEA MAP: 49% of students will meet their projected RIT goal in math; 51% will meet their projected RIT goal in reading.	NWEA MAP: 47.61% of students met their projected RIT goal in math; 49.59% of students met their projected RIT goal in reading.				



<p>100% of students and subgroups will be tracked to identify focus areas in math, reading and writing for students who did not meet standards.</p>	<p>100% of students and subgroups are tracked, but more targeted intervention is needed in identifying focus areas in math, reading and writing for students who did not meet standards.</p>				
<p>80% of iLEAD Hybrid parents reported that their children's projects and lessons are engaging.</p>	<p>65% of AV parents and 93% of iLEAD Exploration parents reported that their children's projects and lessons are engaging.</p>				
<p>The studios will host a minimum of three presentations of learning throughout the school year.</p>	<p>Both the iLEAD AV and iLEAD OC studios held a minimum of two presentations of learning throughout the 2019-20 school year.</p>				

<p>35% of iLEAD Hybrid's high school seniors will graduate "Prepared" as determined by the College and Career indicator on the California dashboard.</p>	<p>25.8% of high school seniors graduated "Prepared" as determined by the College and Career indicator on the California Dashboard.</p>				
<p>iLEAD Hybrid's graduation rate will be 80% on the CA School Dashboard.</p>	<p>iLEAD Hybrid's graduation rate is 69.9% on the CA School Dashboard.</p>				
<p>100% of staff will attend sessions at the student support symposium.</p>	<p>95% of staff attended sessions at the student support symposium.</p>				
<p>90% of EL learners will receive and utilize additional resources to support academic achievement.</p>	<p>100% of EL learners received additional resources to support academic achievement, but additional efforts need to be made toward utilization.</p>				

55% of EL learners will progress at least one ELPI (English Language Progress Indicator) level or maintain at ELPI Level 4 as indicated on the CA Dashboard.	51.1% of EL learners progressed at least one ELPI (English Language Progress Indicator) level or maintain at ELPI Level 4 as indicated on the CA Dashboard.				
15% of EL learners will be reclassified.	During 2018-19, 23.6% of EL learners reclassified. During 2019-20, 19.6% of EL learners reclassified.				
100% of foster youth and homeless learners will receive additional resources to support academic achievement.	50% of foster youth and homeless learners have received additional resources to support academic achievement.				
100% of low income learners will receive additional resources to support academic achievement.	50% of low income learners have received additional resources to support academic achievement.				

Maintain less than 1% chronic absenteeism and suspension rates on the CA School Dashboard.	Chronic absenteeism is 0.9% and suspension rates are 0.8% on the CA School Dashboard.				
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## Actions

Action #	Title	Description	Total Funds	Contributing
1	Data Review	Continued implementation and monitoring of NWEA/MAP growth targets through professional development sessions and monthly data protocol meetings to review data, ascertain strengths, determine areas of growth, and create goals and action plans to improve academic performance (WASC action plan goal #5).		No
2	Data Tracking	Track and analyze NWEA/MAP academic & participation data for all students and subgroups to identify focus areas in math, reading, and writing for students who did not meet standards (WASC action plan goal #5).		No
3	Increased Rigor	The learners' presentations of learning and/or body of work will include evidence of increased rigor in reading, writing, and math, as well as understanding and usage of SLOs (WASC action plan goal #4).		No
4	Presentations of Learning	On-site staff will work closely with the Maker team to increase the number of projects and presentations of learning (POLs) occurring at each learning studio.		No

5	CTE Pathways	Increase CTE course offerings, develop CTE pathways and provide other hands-on career opportunities (work based learning, internships, etc) for high school learners (WASC action plan goal #1).		No
6	High School	All high school learners will have access to a broad course of study for the completion of college prep A-G, concurrent enrollment and CTE requirements (WASC action plan goal #1).		No
7	Special Education	Increase collaboration between general education and special education staff to strengthen resources and strategies to support learners with IEPs (WASC action plan goal(s) #2,#5).		No
8	Academic Resources	Resources will be aligned to improve learner achievement across Hybrid and increase participation in state-approved assessments (WASC action plan goal #5).		No
9	Academic Resources: EL Learners	Implement additional resources to support EL learners' academic achievement.	\$0.00	Yes
10	Academic Resources: Foster Youth/Homeless	Implement additional resources to support foster youth and homeless learners' academic achievement (WASC action plan goal(s) #2, #5).		Yes
11	Academic Resources: Low Income Learners	Implement additional resources to support low income learners' academic achievement (WASC action plan goal(s) #2, #5).		Yes
12	Attendance & Behavior	Continue to develop and evaluate systems of support for learners exhibiting attendance and/or behavior challenges.		No

## Goal

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome
100% of families have access to school information through their EF, the website, email, and/or other school publications and newsletters.	100% of families have access to school information through their EF, the website, email, and/or other school publications and newsletters.				

<p>100% of learners are able to access social emotional strategies/skills via facilitator support, counseling support, lunch bunches and/or parent/educator university webinars and workshops.</p>	<p>100% of learners were able to access social emotional strategies/skills via facilitator support, counseling support, lunch bunches and/or parent/educator university webinars and workshops.</p>				
<p>100% of learners will have access to family and community events such as musical, theatrical or other performances, art galleries, presentations of learning, exhibitions, service projects, family learning opportunities such as STEAM events, college or business fairs, talent shows, etc. for learners to share their artistic and academic endeavors with peers, parents and the community.</p>	<p>100% of learners had access to family and community events such as musical, theatrical or other performances, art galleries, presentations of learning, exhibitions, service projects, family learning opportunities such as STEAM events, college or business fairs, talent shows, etc. for learners to share their artistic and academic endeavors with peers, parents and the community.</p>				

<p>iLEAD Hybrid will hold three virtual stakeholder meetings a year.</p>	<p>iLEAD Hybrid held monthly parent meetings at the studio but zero stakeholder meetings across all five counties.</p>				
<p>100% of EL learners and their families will receive social emotional strategies/skills via facilitator support, counseling support, the family liaison, lunch bunches and/or parent/educator university webinars and workshops.</p>	<p>100% of EL learners and their families received social emotional strategies/skills via facilitator support, counseling support, the family liaison, lunch bunches and/or parent/educator university webinars and workshops.</p>				
<p>100% of foster youth and homeless learners and their families will receive social emotional strategies/skills via facilitator support, counseling support, the family liaison, lunch bunches and/or parent/educator university webinars and workshops.</p>	<p>100% of foster youth and homeless learners and their families will receive social emotional strategies/skills via facilitator support, counseling support, the family liaison, lunch bunches and/or parent/educator university webinars and workshops.</p>				



100% of low income learners and their families will receive social emotional strategies/skills via facilitator support, counseling support, the family liaison, lunch bunches and/or parent/educator university webinars and workshops.	100% of low income learners and their families will receive social emotional strategies/skills via facilitator support, counseling support, the family liaison, lunch bunches and/or parent/educator university webinars and workshops.					
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## Actions

Action #	Title	Description	Total Funds	Contributing
1	Family Communication	iLEAD Hybrid will deliver timely school information and other forms of communication to families.		No
2	Social Emotional Learning	Provide academic and social emotional strategies/skills to families via facilitator support, counseling support, lunch bunches and parent/educator university webinars and workshops.		No
3	Family & Community Events	Facilitate family and community events such as musical, theatrical or other performances, art galleries, presentations of learning, exhibitions, service projects, family learning opportunities such as STEAM events, college or business fairs, talent shows, etc. for learners to share their artistic and academic endeavors with peers, parents and the community.		No

4	Stakeholder Feedback	Implement regular family meetings to provide program updates and to receive stakeholder feedback for program improvement (WASC action plan goal #3).		No
5	Social Emotional: EL Learners	Provide social emotional strategies/skills to EL learners and their families via facilitator support, counseling support, the family liaison, lunch bunches and/or parent/educator university webinars and workshops.	\$0.00	Yes
6	Social Emotional: Foster Youth/Homeless	Provide social emotional strategies/skills to foster youth and homeless learners and their families via facilitator support, counseling support, family liaison, lunch bunches and parent/educator university webinars and workshops.		Yes
7	Social Emotional: Low Income Learners	Provide social emotional strategies/skills to low income learners and their families via facilitator support, counseling support, family liaison, lunch bunches and parent/educator university webinars and workshops.		Yes

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

**Local Educational Agency (LEA) Name: Acton-Agua Dulce Unified**

**CDS Code:**

**Local Control and Accountability Plan (LCAP) Year:**

**LEA contact information:**

**tricia.luckeroth@ileadschools.org  
6614001714**

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 School Year**

Projected Revenue by Fund Source

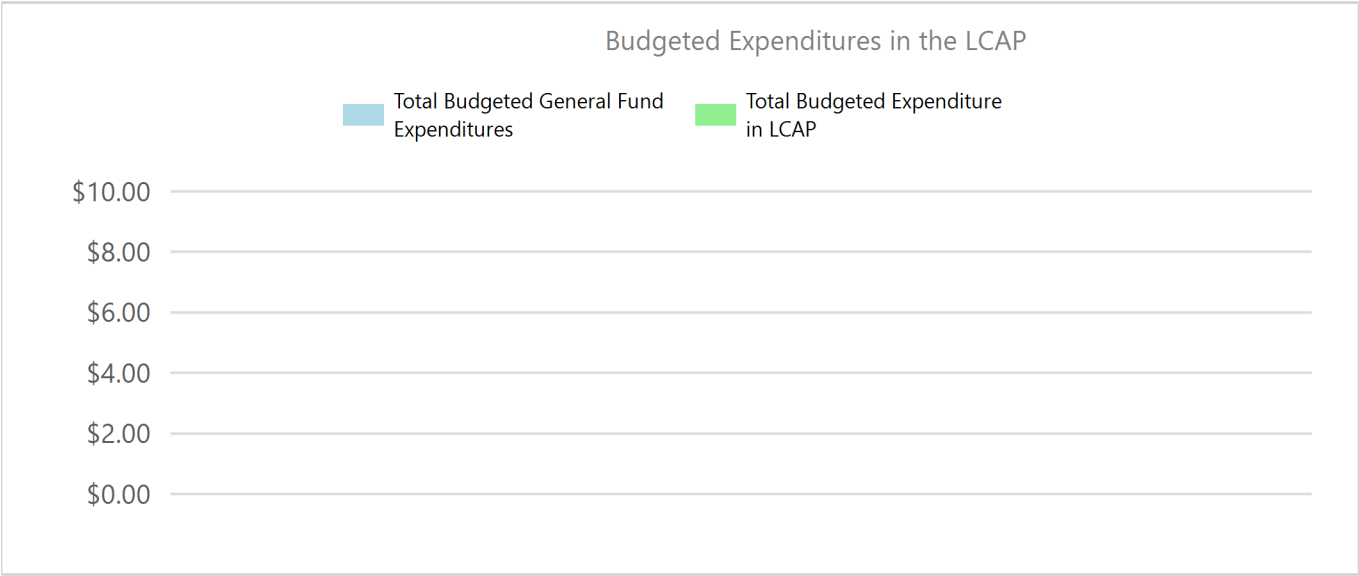
**No Data Available**

**No Data Available**

This chart shows the total general purpose revenue Acton-Agua Dulce Unified expects to receive in the coming year from all sources.

The total revenue projected for Acton-Agua Dulce Unified is \$0.00, of which is Local Control Funding Formula (LCFF), is other state funds, is local funds and is federal funds. Of the in LCFF Funds, is generated based on the enrollment of high needs students (foster youth, English learner and low-income students).

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



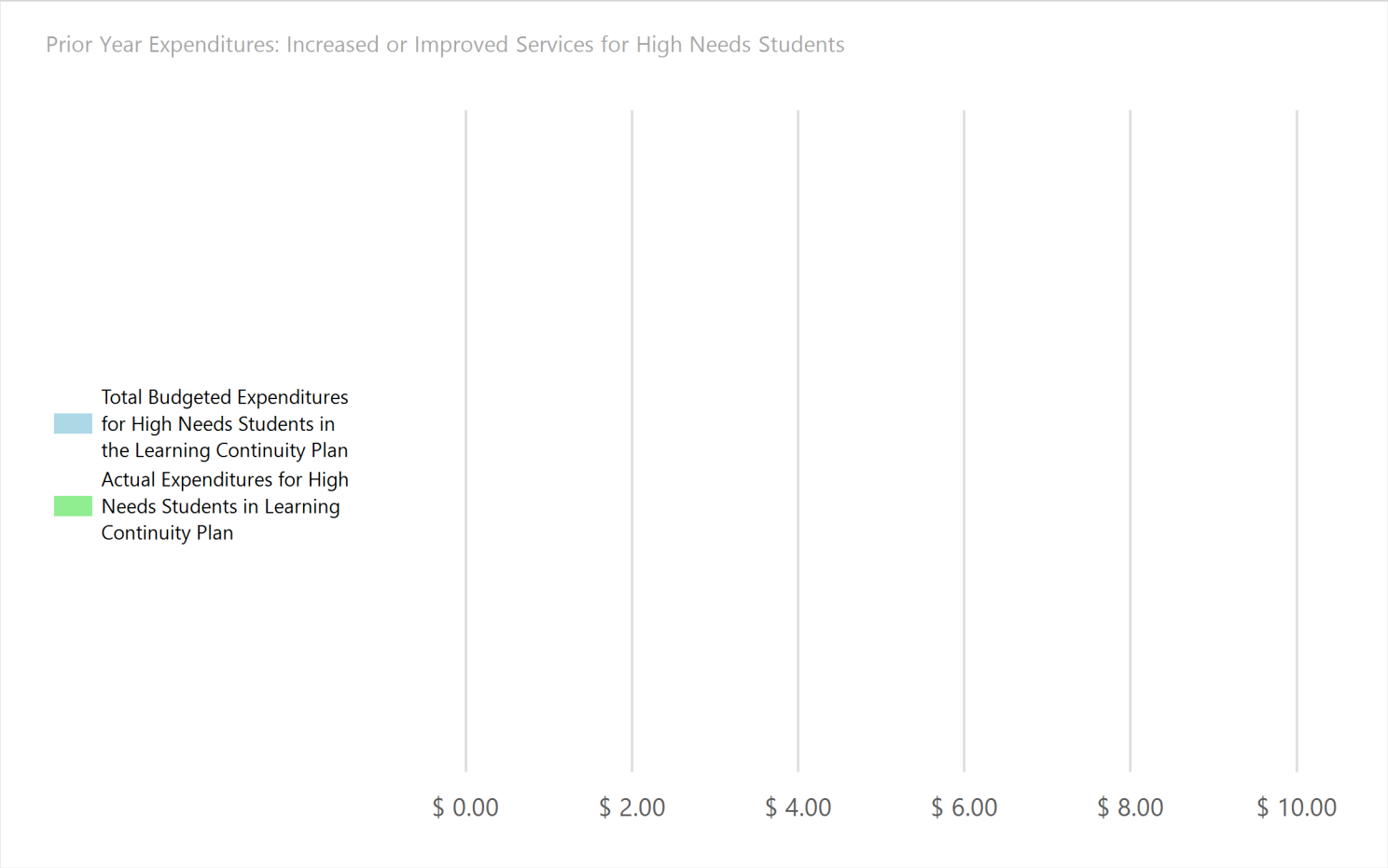
This chart provides a quick summary of how much Acton-Agua Dulce Unified plans to spend for . It shows how much of the total is tied to planned actions and services in the LCAP.

Acton-Agua Dulce Unified plans to spend for the school year. Of that amount, is tied to actions/services in the LCAP and \$0.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In , Acton-Agua Dulce Unified is projecting it will receive based on the enrollment of foster youth, English learner, and low-income students. Acton-Agua Dulce Unified must describe how it intends to increase or improve services for high needs students in the LCAP. Acton-Agua Dulce Unified plans to spend towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following:

### Update on Increased or Improved Services for High Needs Students in



This chart compares what Acton-Agua Dulce Unified 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 Acton-Agua Dulce Unified estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In , Acton-Agua Dulce Unified's Learning Continuity Plan budgeted for planned actions to increase or improve services for high needs students. Acton-Agua Dulce Unified actually spent for actions to increase or improve services for high needs students in . The difference between the budgeted and actual expenditures of had the following impact on Acton-Agua Dulce Unified's ability to increase or improve services for high needs students:

## Expenditure Tables

### Data Entry Table

Goal #	Action #	Action Title	Student Group (s)	Scope	Unduplicated Student Group(s)	Location	Timespan
1	1	Scope & Sequence	All	LEA-wide		All Schools	
1	2	Teacher Credentialing	All	LEA-wide		All Schools	
1	3	Grade Level Resources	All	LEA-wide		All Schools	
1	4	School Safety	All	LEA-wide		All Schools	
1	5	Schoolwide Learner Outcomes	All	LEA-wide		All Schools	
1	6	Professional Development	All	LEA-wide		All Schools	
1	7	Family Liaison: EL	English learner (EL)	LEA-wide	English learner (EL)	All Schools	Ongoing
1	8	Family Liaison: Foster Youth & Homeless	Homeless, Foster Youth	LEA-wide	Foster Youth, Low Income	All Schools	
1	9	Family Liaison: Low Income	Low Income	LEA-wide	Low Income	All Schools	
1	11	Diversity, Equity & Inclusion Training	All	LEA-wide		All Schools	



1	11	Suicide Prevention Training	All	LEA-wide		All Schools	
2	1	Data Review	All	LEA-wide		All Schools	
2	2	Data Tracking	All	LEA-wide		All Schools	
2	3	Increased Rigor	All	LEA-wide		All Schools	
2	4	Presentations of Learning	All	LEA-wide		All Schools	
2	5	CTE Pathways	All	LEA-wide		All Schools	
2	6	High School	All	LEA-wide		All Schools	
2	7	Special Education	All	LEA-wide		All Schools	
2	8	Academic Resources	All	LEA-wide		All Schools	
2	9	Academic Resources: EL Learners	All, English learner (EL)	LEA-wide	English learner (EL)	All Schools	
2	10	Academic Resources: Foster Youth/Homeless	Foster Youth, Homeless	LEA-wide	Foster Youth	All Schools	
2	11	Academic Resources: Low Income Learners	Low Income	LEA-wide	Low Income	All Schools	
2	12	Attendance & Behavior	All	LEA-wide		All Schools	
3	1	Family Communication	All	LEA-wide		All Schools	
3	2	Social Emotional Learning	All	LEA-wide		All Schools	
3	3	Family & Community Events	All	LEA-wide		All Schools	
3	4	Stakeholder Feedback	All	LEA-wide		All Schools	
3	5	Social Emotional: EL Learners	English learner (EL)	LEA-wide	English learner (EL)	All Schools	
3	6	Social Emotional: Foster Youth/Homeless	Foster Youth, Homeless	LEA-wide	Foster Youth	All Schools	
3	7	Social Emotional: Low Income Learners	Low Income	LEA-wide	Low Income	All Schools	

**Data Entry Table**

Contributing	Total Personnel	Total Non-personnel	LCFF Funds	Other state funds	Local Funds	Federal Funds	Total Funds
NO							\$0.00
NO							\$0.00
NO							\$0.00
NO							\$0.00
NO							\$0.00
NO							\$0.00
YES							\$0.00
YES							\$0.00
YES							\$0.00
NO							\$0.00
NO							\$0.00
NO							\$0.00
NO							\$0.00
NO							\$0.00
NO							\$0.00
NO							\$0.00
NO							\$0.00
NO							\$0.00
NO							\$0.00
NO							\$0.00
YES							\$0.00
YES							\$0.00
YES							\$0.00
NO							\$0.00

NO							\$0.00
NO							\$0.00
NO							\$0.00
NO							\$0.00
YES							\$0.00
YES							\$0.00
YES							\$0.00

**Total Expenditures Table**

Goal	Action	Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Scope & Sequence	All					\$0.00
1	2	Teacher Credentialing	All					\$0.00
1	3	Grade Level Resources	All					\$0.00
1	4	School Safety	All					\$0.00
1	5	Schoolwide Learner Outcomes	All					\$0.00
1	6	Professional Development	All					\$0.00
1	7	Family Liaison: EL	English learner (EL)					\$0.00

1	8	Family Liaison: Foster Youth & Homeless	Homeless, Foster Youth					\$0.00
1	9	Family Liaison: Low Income	Low Income					\$0.00
1	11	Diversity, Equity & Inclusion Training	All					\$0.00
1	11	Suicide Prevention Training	All					\$0.00
2	1	Data Review	All					\$0.00
2	2	Data Tracking	All					\$0.00
2	3	Increased Rigor	All					\$0.00
2	4	Presentations of Learning	All					\$0.00
2	5	CTE Pathways	All					\$0.00
2	6	High School	All					\$0.00
2	7	Special Education	All					\$0.00
2	8	Academic Resources	All					\$0.00
2	9	Academic Resources: EL Learners	All, English learner (EL)					\$0.00

2	10	Academic Resources: Foster Youth/Homeless	Foster Youth, Homeless						\$0.00
2	11	Academic Resources: Low Income Learners	Low Income						\$0.00
2	12	Attendance & Behavior	All						\$0.00
3	1	Family Communication	All						\$0.00
3	2	Social Emotional Learning	All						\$0.00
3	3	Family & Community Events	All						\$0.00
3	4	Stakeholder Feedback	All						\$0.00
3	5	Social Emotional: EL Learners	English learner (EL)						\$0.00
3	6	Social Emotional: Foster Youth/Homeless	Foster Youth, Homeless						\$0.00

3	7	Social Emotional: Low Income Learners	Low Income					\$0.00
		<b>TOTALS:</b>						
						<b>Totals:</b>	<b>Total Personnel</b>	
						Totals:		

LCFF Funds	Other state funds	Local Funds	Federal Funds	Total Funds
				\$0.00
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Totals:	Total Personnel	Total Non-personnel
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**Contributing Expenditures Tables**



Goal	Action	Title	Scope	Unduplicate d Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Scope & Sequence	LEA-wide		All Schools		\$0.00
1	2	Teacher Credentialing	LEA-wide		All Schools		\$0.00
1	3	Grade Level Resources	LEA-wide		All Schools		\$0.00
1	4	School Safety	LEA-wide		All Schools		\$0.00
1	5	Schoolwide Learner Outcomes	LEA-wide		All Schools		\$0.00
1	6	Professional Development	LEA-wide		All Schools		\$0.00
1	7	Family Liaison: EL	LEA-wide	English learner (EL)	All Schools		\$0.00
1	8	Family Liaison: Foster Youth & Homeless	LEA-wide	Foster Youth, Low Income	All Schools		\$0.00
1	9	Family Liaison: Low Income	LEA-wide	Low Income	All Schools		\$0.00
1	11	Diversity, Equity & Inclusion Training	LEA-wide		All Schools		\$0.00
1	11	Suicide Prevention Training	LEA-wide		All Schools		\$0.00
2	1	Data Review	LEA-wide		All Schools		\$0.00
2	2	Data Tracking	LEA-wide		All Schools		\$0.00
2	3	Increased Rigor	LEA-wide		All Schools		\$0.00

2	4	Presentations of Learning	LEA-wide		All Schools		\$0.00
2	5	CTE Pathways	LEA-wide		All Schools		\$0.00
2	6	High School	LEA-wide		All Schools		\$0.00
2	7	Special Education	LEA-wide		All Schools		\$0.00
2	8	Academic Resources	LEA-wide		All Schools		\$0.00
2	9	Academic Resources: EL Learners	LEA-wide	English learner (EL)	All Schools		\$0.00
2	10	Academic Resources: Foster Youth/Homeless	LEA-wide	Foster Youth	All Schools		\$0.00
2	11	Academic Resources: Low Income Learners	LEA-wide	Low Income	All Schools		\$0.00
2	12	Attendance & Behavior	LEA-wide		All Schools		\$0.00
3	1	Family Communication	LEA-wide		All Schools		\$0.00
3	2	Social Emotional Learning	LEA-wide		All Schools		\$0.00
3	3	Family & Community Events	LEA-wide		All Schools		\$0.00
3	4	Stakeholder Feedback	LEA-wide		All Schools		\$0.00
3	5	Social Emotional: EL Learners	LEA-wide	English learner (EL)	All Schools		\$0.00

3	6	Social Emotional: Foster Youth/Homeless	LEA-wide	Foster Youth	All Schools		\$0.00
3	7	Social Emotional: Low Income Learners	LEA-wide	Low Income	All Schools		\$0.00
					<b>TOTALS:</b>		<b>\$0.00</b>

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$0.00	\$0.00
<b>LEA-wide Total:</b>	\$0.00	\$0.00
<b>Targeted Total:</b>		
<b>Schoolwide Total:</b>		

**Annual Update Table Year 1**

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
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<b>Totals:</b>	<b>Planned Expenditure Total</b>	<b>Estimated Actual Total</b>
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**Annual Update Table Year 2**

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
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<b>Totals:</b>	<b>Planned Expenditure Total</b>	<b>Estimated Actual Total</b>
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**Annual Update Table Year 3**

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
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<b>Totals:</b>	<b>Planned Expenditure Total</b>	<b>Estimated Actual Total</b>
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**Instructions**

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services

*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](mailto:lcff@cde.ca.gov).*

## **Introduction and Instructions**

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

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

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

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

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

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

## Plan Summary

### Purpose

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

### Requirements and Instructions

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

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

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

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

**Comprehensive Support and Improvement** – An LEA with a school or schools identified for



comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

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

## Stakeholder Engagement

### Purpose

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

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and the English Learner Parent Advisory Committee, and consult with the special education local plan area administrator(s), as applicable. 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 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 are strongly encouraged to 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

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efforts on the actions covered by other goals in the LCAP.

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

***Measuring and Reporting Results:***

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2019–20 outcomes on some metrics may not be computable at the time the 2020–23 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2020–21. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2021–22, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2022-23:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2022–23 LCAP year.

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

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

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**

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This section must be completed for each LCAP year.

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

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

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

**Required Descriptions:**

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

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

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

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

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

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

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

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

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in

meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and Charter Schools, schoolwide and LEA-wide are considered to be synonymous.

### **For School Districts Only:**

#### **Actions Provided on an LEA-Wide Basis:**

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

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

#### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

## **Expenditure Tables**

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

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
  - **Action #:** Enter the action's number as indicated in the LCAP Goal.
  - **Action Title:** Provide a title of the action.
  - **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
  - **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
  - If "Yes" is entered into the Contributing column, then complete the following columns:
    - **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
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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.