

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
Inland Leaders Charter	Mike Gordon Executive Director	mgordon@inlandleaders.com 9094461100

Plan Summary 2023-24

General Information

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

Inland Leaders Charter School (ILCS) is a California Distinguished School and is a transitional kindergarten through 8th grade site-based charter school in the heart of the City of Yucaipa in San Bernardino County operating at three separate sites: Bryant Street Campus (BSC), California Street Campus (CSC), and the new Yucaipa Boulevard Campus (YBC). ILCS opened in August of 2007, with a total of 199 students and is devoted to its mission of "creating 21st century leaders." The school currently has approximately 1000 students enrolled and a large waitlist. Enrollment is open to any student through a random public drawing each February. ILCS continues to keep its class sizes low with approximately 24 to 1 in kindergarten through 3rd grade. ILCS limits its site-based class sizes to approximately 26 students in the fourth through eighth grades, which is highly attractive to many families. In addition to the site-based students, ILCS maintains an independent study option for students whose parents wish to keep them at home for their education, but desire a solid curricular program. ILCS also offers a sports program that includes basketball, baseball, softball, football, soccer, track & field, cross country, and volleyball. Special education services are delivered through a full inclusion model at Inland Leaders and is overseen by the El Dorado SELPA.

Reflections: Successes

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

Inland Leaders (ILCS) is most proud of being selected and named a California Distinguished School. The school was one of three schools in San Bernardino County and one of four in San Bernardino and Riverside Counties. The school was selected based on the results of the California Department of Education's School's Dashboard. The 2022 CAASPP scores for ILCS are among the best in California, with proficiency for English Language Arts (ELA) at 72%, and math proficiency at 69%. In comparison, the state averages for ELA and math are 47% and 33% respectively. Relative to our local district (ELA at 40% and math at 25%), the performance at ILCS is exceptional, with the largest performance band to be students exceeding the standards. Although the CA Dashboard indicates both the ELA and math performances at ILCS to be "very high," the math performance is clearly at a level far above what is seen at schools in California. In fact, when compared to our county, ILCS's math performance is among the top 10 in grades 3, 5, 6, 7, and 8. In fact, our 7th grade performance was the second highest in the county, and 3rd grade was 4th in the county.

ILCS is also proud that all subgroup areas increased on the CASPP assessment in both ELA and math. Socially economically disadvantaged students (low SES) increased by 5% going from 63% to 68% proficient and in math a 5% increase going from 51% to 56%. Students with disabilities made significant gains with a 4% increase in ELA from 44% to 48% and in math a 10% increase going from 43% to 53%. English Language Learners increased by 8% going from 25% proficient to 33% and in math an increase of 18% gain going from 25% to 43%. Redesignated English Language Learners (RFEPS) increased by 8% going from 80% to 88% proficient in ELA and in math a 15% increase from 65% to 80%.

Our positive survey data and academic achievement gains demonstrate great satisfaction from educational partners, continued progress toward student academic achievement, and closing the achievement gap for high needs students.

Survey data was administered to our educational partners (parents, students, staff). Survey results indicated extremely positive results. 99% of parents feel welcomed at ILCS, and 93% of 1st - 8th grade students feel welcomed. 99% of parents are happy with their child(ren) attending ILCS and 96% of staff (certificated/classified) like working at ILCS. 87% of all staff feel valued by the administration, and 98% of staff feel valued by their team members.

Student surveys show great increases in students indicating students are nice at school. In 2016-2017 an average of 60% of our elementary and middle school students indicated students were nice at school. The school was strategic and implemented many action items. Currently, an average of 82% of our elementary and middle school students believe students are nice at school, a 22% increase. A significant increase in students treating each other with respect was also a positive result; in 2016-2017 an average of 61% was recorded compared to 2023 an average of 82%, an increase of 21%.

Teacher surveys indicate an 8% increase for utilizing the 8 Key Strategies on a regular basis, increasing from 70% to 78%. Student surveys

indicate a significant increase in this area, increasing from 44% to 71%, a 27% increase.

Transitional Kindergarten continues to do well in the area of mathematics. For number identification, the average growth rate over the years (2019-2022) has been 33% from beginning to the end of the year. The end-of-year proficiency average has been 88%. For 2023 the same growth rate of 33% and end-of-year proficiency rate of 88% is expected. For counting numbers, the average growth rate over the years (2019-2022) has been at 16% from beginning of the year to the end of the year. The end-of-year proficiency has been at 98%. For 2023, beginning of the year data shows 91% proficient, indicating students will surpass the proficiency average of 98%.

Kindergarten has shown consistent average growth over the years (2019-2022 - excluding 2020) with 62% from beginning to the end of the year for sight words. The end-of-year proficiency average has been at 84%. For 2023, the data from the beginning of the year shows 26%; the expected end-of-year proficiency rate is 88% which is slightly above previous years. For foundational skills (phonemic awareness, phonics, blending, segmenting, rhyming, cvc words), the average growth over the years (2019-2022) has been consistent at 74% from the beginning of the year to the end-of-year average proficiency at 94%. For 2023, the beginning-of-the-year data shows 23%, indicating an expected end-of-year proficiency of 97%, slightly above the average proficiency. For counting and number recognition, average growth over the years (2019-2022) has been 60% from the beginning of the year to end-of-year average proficiency at 96%. For 2023, the beginning-of-the-year data shows 39%, indicating an expected end-of-year proficiency of 99%, slightly above the average proficiency.

On the STAR assessment (1st - 6th grades), all grades surpassed the expected average grade equivalency and are making the expected growth.

2023 STAR Data All Students

1st Grade - All 1st Grade Students

Beginning of the Year: Average Grade Equivalency (GE) 1.0 (1st grade, 0 months). Expected GE is 1.0.

Trimester 2: Average Grade Equivalency (GE) 2.0 (2nd grade, 0 months). Expected GE is 1.6 (4 months above).

Average Growth: 1 Year (Expected growth is 6 months from Beg of Year to Trimester 2.)

2nd Grade - All 2nd Grade Students

Beginning of the Year: Average Grade Equivalency (GE) 2.1 (2nd grade, 1 month). Expected GE is 2.0.

Trimester 2: Average Grade Equivalency (GE) 2.9 (2nd grade, 9 months). Expected GE is 2.6 (3 months above).

Average Growth: 8 months (Expected growth is 6 months from Beg of Year to Trimester 2.)

3rd Grade - All 3rd Grade Students

Beginning of Year: Average Grade Equivalency (GE) 3.3 (3rd grade, 3 months). Expected GE is 3.0.

Trimester 2: Average Grade Equivalency (GE) 4.4 (4th grade, 4 months). Expected GE is 3.6 (8 months above).

Average Growth: 1 year, 1 month (Expected growth is 6 months from Beg of Year to Trimester 2.)

4th Grade - All 4th Grade Students

Beginning of the Year: Average Grade Equivalency (GE) 4.5 (4th grade, 5 months). Expected GE is 4.0.

Trimester 2: Average Grade Equivalency (GE) 5.1 (5th grade, 1 month). Expected GE is 4.6 (5 months above).

Average Growth: 6 months (Expected growth is 6 months from Beg of Year to Trimester 2.)

5th Grade - All 5th Grade Students

Beginning of the Year: Average Grade Equivalency (GE) 4.9 (4th grade, 9 months). Expected GE is 5.0.

Trimester 2: Average Grade Equivalency (GE) 5.8 (5th grade, 8 months). Expected GE is 5.6 (2 months above).

Average Growth: 9 months (Expected growth is 6 months from Beg of Year to Trimester 2.)

6th Grade - All 6th Grade Students

Beginning of the Year: Average Grade Equivalency (GE) 5.8 (5th grade, 8 months). Expected GE is 6.0.

Trimester 2: Average Grade Equivalency (GE) 6.7 (6th grade, 7 months). Expected GE is 6.6 (1 month above).

Average Growth: 9 months (Expected growth is 6 months from Beg of Year to Trimester 2.)

In the area of math in Savvas math benchmark scores for grades 1-6, grades 1 & 6 made gains and grades 3 & 5 stayed the same. 1st grade had a 3% increase, going from 72% to 75%; 6th grade had a 3% increase, going from 73% to 76%. Grades 3 & 5 stayed the same with no learning loss. 3rd grade stayed the same at 72% proficient, and 5th grade stayed the same at 82% proficient.

Inland leaders is in its 4th year of implementation of the Write From the Beginning (WFTB) program. Teachers worked hard to create clear scoring guides which include anchor papers along with consistent rubric scoring.

The school continued to celebrate with award assemblies to foster, encourage, and celebrate student leadership.

Special education (SPED) service minutes remain consistent, including counseling and mental health supports in both the general education and SPED programs. Their program was expanded with an additional Psychologist and part-time Speech Therapist.

Interventions were offered before, during, and after school to students struggling academically, including Title 1 students and English Language Learners. Success Academy, taught by ILCS teachers, was offered to all students struggling academically. Reading intervention, along with language development, was offered during and after school by our reading specialists/tutors.

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.

ILCS recognizes a need in the domain of student culture. Survey data indicates students' perception of liking school ("I like coming to school") is below 80% . In elementary school 78% of students indicate liking school, and in middle school only 66% of students indicate liking school. Elementary stayed the same from the previous year at 78%, and middle school increased slightly by 5%, but still well below the 80% threshold.

For middle school, 49% of students think lessons taught are interesting and 63% think their teachers use new and creative ways of teaching. There is a need to focus on levels of engagement.

For certificated staff, survey data indicated improvements are needed in the following areas: "I believe we can make our 90% proficiency mark" dropped from 71% to 62%, a 9% decrease. "PLCs help support my students' academic achievement" dropped drastically from 75% to 55%, a 20% decrease. "Does the Pillars Evaluation process clearly define expectations for the teaching profession?" Only 50% feel this is true. "Extended opportunities for learning, such as Success Academy, Fast ForWord, summer school, and/or Office Hours have a positive impact on student learning." ...45%. "I can speak to the ELD strategies and/or supports used for English Learners in my class."...55%. "I feel my school has made an effort to stay competitive with salaries" dropped by 24%, going from 45% to 21%.

In regards to achievement data, Transitional Kindergarten has shown consistent average growth over the years (2019-2022) of 34% from beginning to the end of year for letter sounds. The end-of-year proficiency average has been at 88%. For 2023, beginning-of-the-year data shows 41%; the expected end of this year proficiency rate is 75%, which is significantly lower than previous years. For letter identification, the average growth over the years (2019-2022) went from 33% from the beginning of the year to the end-of-year proficiency average of 90%. For 2023, beginning-of-the-year data shows 53%; the expected end-of-year proficiency rate is 86%, slightly below the average.

STAR - There is a need in 7th-8th grades to raise the average STAR reading level of students. 7th and 8th grades are below the expected grade equivalency. 7th grade students are not making the expected academic growth and 8th grade is meeting their targets.

For 7th and 8th grade students, the growth should be 4 months (August to December) and the Expected GE should be 7.4 for 7th grade or 8.4 for 8th grade.

7th Grade - All 7th Grade Students

Beginning of the Year: Average Grade Equivalency (GE) 6.9 (6th grade, 9 months). Expected GE is 7.0.

Trimester 2: Average Grade Equivalency (GE) 7.1 (7th grade, 1 month). Expected GE is 7.4 (3 months below).

Average Growth: 2 months (Expected growth is 4 months - Beg of Year to Semester 1.)

8th Grade - All 8th Grade Students

Beginning of the Year: Average Grade Equivalency (GE) 7th grade, 5 months (7.5) Grade Equivalency. Expected GE is 8.0

Trimester 2: Average Grade Equivalency (GE) 8th grade 0 months (8.0) Grade Equivalency. Expected GE is 8.4 (4 months below)

Average Growth: 5 months (Expected growth is 4 months - Beg of Year to Semester 1.)

STAR - All students - Pre-Pandemic Compared to 2023 Scores

1st Grade students - 2023 1st grade students on average are 7 months below where students were pre-pandemic. However, 1st grade students are still above where they are expected by 4 months, but are still lagging compared to where 1st grade students were before.

1st Grade

Pre-Pandemic 2018-2020

All 1st Grade Students

Beginning of the Year: Average Grade Equivalency (GE) 1.7 (1st grade, 7 months). Expected GE is 1.0.

Trimester 2: Average Grade Equivalency (GE) 2.7 (2nd grade, 7 months). Expected GE is 1.6 (1 year, 1 month above).

Average Growth: 1 year (Expected growth is 6 months -Beg of Year to Trimester 2.)

2023 STAR 1st Grade Data

All 1st Grade Students

Beginning of the Year: Average Grade Equivalency (GE) 1.0 (1st grade, 0 months). Expected GE is 1.0.

Trimester 2: Average Grade Equivalency (GE) 2.0 (2nd grade, 0 months). Expected GE is 1.6 (4 months above).

Average Growth: 1 Year (Expected growth is 6 months -Beg of Year to Trimester 2.)

2nd Grade students - 2023 2nd grade students on average are 1 year below where students were pre-pandemic. However, 2nd grade students are still above where they are expected to be by 3 months above, but are still lagging compared to where 2nd grade students were before.

2nd Grade

Pre-Pandemic 2018-2020

All 2nd Grade Students

Beginning of the Year: Average Grade Equivalency (GE) 2.9 (2nd grade, 9 months). Expected GE is 2.0.

Trimester 2: Average Grade Equivalency (GE) 3.9 (3rd grade, 9 months). Expected GE is 2.6 (1 year, 3 months above).

Average Growth: 1 year (Expected growth is 6 months -Beg of Year to Trimester 2.)

2023 STAR 2nd Grade Data

All 2nd Grade Students

Beginning of the Year: Average Grade Equivalency (GE) 2.1 (2nd grade, 1 month). Expected GE is 2.0.

Trimester 2: Average Grade Equivalency (GE) 2.9 (2nd grade, 9 months). Expected GE is 2.6 (3 months above).

Average Growth: 8 months (Expected growth is 6 months -Beg of Year to Trimester 2.)

For students in grades 3rd through 6th grade STAR scores indicate there is a 3 month lag between the average STAR expected grade equivalency scores of pre-pandemic versus the 2023 STAR expected grade equivalency. The rate of growth is at or above what is expected.

3rd Grade students - 2023 3rd grade students on average are 3 months behind where students were pre-pandemic. However, 3rd grade students are still above where they are expected to be by 8 months above, but are still lagging compared to where 3rd grade students were before.

3rd Grade

Pre-Pandemic 2018-2020

All 3rd Grade Students

Beginning of Year: Average Grade Equivalency (GE) 3.7 (3rd grade, 7 months). Expected GE is 3.0.

Trimester 2: Average Grade Equivalency (GE) 4.7 (4th grade, 7 months). Expected GE is 3.6 (1 year, 1 month above).

Average Growth: 1 year (Expected growth is 6 months -Beg of Year to Trimester 2.)

2023 3rd Grade STAR Data

All 3rd Grade Students

Beginning of Year: Average Grade Equivalency (GE) 3.3 (3rd grade, 3 months). Expected GE is 3.0.

Trimester 2: Average Grade Equivalency (GE) 4.4 (4th grade, 4 months). Expected GE is 3.6 (8 months above).

Average Growth: 1 year, 1 month (Expected growth is 6 months -Beg of Year to Trimester 2.)

4th Grade students - 2023 4th grade students on average are 2 months behind where students were pre-pandemic. However, 4th grade students are still above where they are expected to be by 5 months above, but are still lagging compared to where 4th grade students were before.

4th Grade

Pre-Pandemic 2018-2020

All 4th Grade Students

Beginning of the Year: Average Grade Equivalency (GE) 4.4 (4th grade, 4 months). Expected GE is 4.0.

Trimester 2: Average Grade Equivalency (GE) 5.3 (5th grade, 3 months). Expected GE is 4.6 (7 months above).

Average Growth: 9 months (Expected growth is 6 months -Beg of Year to Trimester 2.)

2023 4th Grade STAR Data

All 4th Grade Students

Beginning of the Year: Average Grade Equivalency (GE) 4.5 (4th grade, 5 months). Expected GE is 4.0.

Trimester 2: Average Grade Equivalency (GE) 5.1 (5th grade, 1 month). Expected GE is 4.6 (5 months above).

Average Growth: 6 months (Expected growth is 6 months -Beg of Year to Trimester 2.)

5th Grade students - 2023 5th grade students on average are 3 months behind where students were pre-pandemic. However, 5th grade students are still above where they are expected to be by 2 months above, but are still lagging compared to where 5th grade students were before.

5th Grade

Pre-Pandemic 2018-2020

All 5th Grade Students

Beginning of the Year: Average Grade Equivalency (GE) 5.2 (5th grade, 2 months). Expected GE is 5.0.

Trimester 2: Average Grade Equivalency (GE) 6.1 (6th grade, 1 month). Expected GE is 5.6 (5 months above).

Average Growth: 9 months (Expected growth is 6 months -Beg of Year to Trimester 2.)

2023 5th Grade STAR Data

All 5th Grade Students

Beginning of the Year: Average Grade Equivalency (GE) 4.9 (4th grade, 9 months). Expected GE is 5.0.

Trimester 2: Average Grade Equivalency (GE) 5.8 (5th grade, 8 months). Expected GE is 5.6 (2 months above).

Average Growth: 9 months (Expected growth is 6 months -Beg of Year to Trimester 2.)

6th Grade students - 2023 5th grade students on average are 4 months behind where students were pre-pandemic. However, 6th grade students are still above where they are expected to be by 1 month above, but are still lagging compared to where 6th grade students were before.

6th Grade

Pre-Pandemic 2018-2020

All 6th Grade Students

Beginning of the Year: Average Grade Equivalency (GE) 6.2 (6th grade, 2 months). Expected GE is 6.0.

Trimester 2: Average Grade Equivalency (GE) 7.1 (7th grade, 1 month). Expected GE is 6.6 (5 months above)

Average Growth: 9 months (Expected growth is 6 months -Beg of Year to Trimester 2.)

2023 6th Grade STAR Data

All 6th Grade Students

Beginning of the Year: Average Grade Equivalency (GE) 5.8 (5th grade, 8 months). Expected GE is 6.0.

Trimester 2: Average Grade Equivalency (GE) 6.7 (6th grade, 7 months). Expected GE is 6.6 (1 month above).

Average Growth: 9 months (Expected growth is 6 months -Beg of Year to Trimester 2.)

There are no scores for pre-pandemic versus 2023, however for both 7th & 8th grade scores, both grade levels are below the expected grade equivalency.

7th Grade - All 7th Grade Students

Beginning of the Year: Average Grade Equivalency (GE) 6.9 (6th grade, 9 months). Expected GE is 7.0.

Trimester 2: Average Grade Equivalency (GE) 7.1 (7th grade, 1 month). Expected GE is 7.4 (3 months below).

Average Growth: 2 months (Expected growth is 4 months - Beg of Year to Semester 1.)

Expected GE: 3 months below

8th Grade - All 8th Grade Students

Beginning of the Year: Average Grade Equivalency (GE) 7.5 (7th grade, 5 months). Expected GE is 8.0.

Trimester 2: Average Grade Equivalency (GE) 8.0 (8th grade, 0 months). Expected GE is 8.4 (4 months below).

Average Growth: 5 months (Expected growth is 4 months - Beg of Year to Semester 1.)

Expected GE: 4 months below

2023 English Language Learner Students - (32 total students)

English Language Learners (except 1st grade) are well below the expected grade equivalency for their grade expected equivalency for all students. Generally, as the grade level goes up, the gap gets bigger. The gap is between 4 months below to 3 years 2 months behind.

On average, English Learner students school-wide (1st-8th grades) are below the expected grade equivalency by 1 year and 4 months.

1st Grade - EL Students (9 students)

Beginning of the Year: Average Grade Equivalency (GE) 1.1 (1st grade, 1 month). Expected GE is 1.0.

Trimester 2: Average Grade Equivalency (GE) 2.0 (2nd grade, 0 months). Expected GE is 1.6 (4 months above).

Average Growth: 9 months (Expected growth is 6 months Beg of Year to Trimester 2.)

2nd Grade - EL Students (4 students)

Beginning of the Year: Average Grade Equivalency (GE) 1.1 (1st grade, 1 month). Expected GE is 2.0.

Trimester 2: Average Grade Equivalency (GE) 1.9 (1st grade, 9 months). Expected GE is 2.6 (7 months behind).

Average Growth: 8 months (Expected growth is 6 months Beg of Year to Trimester 2.)

3rd Grade -- EL Students (2 students)

Beginning of Year: Average Grade Equivalency (GE) 2.2 (2nd grade, 2 months). Expected GE is 3.0.

Trimester 2: Average Grade Equivalency (GE) 2.9 (2nd grade, 9 months). Expected GE is 3.6 (7 months behind).

Average Growth: 7 months (Expected growth is 6 months Beg of Year to Trimester 2.)

4th Grade - EL Students (3 students)

Beginning of the Year: Average Grade Equivalency (GE) 2.9 (2nd grade, 9 months). Expected GE is 4.0.

Trimester 2: Average Grade Equivalency (GE) 3.7 (3rd grade, 7 months). Expected GE is 4.6 (9 months behind).

Average Growth: 8 months (Expected growth is 6 months Beg of Year to Trimester 2.)

5th Grade - EL Students (3 students)

Beginning of the Year: Average Grade Equivalency (GE) 3.4 (3rd grade, 4 months). Expected GE is 5.0.

Trimester 2: Average Grade Equivalency (GE) 5.0 (5th grade, 0 months). Expected GE is 5.6 (6 months behind).

Average Growth: 1 year, 6 months (Expected growth is 6 months Beg of Year to Trimester 2.)

6th Grade - EL Students (3 students)

Beginning of the Year: Average Grade Equivalency (GE) 3.7 (3rd grade, 7 months). Expected GE is 6.0.

Trimester 2: Average Grade Equivalency (GE) 3.4 (3rd grade, 4 months). Expected GE is 6.6 (3 years, 2 months behind).

Average Growth: -3 months growth (Expected growth is 6 months Beg of Year to Trimester 2.)

7th Grade - EL Students (5 students)

Beginning of the Year: Average Grade Equivalency (GE) 3.7 (3rd grade, 7 months). Expected GE is 7.0.

Trimester 2: Average Grade Equivalency (GE) 5.5 (5th grade, 5 months). Expected GE is 7.4 (2 years, 9 months behind).

Average Growth: 1 year, 8 months (Expected growth is 4 months Beg of Year to Trimester 2.)

8th Grade - EL Students (3 students)

Beginning of the Year: Average Grade Equivalency (GE) 4.2 (4th grade, 2 months). Expected GE is 8.0.

Trimester 2: Average Grade Equivalency (GE) 6.5 (6th grade, 5 months). Expected GE is 8.4 (2 years, 9 months behind).

Average Growth: 2 years, 3 months (Expected growth is 4 months Beg of Year to Trimester 2.)

2023 Title 1 Students - (177 total students)

Title 1 students in all grades are well below the expected grade equivalency for their grade expected equivalency for all students. Generally, as the grade level goes up, the gap gets bigger. The gap is between 4 months below to 3 years 2 months behind.

On average Title 1 students school-wide (1st-8th grades) are below the expected grade equivalency by 9 months. However, all grades (except 7th grade) are making the expected growth in months.

1st Grade - Title 1 Students (25 students)

Beginning of the Year: Average Grade Equivalency (GE) 0.5 (kindergarten, 5 months). Expected GE is 1.0.

Trimester 2: Average Grade Equivalency (GE) 1.3 (1st grade, 3 months). Expected GE is 1.6 (3 months behind).

Growth: 8 months (Expected growth is 6 months Beg of Year to Trimester 2.)

2nd Grade - Title 1 Students (39 students)

Beginning of the Year: Average Grade Equivalency (GE) 1.3 (1st grade, 3 months). Expected GE is 2.0.

Trimester 2: Average Grade Equivalency (GE) 2.2 (2nd grade, 2 months). Expected GE is 2.6 (4 months behind).

Growth: 9 months (Expected growth is 6 months Beg of Year to Trimester 2.)

3rd Grade -- Title 1 Students (25 students)

Beginning of Year: Average Grade Equivalency (GE) 2.0 (2nd grade, 0 months). Expected GE is 3.0.

Trimester 2: Average Grade Equivalency (GE) 2.9 (2nd grade, 9 months). Expected GE is 3.6 (7 months behind).

Growth: 9 months (Expected growth is 6 months Beg of Year to Trimester 2.)

4th Grade - Title 1 Students (12 students)

Beginning of the Year: Average Grade Equivalency (GE) 3.2 (3rd grade, 2 months). Expected GE is 4.0.

Trimester 2: Average Grade Equivalency (GE) 4.1 (4th grade, 1 month). Expected GE is 4.6 (5 months behind).

Growth: 9 months (Expected growth is 6 months Beg of Year to Trimester 2.)

5th Grade - Title 1 Students (24 students)

Beginning of the Year: Average Grade Equivalency (GE) 3.4 (3rd grade, 4 months). Expected GE is 5.0.

Trimester 2: Average Grade Equivalency (GE) 4.3 (4th grade, 3 months). Expected GE is 4.6 (3 months behind).

Growth: 9 months (Expected growth is 6 months Beg of Year to Trimester 2.)

6th Grade - Title 1 Students (19 students)

Beginning of the Year: Average Grade Equivalency (GE) 4.8 (4th grade, 8 months). Expected GE is 6.0.

Trimester 2: Average Grade Equivalency (GE) 5.7 (5th grade, 7 months). Expected GE is 6.6 (9 months behind).

Growth: 9 months (Expected growth is 6 months Beg of Year to Trimester 2.)

7th Grade - Title 1 Students (21 students)

Beginning of the Year: Average Grade Equivalency (GE) 4.5 (4th grade, 5 months). Expected GE is 7.0.

Trimester 2: Average Grade Equivalency (GE) 4.9 (4th grade, 9 months). Expected GE is 7.4 (2 years 5 months behind).

Growth: 4 months (Expected growth is 4 months Beg of Year to Semester 1.)

8th Grade - Title 1 Students (13 students)

Beginning of the Year: Average Grade Equivalency (GE) 4.7 (4th grade, 7 months). Expected GE is 8.0.

Trimester 2: Average Grade Equivalency (GE) 5.3 (5th grade, 3 months). Expected GE is 8.4 (3 years, 1 months behind).

Growth: 6 months (Expected growth is 4 months Beg of Year to Semester 1.)

In the area of math, in analyzing Savvas math benchmark scores for grades 2nd and 4th there was a proficiency % loss. Grade 2 decreased significantly with a 10% loss. In 2022 the average proficiency rate was 66%; for 2023 the average proficiency rate is 55%. For 4th grade, there was a slight 1% decrease of proficiency rate. In 2022 the average proficiency rate was 75%; for 2023 the average proficiency rate was 74%.

Overall, the analysis of data revealed there is a need to create a system for data to be tracked and compared over time for middle school and all grade level sub-groups.

Survey results indicated there are needs in the following areas of Professional Development:

- Support teachers in training their students to assess their own learning with a rubric and setting personal learning goals.

Professional Development:

For 1st - 8th grades there was a significant increase in teachers training their students to assess their own learning with a rubric from 47% to

84% - a 37% increase. We recognize there is a need to formalize what students assessing their own learning means, and add questions to the student survey regarding their understanding of self-reported grading.

There was an increase in teachers talking about the 8 Key Strategies as indicated by teachers. Data went from to 70% to 78%, an 8% increase. Student survey results also increased in this area, increasing from 44% to 71%, a 27% increase. There is a need to continue training in this area. For recess coaches there was only a 10% increase, going from 20% to 30%. Recess coaches were trained, however there is a high turnover rate of these employees. There is a continued need to train new teachers and recess coaches.

Student survey results indicate an average of 72% 1st - 8th grade students like going to school. There was a slight increase from 70%, a 2% gain. There is still a need to implement strategies in this area.

There is a need to improve within the following teacher survey questions or affirmation statements:

- "Extended opportunities for learning, such as Success Academy, Fast ForWord, Summer School, and/or Office Hours have a positive impact on student learning," a 14% decrease from 59% to 45%,
- "I believe we can make 90% proficiency," a 5% decrease from 67% to 62%
- "Does the Pillars Evaluation process clearly define expectations for the teaching profession?" 50% (new question)
- "I feel effective in teaching critical thinking skills to my students," 57% (new question)
- "Do PLCs help support your students' academic achievement?" 55% (new question)
- "I can speak to the ELD strategies and/or supports used for English Learners in my class," 55% (new question)

The WASC visiting committee also identified the following critical needs during the school's self-study in 2018 which aligns with the following LCAP needs:

- There is a need for continued training and for the next steps of implementing 21st Century Skills. (WASC 1)
- Administration and instructional staff need to continue to develop teacher capacity and training through the use of the Pillars Performance System, PLCs, and/or other identified system(s) in order to continue to support and advance the entire school's program and increase student outcomes. (WASC 1)

- Administration and instructional staff need to identify and implement instructional strategies, curriculum and interventions in order to improve outcomes for English Learners (EL) and any other identified underperforming student groups. (WASC 2)
- Administration and instructional staff need continued training in and to implement 21st Century Skills for critical thinking, character, communication, collaboration, and creativity, in order to improve student outcomes and prepare students for transition into their next educational environment. (WASC 3)
- Administration and staff need to implement Next Generation Science Standards (NGSS) school-wide to prepare students for the new standards, including curricular, instructional, and assessment components to ensure student achievement of standards. Additionally, administration and staff need to implement any other newly identified standards when adopted, such as Social Studies. (WASC 4)
- Administration, staff, and educational partners need to continue to develop middle school-specific initiatives that support academics, healthy relationships, and student engagement/ownership of the program and to meet student academic and socio-emotional needs. (WASC 5)

LCAP Highlights

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

ILCS is most proud being named a California Distinguished School in the 2022-2023 school year. The school was named one of three in San Bernardino County, and one of four in Riverside and San Bernardino Counties. ILCS is also proud of being granted a waiver during the pandemic for seat-based instruction, which contributed strongly to our success and limited our learning loss.

The school utilized an extensive use of surveys for all educational partners, various community meetings, and the extension of LCAP conversations to special interest groups beyond the stipulated LCAP requirements. The school finance committee, comprised of parents, staff, administration, and board members continues to analyze the educational partners' LCAP data, the state dashboard, determine appropriate actions, and assign monetary amounts to the budget to support actions and services. In addition, the finance committee meets each trimester to monitor current year LCAP expenses and determine if expenses are occurring at site and district levels. THRIVE committees met to monitor our LCAP goals, actions, and services. The team created and analyzed survey data. THRIVE committees will be an on-going support to the LCAP process that provides feedback and recommendations to the finance and ILCS Board. These committees provide greater educational partner participation as compared to the past. Data was available to analyze and compare from pre-pandemic to the current year. This provided the information necessary to make instructional decisions on closing the achievement gaps.

Other highlights include the system in which our school staff set professional targets aligned to school-wide LCAP goals. Each teacher is required to set class goals/targets in one of the 4 LCAP goals; Retain and Train Teachers; 90% proficiency for all students; technology and leadership culture. Professional Learning Communities (weekly teacher groups) have aligned their work with LCAP goals to ensure unity of professional development, goals, and actions moving forward. These targets and goals are aligned to our new three LCAP Goals which are: Innovate systems, programs and practices to provide greater access and options to improve student learner outcomes; Accelerate 90% of all students to proficiency in content areas on standardized assessments to close the achievement gap; and Cultivate a safe and structured environment building strong partnerships with parents and community members to ensure all sites have a positive school culture focused on leadership and high standards. Staff survey data reveals overall satisfaction and effectiveness of the school program encompassing school culture, student achievement, 21st century schools, and teacher retention, indicating approximately 96% satisfaction.

As a school of choice, very few families have chosen to exit our program from year to year and fewer than 1% indicate any dissatisfaction with instructional programs. Parent surveys demonstrate that the overwhelming majority of parents and staff feel the school is safe, well-organized, and cares for their student. Other highlights include our positive behavior intervention system (PBIS) called ROAR. We used ongoing data to leverage student/classroom behavior, resulting in each classroom and grade level setting goals for improvement.

ILCS has adopted "8 Key Strategies" to support students with purpose and personal responsibility in all grade levels. Key staff members were trained in new Leadership curriculum titled Character Strong. Targeted classes for students in grades three through eight with the school's leadership coach were started to support student leadership (California Street Campus), and after-school classes for at-risk populations at the Bryant Street Campus to create a closer connection among students who struggle to make friends and feel motivated to attend school. Community service continues to be a school-wide focus in which all grade levels participate in service projects. As students recognize the impact that their love and energy can have on others around the world, it builds confidence and the capacity for them to strive to help others through their own learning. Ultimately, they are working and learning for a purpose.

Write from the Beginning & Beyond professional development is in its 4th year of implementation, which complements the Thinking Maps program, in its 5th year of implementation. Path to Proficiency training for teachers was offered as an extension of Thinking Maps. It is in its 2nd year of implementation to bridge the achievement gaps of our English Learner population. A Title 1 Literacy Parent Night was held to teach parents how to support their child(ren) at home.

The after-school Electives program has returned with a robust offering of extra-curricular learning opportunities. Several electives offered include Chinese, Tennis, Yoga, Theater, Art, Entrepreneurship & Leadership. Parent Volunteers were able to participate in classes and school events.

An LVN was added to the California Street Campus to support student needs. Nutrition services offered free-for-all-students lunches and was able to support the capacity of student lunches, which significantly increased.

ILCS is proud of the new middle school Leadership Conference (Lead Con) event with a focus on student leadership and purpose. ROAR Rallies, House Tournaments, awards assemblies, activities including grade level trips, science and leadership camps, overnight leadership events, 8th grade Cotillion, and dances to encourage and celebrate student leadership and culture.

Other highlights from the LCAP include a visual/graphic image of the LCAP goals for our educational partners along with a "Tree" graphic that demonstrates how the LCAP, school philosophy, student learner outcomes, and the mission/vision interact and coincide. In sum, the LCAP process has been a part of the school culture of strategic planning, parent collaboration, and targeted budgeting since the school's inception. ILCS continues to demonstrate strong student performance in a safe and caring environment that educational partners trust and respect.

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

The school engaged educational partners through a variety of communication methods and strategies. The main focus for engagement included the THRIVE committees. The THRIVE committees consist of 3 teams: Innovate, Accelerate, and Cultivate. The teams/committees, which consisted of staff and parents, met and created surveys to disseminate to students, parents, and staff. Survey results were collected and analyzed to create the school's goals, outcomes, actions, and services. The committees included representation from all educational partners. ILCS has concluded that surveys are the most effective mode of gathering honest and timely feedback from the majority of our educational partners. Parent meetings and forums are held during the year but tend to lack participation even when outreach is provided, but surveys are completed by our partners with a high participation rate. In addition, the charter school authorizer has visited the site as part of their oversight on different occasions to review the school's program regarding Human Resources, Curriculum/Instruction, and Business/Governance. These visits and conversations with the authorizer are also used as input for the LCAP planning. The authorizer's feedback reinforced our planned actions and services already embedded in the LCAP.

A summary of the feedback provided by specific education partner groups:

Survey Data results from the THRIVE committees, room parent meetings, and ELAC meetings indicated both success and needs results. Survey data was administered to all parents, students, and staff. Survey results indicated very positive results. 95% of parents feel welcome at ILCS and 90% of 1st - 8th-grade students feel welcome. 99% of parents are happy their child/ren attend ILCS. 96% of staff (certificated/classified) like working at ILCS, and 72% of 1st-8th grade students like going to school. 89% of all staff feel valued by the

administration and 95% by their team members. Gains have been made in the area of student school culture compared to previous years, with students being nice to each other and respecting each other. An average of 82% of students feel students are nice in grades 1st - 8th grades and 82% of students respect each other.

A summary of the feedback provided by specific educational partners.

The feedback from educational partners includes data/information from the school's THRIVE committees which include the following three teams: Innovate, Accelerate, and Cultivate. The teams recommend: Cultivate days to build staff morale, a need to analyze Professional Learning Communities (PLCs), and evaluate the Success Academy program for effectiveness. Conversations need to occur regarding the 90% proficiency goal and raising the survey results for students liking to go to school.

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

The creation of the Thrive Committees which align with the three goals in the LCAP (Innovate, Accelerate, Cultivate) are a function of the total collection of survey and educational partner feedback that indicated these three areas were the major ideals or themes to address in the LCAP. The administration carefully reviewed the data from our partners and noticed a clear message; the need for innovative practices, the need to increase and accelerate student learning, and to cultivate a safe campus based on leadership. Hence the three committees were then formed and given the liberty to collect data from educational partners and design actions and services to address the needs. In sum, educational partners were a key role in designing the process for the LCAP in addition to the content of the LCAP.

Specifically for the 2023-2024 revisions to the LCAP, the teams recommend: Cultivate days to build staff morale, a need to analyze Professional Learning Communities, and Success Academy. Conversations need to occur regarding the 90% proficiency and raising the survey results for students liking to go to school.

Goals and Actions

Goal

Goal #	Description
--------	-------------

Goal 1	Innovate systems, programs, and practices to provide greater access and options to improve student learning outcomes.
--------	---

An explanation of why the LEA has developed this goal.

The vision of the Inland Leaders is to sustain a high-quality community charter school founded upon innovative instruction and character education to create 21st century leaders. ILCS's mission states ILCS is "committed to providing a world-class education for students that will equip them with the critical 21st Century Skills necessary to be successful leaders in life." These past few years, in particular the pandemic period, have demonstrated the importance of innovation in our schools.

In addition, the school is currently preparing for a WASC accreditation visit in 2023-2024. One specific WASC critical need cited that administration and instructional staff need to be trained in and to implement 21st Century Skills for critical thinking and writing in order to improve student outcomes and prepare students for transition into their next educational environment.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
----------	----------	----------------	----------------	----------------	-----------------------------

<p>-Hybrid Learning enrollment and attendance records -Device and internet access records - Academic student achievement for students enrolled in the Distance Learning program: state and local assessments</p>	<p>-3rd-6th grades currently have a hybrid program enrollment of zero students for the 2020-2021 school year (except for pandemic-related hybrid students). - Hybrid student achievement data baseline is not available since no students are enrolled in the program during the 2019-2020 year. - Hybrid enrollment and attendance will be determined in Year 1 of its implementation. -Device and internet access is currently above 90%.</p>	<p>-Hybrid Program Data -Total number of students enrolled in the hybrid program: 18 students. Only 6th grade students participated. - Attendance: 100% (Independent Study coursework turned in and accounted for to claim attendance) - All students offered devices/internet access: 83% of students utilized a school computer and 6% utilized an internet device - ELA grade level benchmark: 55% at grade level - Math grade level benchmark: 35% at grade level</p>	<p>-Hybrid Program Data -Total number of students enrolled in the hybrid program: 8 Students - Attendance: 100% (Independent Study coursework turned in and accounted for to claim attendance) - All students offered devices/internet access: 100% of students utilized a school computer and 0% utilized an internet device - ELA grade level benchmark: 12% at grade level - Math grade level benchmark: 12% at grade level</p>	<p>[Intentionally Blank]</p>	<p>The Hybrid Program will no longer be offered due to lack of interest from ILCS families. Hybrid enrollment of 100 students -Average ILCS academic growth and proficiency scores demonstrate that student achievement progress is comparable to the site-based program. -Basic one year of academic growth for hybrid students on STAR assessment and local benchmarks.</p>
--	---	---	--	------------------------------	---

<p>-21st Century Skills assessment tool -Teacher and student survey data -Evidence of 21st century skills implementation will be shown in Professional Learning Community (PLC) notes. -Principal observation and walk-through surveys indicating implementation and demonstration of 21st century learning in classes.</p>	<p>-21st Century Skills implementation to include new survey questions for staff and students. Baseline data to be determined in the 2022-2023 school year. -Evidence of 21st Century Skills implementation will be shown in Professional Learning Community (PLC) notes, as well as admin walk-through forms/notes.</p>	<p>-Teacher Survey Data: Average percent of teaching staff implementing 21st Century Skills 44%. The percentage stayed the same at 44%. - New questions are being developed to maintain relevancy and clarity -New baseline and new outcome for 2022-2023 -Principal walk-through forms were not implemented this current LCAP year. Will be implemented in 2022-2023.</p>	<p>ILCS introduced 21st Century Skills. Critical thinking training was the focus. Survey Data - 56% of staff feels confident in teaching critical thinking. Character was introduced at the end of the year. The other components will be introduced in the following years. PLC notes indicate 3 meetings dates. The administration walk-through form included Depth of Knowledge (DOK) levels, which involves levels of critical thinking. The form also includes evidence of 21st Century Skills.</p>	<p>[Intentionally Blank]</p>	<p>-75% of instructional staff indicate on surveys that they are implementing 21st Century Skills in their classrooms and are well trained to do so. -75% of staff feels confident in teaching critical thinking -90% of principal walk-through forms demonstrate 21st-century skills instruction during class visits.</p>
--	---	--	--	------------------------------	--

-Number of Hot Spots Available - needs met per request - Computers/iPads - 1 to 1 including staff and students with updated equipment to handle higher-level processing	10 hotspots available	10 Hotspots available 7 students utilized hotspots; no students denied a hotspot who requested one.	Number of Hot Spots Available - needs met per request - 3 were requested - Computers/iPads - 1 to 1 including staff and students with updated equipment to handle higher-level processing	[Intentionally Blank]	-100% up-to-date technology & devices -Hotspots available to any unduplicated student upon request
No longer applicable	No longer applicable	No longer applicable	No longer applicable	[Intentionally Blank]	No longer applicable

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	21st Century Skills Implementation	Teacher collaboration time and training in the meaning of 21st century skills and integration into classroom instruction to improve student achievement. Budgeted expenses to include substitutes to release teachers for training and collaboration. Expenses related to stipends for staff that support 21st Century programs such as robotics. Includes ELO-P classes to support 21st-century skills. WASC Critical Need: 3	\$32,500.00	No

Action #	Title	Description	Total Funds	Contributing
Action #2	Student and staff technology devices and support	Provide one-to-one technology devices and technology support for students and teachers. Purchase of updated iPads, Chromebooks, document cameras, smartboards, and other classroom devices to handle higher-level learning processes. This action also includes purchasing internet hotspots for unduplicated students in need of reliable internet access at home. Budget expenses include Hotspots, Chromebooks, IPADS, staff computer/technology, network equipment and system upgrades, internet fees, assistive technology equipment, classroom technology equipment and tech replacements.	\$55,000.00	Yes
Action #3	Professional Development	1.3 Professional Development Professional Development for instructional staff to develop innovative 21st-century practices in their classrooms to include conferences (CUE & others), embedded time on PLC days, and specific strategies with high effect sizes as documented by Hattie, Fisher, and Frey. Budgeted Expenses: fees for conferences/workshops, professional development materials, travel-related expenses for conferences. WASC Critical Need: NA	\$8,000.00	No

Goal Analysis 2022-23

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

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

ILCS made a concerted effort to implement all actions to innovate systems, programs, and practices to provide greater access and options to improve student learning outcomes. All actions were implemented for the 2022-2023 school year, with the exception of a few of the details in Action #3 -

UPDATED

Action #1 21st Century Skills Implementation - Occurred

Action #2 Student and Teacher Technology Device Support - Occurred

Action #3 Hybrid Learning Program Materials, Stipends, Training, and Equipment - Hybrid training did not happen for the hybrid teachers and materials were not needed due to low enrollment and a deletion of the program for 2023-2024.

Action #4 Professional Development - Occurred

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

Major budget differences include the delay of device purchase due to the fact that current devices were used for an extended year and were repaired by the ILCS technology staff rather than replace devices. In addition, the hybrid program enrollment was lower than anticipated and did not require new device purchases. The major school wiring and network infrastructure upgrades that were planned for the current budget year were delayed for the next school year in 2023-2024.

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

Overall, the actions and services were effective to improve student outcomes toward our goal of innovating systems, programs, and practices to provide greater access and options for student achievement.

Action items 2.1 - 2.4

Action #1: 21st Century Skills Implementation - Teachers were introduced to 21st century skills with the focus being on critical thinking and character for the 22-23 school year. Information was shared regarding Web's Depth of Knowledge (DOK) for critical thinking in a school-wide workshop.

Action #2: Student and Teacher Technology Device Support - All students and teachers have technology devices and equipment needed to be successful.

Action #3: Hybrid Learning Program Materials, Stipends, Training, and Equipment - Hybrid learning occurred this year with 6th grade only. Stipends were provided to participating instructional staff.

Action #4: Professional Development - Continued learning occurred by examining student work with DOK levels in Professional Learning Communities (PLCs). Teachers attended a training on site by Doug Fisher. The training covered critical thinking, along with levels of

engagement. A team of teachers attended the Character Strong training in Texas, and the Computer-Using Educators (CUE) conference. Several workshop sessions were offered to teachers by our teachers during our spring innovation day which included 21st Century Skills with a focus on critical thinking and character.

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.

The Hybrid Learning Program, Action #3, will no longer be implemented. The program will be discontinued due to lack of participation.

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

Goal

Goal #	Description
Goal 2	Accelerate 90% of all students to proficiency in content areas on standardized assessments to close the achievement gap.

An explanation of why the LEA has developed this goal.

Pre-pandemic the school was well on its way toward the 90% proficiency mark. Outcomes 3 & 4 indicate previous results along with scores during the pandemic which demonstrates learning loss. There is a need to accelerate students who are currently experiencing the achievement gap. Student academic achievements indicate learning loss due to the pandemic. English Learner reading scores demonstrate the need to focus intervention efforts on the higher grade levels as the achievement gap become even more evident.

Additionally, STAR reading scores indicate that all grade levels scored below their average growth from previous years and progress (Pre-Pandemic).

Achievement data analyzed was from pre-pandemic 2017-2020 to current in order to capture the learning loss data.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
----------	----------	----------------	----------------	----------------	-----------------------------

<p>Teacher Surveys Questions to be monitored for improvement: Do Professional Learning Communities (PLCs) help support students' academic achievement? Do I believe we can get to 90% proficiency? Do I believe I have the strategies to get our students to 90% proficiency? Professional development notes and agendas will be monitored for implementation and student achievement.</p>	<p>Baseline to be determined in 2022-2023 due to new questions being administered on surveys. Questions regarding the success of professional development at ILCS to be developed and asked in future years.</p>	<p>PLC Question: Overall increase of 5%--> 70% to 75%. Elementary: 67% to 77%. The middle school level: 50% to 57%. Special programs 97% to 87%. 90% Proficiency Question - overall stayed the same at 73%. Elementary: decreased by 3% -> 73% to 70%. Middle school level: 7% increase - 50% to 57%. Special program: increased 6% - 86 to 92%. PLC notes indicated weekly meetings and conversations regarding student achievement. 90% Proficiency mark dropped from 77% to 67%, a 10% drop.</p>	<p>PLC Question (effective for student achievement): Overall 50%. Elementary 55%, TK-2nd 43%, 3rd-6th 68%, middle school 33% Specials 50%. 90% Proficiency Question: Overall, belief in 90% proficiency mark dropped from 67% to 62%, a 5% drop. TK-2nd 80%, 3rd-6th 50%, middle school 34% Specials 83%. Strategies to get to 90% Proficiency: Overall 74%. TK-2nd 87%, 3rd-6th 56%, middle school 67%, Specials 83%. PLC notes indicated weekly meetings and conversations regarding student achievement.</p>	<p>[Intentionally Blank]</p>	<p>Desired outcome to be determined 2022 -2023 regarding baseline of Professional Learning Communities and 90% Proficiency. 80% of the teachers indicate that professional development was valuable.</p>
---	--	--	--	------------------------------	--

Human Resources data system - Highly Qualified Teachers	97% of all staff credentialed/licensed as highly qualified under state law.	98% of all staff credentialed as highly qualified under state laws.	95% of staff credentialed as highly qualified under state laws.	[Intentionally Blank]	100% of all staff credentialed/licensed as highly qualified under state law.
Teacher surveys - Are students being trained to assess their own learning? Students are utilizing self-reported grading to assess their progress. Further survey questions to be developed by subject area and self-reported grading.	Currently, 47% of students are students being trained to assess their own learning with a rubric, according to the teachers' surveys. Self-reported grading questions on surveys to be developed.	Teacher survey indicates a significant increase in students being trained to assess their own learning going from 47% to 84%, a 36% gain. Self-reported grading questions need to be developed.	Teacher survey indicates that 79% of teachers are training students to assess their own learning by self-reported grading. The 3 areas teachers are utilizing self-reported grading are: -Writing 37% - Math 53% - Leadership 55%.	[Intentionally Blank]	77% of students are students being trained to assess their own learning with a rubric. 77% of teachers indicate students are utilizing self-reported grading.

<p>3% more students proficient in math, ELA, and science on state assessments and 3% or one-grade level growth on local benchmarks. Increase student proficiency for EL and low SES students by 3% or 1 year growth. Grades K-8 writing benchmark</p>	<p>Transitional Kindergarten - Letter Identification and Sounds (August 2020 - March 2021). For Letter Identification, on average 81% and Letter sounds 73%. Kindergarten - Foundational Skills - 85%. Sight Words - 45%. Letter Teams - 58%. For reading - Running Record level average "C". STAR data reveals learning loss for several grades (1st - 8th) levels on average: From August to February (6 months) students gained a grade equivalent of: 1st grade - 3 months (.3) compared to 1 year (1) average growth from the three pre-</p>	<p>CAASPP - 2% gain in ELA -73% (2018 - 2019) to 75% (2020-2021). Math - a decrease by 6% going from 73% (2018-2019) to 67% (2020-2021). The 3% outcome expectation not met. STAR - All grades on target to meet the 1 year gain with the exception of 5th and 8 grades. SAVVAS (formerly Pearson) 1st & 5th grade met the 3% outcome - All other grades 1st - 6th decreased. TK - Met the 3% outcome in all areas except for counting. Kinder - Met the 3% outcome in all areas except for sight words and counting</p>	<p>CAASPP - ELA - 3% decrease 75% (2020-2021) to 72%(2021-2022). Math - an increase by 1%. 67% (2020-2021) to 68% (2021-2022). The 3% outcome expectation not met. STAR - All grades on target to meet the 1 year gain with the exception of 7th and 8th grades. SAVVAS (formerly Pearson) 1st & 6th grade met the 3% outcome, 3rd & 5th same, 2nd & 4th decrease TK - Did not meet the 3% outcome in any area - Decreased in all areas Kinder - Met the 3% outcome in all areas except foundational skills</p>	<p>[Intentionally Blank]</p>	<p>3% more students proficient in math, ELA, and science on state assessments and 3% or one-grade level average growth each year on local benchmarks. Improve EL levels to the yellow color on the state dashboard for EL student performance in math and ELA. Grades K-8 overall local writing benchmark proficiency at 75%.</p>
---	--	--	---	------------------------------	---

vious years (2017-2020), which indicates a 7 month loss of academic gains. 1st grade average grade equivalency for 2021 is 1st grade 9 months (1.9), which is 3 months above the expected 1st grade 6 month (1.6) growth. The average grade equivalency for 2018-2020 was 2nd grade 7 months (2.7), which equates to an 8 month (.8) loss. 2nd grade - 5 months (.5) compared to 1year (1) average growth from the three previous years (2017-2020), which indicates a 5 months loss of academic gains. 2nd grade average grade

equivalency for 2021 is 3rd grade 3 months (3.3), which is 7 months above the expected 2nd grade 6 months (2.6) growth. The average grade equivalency for 2017-2020 was 3rd grade 9 months (3.9), which equates to a 6 month (.6) loss. 4th grade - 7 months (.7) compared to 9 months (.9) average growth from the three previous years (2017-2020), which indicates a 2 month (.2) loss of academic gains. 4th grade average grade equivalency for 2021 is 5 years 5 months (5.5), which is 9 months above the expected 4 years 6 months (4.6)

growth. The average grade equivalency 2017-2020 was 5 years 3 months (5.3), which equates to a 2 month (.2) gain. 5th grade - 6 months (.6) compared to 8 months (.8) average growth from the three previous years (2017-2020), which indicates 2 months (.2) of loss in academic gains. 5th grade average grade equivalency for 2021 is 6th grade 2 months (6.2), which is 6 months above the expected 5th grade 6 months (5.6) growth. The average grade equivalency 2017-2020 was 6th grade 1 months (6.1), which equates to a 1 month (.1) gain.

6th grade - 5 months (.5) compared to 5 months (.5) average growth from the previous two years (2018-2020), which indicates no months of loss in academic gains. However, the expected growth is 6 months, so there they are 1 month behind the expected gain. 6th grade average grade equivalency for 2021 is 6th grade 8 months (6.8), which is 2 months above the expected 6th grade 6 months (6.6) growth. The average grade equivalency for 2018 - 2020 was 6 years 9 months (6.9), which equates to a 1 month (.1) loss.

7th grade - A nega-

tive 1 year 2 months (1.2) compared to 5 months (.5) average growth from the previous year (2019 - 2020), which indicates 7 months (.7) of loss in academic gains. The grade equivalency is 6th grade 1 month (6.1) for 2020 - 2021, compared to 7th grade 7 months (7.7), which equates to 1 year and 6 months (1.6) loss. 8th grade - 6 months (.6) average growth for 2021, which meets the expected growth of 6 months (.6). The average grade equivalency was 8th grade 1 month (8.1), which is below the expected grade equivalency of 8th grade 6

months (8.6). Math TK - Numbers recognition - 78%. Kindergarten - Counting & num- ber recognition - 90% Year-long av- erage Savvas benchmark scores: 1st grade - 76% 2nd grade -68% 3rd grade - 76% 4th grade - 74% 5th grade - 71% 6th grade - 68%				
---	--	--	--	--

<p>Increase student proficiency for EL students by 3% or 1 year growth. Grades K-8 writing benchmark</p>	<p>English Language Learner STAR scores grade equivalency on average shows a deficit for grades 3 - 8 for the 2020-2021 school year. 1st grade - Average grade equivalency of 1st grade 9 months (1.9) compared to the expected equivalency of 1st grade 6 months (1.6). 3 months above the expected gain. 2nd grade - Average grade equivalency of 2nd grade 7 months (2.7) compared to the expected equivalency of 2nd grade 6 months (2.6). 3rd grade - Average grade equivalency of 3rd grade 1 month (3.1) compared to the ex-</p>	<p>CAASPP - 2% decrease in ELA - 27% (2018 - 2019) to 25% (2020-2021). Math - a decrease by 2% going from 27% (2018-2019) to 25% (2020-2021). The 3% outcome expectation not met.</p>	<p>CAASPP - an 8% increase in ELA - 25% (2020-2021) to 33% (2021-2022) - Math - a 17% increase going from 25% (2020-2021) to 42% (2021-2022). The 3% outcome was met for both ELA and math.</p>	<p>[Intentionally Blank]</p>	<p>3% more students proficient in math, ELA, and science on state assessments and 9% or one-grade level average growth each year on local benchmarks. Improve EL levels to the yellow color on the state dashboard for EL student performance in math and ELA. Grades K-8 overall local writing benchmark proficiency at 75%</p>
--	---	---	---	------------------------------	--

pected gain of 3rd grade 6 months (3.6), which is 5 months (.5) below the expected equivalency. 4th grade - Average grade equivalency of 3rd grade 7 months (3.7) compared to the expected gain of 4th grade 6 months (4.6), which is 9 months (.9) below the expected equivalency. 5th grade - Average grade equivalency of 4th grade 2 months (4.2) compared to the expected gain of 5th grade 6 months (6.6), which is 1 year and 4 months (1.4) below the expected equivalency. 6th grade - Average grade equivalency of 4th grade 4 months

<p>(4.4) compared to the expected gain of 6th grade 6 months (6.6), which is 2 years and 2 months (2.2) below the expected equivalency. 7th grade - Average grade equivalency of 4th grade 3 months (4.3) compared to the expected gain of 7th grade 6 months (7.6), which is 3 years and 3 months (3.3).</p>				
---	--	--	--	--

<p>Increase student proficiency for low SES students by 3% or 1 year growth. Grades K-8 writing benchmark</p>	<p>Socio-economically Disadvantaged STAR scores grade equivalency on average shows: 1st grade - Average grade equivalency of 1st grade 5 months (1.5) compared to the expected equivalency of 1st grade 6 months (1.6). 1 month below the expected gain. 1st grade average for all students grade equivalency for 2021 is 1st grade 9 months (1.9) indicating SES students are 4 months behind their peers. 2nd grade - Average grade equivalency of 3rd grade 1 months (3.1) compared to the expected equivalency of 2nd grade 6</p>	<p>CAASPP SES Students - 1% increase in ELA - 62% (2018 - 2019) to 63% (2020-2021). Math - a decrease by 9% going from 60% (2018-2019) to 51% (2020-2021). The 3% outcome expectation not met.</p>	<p>CAASPP SES Students - 5% increase - 63% (2020-2021) to 68% (2021-2022). Math - a 5% increase - 51% (2020-2021) to 56% (2021-2022). The 3% outcome expectation was met.</p>	<p>[Intentionally Blank]</p>	<p>3% more students proficient in math, ELA, and science on state assessments and 9% or one-grade level average growth each year on local benchmarks. Maintain or improve SES levels at green or to blue on the state dashboard for SES student performance in math and ELA. Grades K-8 overall local writing benchmark proficiency at 75%.</p>
---	---	--	---	------------------------------	---

months (2.6).
Above the expected gain by 5 months (.5). 2nd grade average for all student's grade equivalency for 2021 is 3rd grade 3 months (3.3) indicating SES students are 2 months behind their peers.

3rd grade -
Average grade equivalency of 3rd grade 8 month (3.8) compared to the expected gain of 3rd grade 6 months (3.6), which is 2 months (.5) above the expected equivalency.

4th grade -
Average grade equivalency of 4th grade 7 months (4.7) compared to the expected gain of 4th grade 6 months (4.6), which is 1 month

(.1) above the expected equivalency. 4th grade average for all student's grade equivalency for 2021 is 5 years 5 months (5.5) indicating SES students are 8 months (.8) behind their peers. 5th grade - Average grade equivalency of 5th grade 5 months (5.5) compared to the expected gain of 5th grade 6 months (5.6), which is 1 month (.1) below the expected equivalency. 5th grade average for all student's grade equivalency for 2021 is 6th grade 2 months (6.2) indicating 7 months (.7) behind their peers. 6th grade - Average grade

equivalency of 6th grade 0 months (6.0) compared to the expected gain of 6th grade 6 months (6.6), which is 6 months below the expected equivalency. 6th grade average for all students' grade equivalency for 2021 is 6th grade 8 months (6.8) indicating 8 months (.8) behind their peers. Baseline writing data to be analyzed in future years once benchmarks are fully implemented.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Hire and retain high quality instructional staff	ILCS is committed to hiring high-quality credentialed/licensed staff as a primary initiative that leads to the success of students. Continue to hire highly qualified teachers with CLAD or EL instruction qualifications by ensuring new hires are credentialed; screened, interviewed, and observed "teaching in action" prior to hire Retain veteran teachers, train new teachers, & maintain classroom aide support to increase proficiency rates for English Learners and students with disabilities. Budgeted expenses include salaries and compensation for instructional staff and administration, costs associated with staff recruitment, costs associated with onboarding and employment management. (WASC critical need 2)	\$5,841,463 .00	Yes
Action #2	Professional Development	-Targeted training and support in the areas of: -English Language Learners, -Self-reported grading, -Learning engagement. -Revisit the implementation of Thinking Maps in all classrooms and train all new teachers in Thinking Maps and Write From the Beginning. -Pillars Rubric exposure to occur during PLCs to support the understanding of the evaluation and teacher improvement system. Master teachers to offer Pillars Rubric Seminars. -Examine Professional Learning Communities (PLCs) and how to improve the effectiveness with the focus on student achievement. -Continued use and support of Fast ForWord and Read Assist by MySciLearn to support sub-groups (EL & SES) of students. -Hattie, Fisher, & Frey research to be shared regarding the most beneficial effect sizes of academic achievement. -Master teachers to coach new teachers. - Administrator training and conferences	\$13,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #3	Curriculum and Assessment	Refine benchmark assessments in middle school to clearly align with state standards expectations. Purchase of assessments, curriculum, and instructional materials to specifically support high-needs students in the core content. Purchase and implement a student achievement data system to seamlessly analyze ongoing student information.	\$119,000.00	Yes
Action #4	High-Quality Interventions	Provide high-quality interventions (onsite and online) and curriculum that demonstrate a marked improvement in student achievement through data analysis and decrease subgroup achievement gaps with the support of an intervention specialist (Title 1), and through the use of teachers before, during, and after school and during summers and intercession periods. Involves the use of supplemental materials, curriculum, equipment, and software to improve learning for unduplicated students and students with disabilities. Also includes intervention teachers/tutors/aides (part-time) who assist core teachers in meeting the needs of students below proficiency in math and reading. Includes partial salary of the intervention coordinator. Create a committee to analyze the Success Academy Program, specifically students who have been in the program long term and have not exited. The Extended Learning Opportunities Program (ELOP) to offer enrichment for unduplicated students to include an extended school day and school year. (WASC critical need #2; #4)	\$716,270.00	Yes

Goal Analysis 2022-23

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

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

Action #1 Hire & Retain High Quality Teachers - A student intern was hired who is not credentialed. New hires did not participate during PLC time before hire.

Action #2 Professional Development - Self-reported grading training did not happen, however survey work was completed with teachers. Teachers use self-reported grading in math and writing. 79% of teachers state that they are training their students in self-reported grading, up from 47% in the 20-21 school year. Teachers did not get targeted training for interventions, but students received interventions.

Action #3 Curriculum & Assessment - Science assessment development is complete and social studies benchmark assessments for middle school will be complete by the end of the 2022-2023 school year.

Action #4 High Quality Interventions - No intervention was provided during intercession periods.

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

No material difference.

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

2.1 Hire & Retain High Quality Instructional Staff - Personnel are required to provide a high quality education for all students in alignment with the school's mission and vision. All new instructors participate in a thorough screening process, including interviews, reference checks, and a teaching demonstration. Additionally, new teachers participate in five scheduled teacher prep days prior to serving students in the classroom. This includes opportunities for safety training, enrollment in induction (as needed), team planning, and professional development. (WASC Critical Need #2).

2.2 Professional Development - Teachers have been targeting specific students with learning loss during professional learning communities by sharing and collaborating on effective strategies. New teachers have received training in effective use of Thinking Maps and Write From the Beginning and Beyond at the beginning of the school year. English Learners and Title I students are receiving support by an intervention specialist using Fast ForWord and Read Assist.

2.3 Curriculum & Assessment - Benchmark assessments have been established and aligned to state standards for reading, writing, and

math. The assessments utilized are STAR, Write From the Beginning & Beyond writing benchmarks, and Savvas Envision 2.0 benchmarks to align proficiency expectations and progress. Middle School benchmarks have been established for all core subjects. A variety of curriculum tools and assessments to support high-needs students to support access to core content are utilized. Curricular tools that aid access and growth in language arts for high needs learners include Fast ForWord, Read Assist, Amplify DIBELS, RazKids, IXL, and Snap & Read. In the curricular domain of mathematics, ILCS has invested in the curricular tools and assessments of Dreambox, Let's Go Learn Edge, and IXL. These tools assist the school in intervention, progress monitoring, and determination of effectiveness of instructional practices at all MTSS levels.

2.4 High Quality Interventions - High Quality Interventions are offered to all students in TK-8th grades with an achievement gap. Supplemental curriculum and collected data in PLCs demonstrate marked improvement in student achievement through data analysis and a decrease in subgroup achievement gaps. This is supported before, during, and after school by credentialed teachers, as well as by the support of two intervention specialists. The additional offering of summer school serves as an intervention opportunity to combat learning loss for unduplicated students and students with disabilities. Classroom aides assist core teachers in meeting the needs of students below proficiency in math and reading during the school's instructional time. (WASC Critical Need #2).

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.

2.1 Hire & Retain High Quality Instructional Staff - Retain veteran teachers, train new teachers, & maintain classroom aide support to increase proficiency rates for English Learners and students with disabilities.

2.2 Professional Development - Training and support for teaching staff, specifically on self-reported grading and rubrics, will continue to be offered. Teachers will be given more dedicated time during professional learning communities to reflect on their teaching practices according to our Teacher Evaluation Rubric (Pillars Rubric) with the goal of encouraging continual professional development.

2.3 Curriculum & Assessment - Identify and purchased software data system for student achievement analysis.

2.4 High Quality Interventions - High Quality Interventions can be improved by increasing the percent of students using self-reported grading and the implementation of streamlined, designated ELD programs. Although there is improvement in proficiency rates for students in

various subgroups, English Learners and students with disabilities demonstrate an inequity in proficiency when compared to “all students” on the CA Dashboard. Examine student data for those in repeated interventions without demonstration of academic growth to determine alternative strategies.

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

Goal

Goal #	Description
Goal 3	Cultivate a safe and structured environment harnessing strong partnerships with parents and community members to ensure all sites have a positive school culture focused on leadership and high standards.

An explanation of why the LEA has developed this goal.

Stakeholder input revealed parents are satisfied in all areas with ILCS. However, there is a continued need to provide a supportive and safe environment for students including social-emotional services.

It is noted that there is a need to offer options in innovative ways for families and schooling.

Student survey results indicated approximately 59% of students in grades 1st - 8th want to be in school, 25% want to be in school and Zoom from home, 10% want to Zoom from home only, and 6% do not want to attend school at all.

There may be a need in the area of student school culture with students being nice to each other and respecting each other. The data differs greatly from pre-pandemic to pandemic periods.

Pre-pandemic data for students in grades 1st - 6th data indicated that 71% of students felt students are nice and 70% felt that students respected each other. During the pandemic (April 2021) 89% of students feel students are nice and 88% stated students treat each other with respect. Pre-pandemic for middle school data indicated that 57% of students felt students are nice and 45% felt that students respected each other. During the pandemic (April 2021) 81% of students feel students are nice and 75% stated students treat each other with respect. This may be due to little interaction resulting from social distancing and few interactions during playtime that scores rose significantly.

There is a need to bridge the gap between classified and certificated personnel. 45% of classified staff indicated that they feel there is a divide between certificated and classified staff.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Suspension rate Aeries behavior data	2019-2020: 8 students suspended	Total number of students suspended: 5 Total number of suspensions: 8 (1 student suspended 3 times & another student 2 times) Desired outcome: reduce by 1% - not met outcome, but number of students suspended dropped by 3.	Total number of students suspended: 4 Total number of suspensions: 4	[Intentionally Blank]	Suspension rate reduced by 1% each year Major Behavior incidents reduced by 1% a year

<p>Attendance rate data analyzed in Aeries Student Contract Accountability Meeting data recorded by action plans written during the meetings</p>	<p>Attendance rate 96% Student Contract Accountability Plan: number of families met with during the 2020-2021 school year: none held due to pandemic.</p>	<p>Attendance rate: 95.3% Student Contract Accountability Plan: number of families met with: BSC 3 - CSC - 7 Total of 10 Student Contract Accountability Meetings</p>	<p>Attendance rate: 95% Student accountability Plan: number of families met with: BSC 6 - CSC -8 Total of 14 Student Contract Accountability Meetings</p>	<p>[Intentionally Blank]</p>	<p>98% attendance rate for 2023-2024 Student Contract Accountability Meetings reduced to a total of 5 families a year</p>
--	---	---	---	------------------------------	---

<p>School Culture Survey Schoolwide School Culture Middle School Teacher / Student Only Survey</p>	<p>Student Survey Question: Do you like coming to school? 1st - 6th grade - Average pre- pandemic/post- pandemic - 79% of students stated they like coming to school 7th & 8th grade - Average pre- pandemic/post- pandemic - 63% of students stated they like coming to school Question: Are students nice? 1st - 6th grade - Average pre- pandemic/post- pandemic - 80% of students stated - nice 7th & 8th grade - Average pre- pandemic/post- pandemic - 69% of students stated - nice Question: Students at my</p>	<p>Student Survey Like coming to school? Elementary: 79% to 78% - MS: 63% to 61% Students nice? Elementary: 80% to 74 - MS: 69% to 80% Student respect each other? Elementary: 79% to 79% - MS: 60% to 68% Teachers discuss 8 key strategies? Elementary: 44% - 64% - MS: 16% to 25% Middle School Teacher Survey PLCs valuable? 33% to 57% I be- lieve we can make 90% proficient: 50% to 57% I am supported with 504, IEP, SST, and EL interventions: 33% to 29% Teacher survey to be adjusted.</p>	<p>Student Survey Like coming to school? Elementary: 78% to 78% - MS: 61% to 66% Students nice? Elementary: 74% to 82% - MS: 80% to 82% Students respect each other? Elementary: 79% to 87% - MS: 68% to 78% Teachers discuss 8 key strategies? Elementary: 64% to 71% - MS: 25% to 23% Middle School Teacher Survey PLC sup- port student achievement - 33% 90% Proficiency mark - 34%</p>	<p>[Intentionally Blank]</p>	<p>Survey data will show a 10% posi- tive increase for all questions. Middle School staff sur- veys reveal 80% satisfaction/approv- al ratings on in- structional sup- ports/ positive mindset and healthy relationships.</p>
--	---	---	---	----------------------------------	---

school respect
each other. 1st -
6th grade -
Average pre-
pandemic/post-
pandemic - 79% of
students stated -
respect each other
7th & 8th grade -
Average pre-
pandemic/post-
pandemic - 60% of
students stated -
respect each other
Question: Do your
teachers talk about
the 8 key strate-
gies? 1st - 6th
grade - 44% 7th &
8th grade - 16%
Teacher Survey
Question: How of-
ten do you refer to
the 8 key strate-
gies? - 70%
daily/weekly
Middle School
Teacher Survey
Question: Do you
find PLCs valu-
able? 33%
Question: I believe

we can make our
90% proficient
mark. - 50%

Question: I am
supported with
504, IEP, SST, and
EL interventions.
33% Support Staff
Survey Question:
Do you feel there
is a divide between
certificated and
classified staff? -
45% classified staff
indicated a divide.
Survey questions
to be adjusted -
New baseline for
2022-2023

<p>Leadership Student Assessment</p>	<p>Assessment to be developed and administered to students in year 1, starting with grades 6-8. Currently, there are no formal leadership classes which would include lessons and assessments. This will be documented via new leadership classes provided to every grade level, lesson plans, and leadership assessment taken by students.</p>	<p>This is being developed but is not complete.</p>	<p>This is being developed but is not complete.</p>	<p>[Intentionally Blank]</p>	<p>Leadership lessons and assessments developed for all grade levels with positive outcome data of at least 75% of students indicating proficiency on the assessments for leadership development.</p>
--------------------------------------	---	---	---	------------------------------	---

<p>Parent Survey Data Community outreach opportunities Parent Participation - Hybrid / Independent Study</p>	<p>Parent Survey Questions: My family feels welcomed at ILCS - 99% I feel ILCS does a good job with community building - 95% My voice matters at ILCS - 93% (2019-2020) Do you feel there are volunteer opportunities in your child's classroom and/or school? - 93% (2019-2020) The school clearly communicates how to get involved - 98% (2019-2020) No data at current time for outreach opportunities or hybrid participation and satisfaction survey. The baseline will be developed for the 21-22 school year. Hybrid data will transition to full distance</p>	<p>My family feels welcomed at ILCS - 99% I feel ILCS does a good job with community building - 95% to 93% My voice matters at ILCS - 93% (2019-2020) to 91% The school clearly communicates how to get involved - 98% (2019-2020) to 96% Hybrid students - 28% of families want to continue with hybrid. - Transitioning to full Distance Learning</p>	<p>My family feels welcomed at ILCS - 95% I feel ILCS does a good job with community building - 90% My voice matters at ILCS - 95% The school clearly communicates how to get involved - 95%</p>	<p>[Intentionally Blank]</p>	<p>Maintain current parent satisfaction baseline data Parent satisfaction data on the distance learning program - 90% satisfaction. Community outreach opportunities - 3 events per year.</p>
--	---	---	--	------------------------------	---

	<p>learning data. Community out-reach will include calendared events, notices sent home via ParentSquare.</p>				
<p>Parent Survey regarding safe schools & facilities Student Survey regarding safety</p>	<p>Survey Questions: Question: My child's school is a safe place to be - 95% Question: How safe are the school's facilities? - 98% Question: How clean do you feel the facilities are? - 99% Student survey questions to be developed regarding safety.</p>	<p>Survey Questions: Question: My child's school is a safe place to be - 95% to 99% Question: How clean do you feel the facilities are? - 99% to 95%</p>	<p>Survey Questions: Question: My child's school is a safe place to be - 93% Question: How clean do you feel the facilities are? - 97%</p>	<p>[Intentionally Blank]</p>	<p>Maintain current baseline</p>

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Student Well-Being Initiatives	Provide mental health support for students in all grade levels. Costs to include: - Mental Health Counselors - School psychologists - English Learner Liaison Provide physical health-related services. Costs to include: - School Nurse (RN) - 2 LVNs - health office supplies and equipment - PE teachers / assistants / supplies - Nutrition services Attendance monitoring, field trips & student celebrations	\$527,535.00	Yes
Action #2	Staff Well-Being Initiatives	-Provide celebrations and recognition events for classified and certificated employees (personal and professional achievements, staff longevity acknowledgements, etc.) -Create "Cultivate Days" for staff - led and organized by the Thrive Cultivate Team to include positive mindset support. -Provide a competitive health plan to cover employee medical and health needs. -Administer pulse survey checks on employees and their mental health.	\$629,401.00	No

Action #	Title	Description	Total Funds	Contributing
Action #3	Student Behavior/PBIS/Leadership	<p>-Provide PBIS program enhancements in which students track their class and grade-level behavior data and provide input as to solutions for student behavior issues. -Develop a leadership rubric/assessment for each grade level. -Refine and analyze middle school surveys to provide relevant data to include students and faculty input in solving "culture" issues. -Share student survey data with students to shift culture where needed and create initiatives. -Develop and implement mentorship programs. -Provide training to staff, students, and parents regarding the leadership programs (8 Key Strategies). -Implement onboarding program for new students to ILCS. -Create service-oriented leadership field trips/activities to engage students in our region and support the area's needs. -Leadership coaches with support from school staff will support the leadership initiative and teach leadership classes to students in 1st - 8th grades. -2 Student Leadership Coaches (1 full time & 1 part time TOA) - Leadership coaches will offer support to families through the SCAT process via workshop support. -Student council related expenses</p>	\$140,143.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #4	Parent/Community Partnerships	-Offer opportunities for parent involvement with participating in school events and decision-making processes. -Parent involvement to include support with student achievement -Activities Coordinator to create opportunities/events for community outreach -Parent Contract/Agreement signed yearly to support school goals -Parent/Student Outreach Coordinator to support student activities and leadership experiences -Focused Title 1 parent workshops to support student achievement to be organized by Title 1 Coordinator	\$71,850.00	Yes
Action #5	Safe and Clean Schools	Yucaipa Blvd Campus (YBC) is now included in and in need of below (along with the addition and upkeep for BSC and CSC): - Security system upgrades to include new security cameras, network equipment, firewall, cybersecurity -Maintenance/repair on sites and buildings -Cleaning and sanitation of school facilities - Updates to the comprehensive school safety plan to improve emergency protocols -Visitor screening program -Improve the security of school with extra fencing, barriers, and other security equipment. -Hire security officer/s for BSC and YBC.	\$297,850.00	No

Goal Analysis 2022-23

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

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

3.3 Student Behavior/PBIS/ Leadership - Develop leadership rubric/assessment for each grade level. This is at the beginning stages with middle school.

An onboarding program for new students to ILCS did not happen.

Create service-oriented leadership field trips to engage students in our region and support the area's needs. Field trips occurred but not necessarily with leadership as the focus.

Leadership Student Self-Assessment was not addressed.

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

Differences include the addition of the student activities coordinator and parent liaison costs.

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

3.1 Student Well-Being Initiative - Mental health support was offered to students in all grade levels as needed. The following positions supported the students' mental health: Counselor, Student Leadership Coach, and Psychologist. An additional Psychologist was hired. An English Learner Liason supported families. Physical health-related services were provided by the following staff: Registered Nurse and two Licensed Vocational Nurses (LVN). Health office supplies and equipment were purchased. PE teachers and PE assistants supported students. PE supplies were purchased to meet the needs of the programs. The nutrition program was fully implemented. Attendance monitoring occurred by ensuring Independent Study was offered and monitored. The attendance rate was not raised. It is at 96%, however it is higher than the local district and state averages. Student celebrations included ROAR Rallies and House Tournaments, as well as BOLD & GOLD nights for 6th grade boys & girls and award assemblies. (WASC critical need #5 - middle school).

3.2 Staff Well-Being Initiative - A comprehensive health plan was provided to full-time employees, "pulse check" (well-being) surveys were distributed and reviewed, and administration continually reflected on the staff attitudes surrounding their work. Employees were honored during Board meetings for their accomplishments, and the school celebrated its CA Distinguished School Award with a visit from State Senator Rosilicie Ochoa-Bogh.

3.3 Student Behavior/PBIS/Leadership - PBIS enhancements occurred through the introduction of the Levels of Engagement. Several classes are implementing this with individual and class goals being set and monitored. A leadership rubric for middle school is at the beginning stages.

The middle school survey was refined with updated relevant questions with input in solving culture issues. Training for the 8 Key strategies was provided to new staff, including teachers and student coaches. All grade levels attended field trips reminding students of our focus as a

leadership school.

Leadership coach followed a new schedule to support leadership classes in grades 3-8. The primary grades K-2nd grades were supported through PE and/or leadership.

Suspensions were reduced by 50% from 8 suspensions to 4 suspensions.

School Culture Surveys were administered to all students which included several questions regarding students' behavior and expectations.

3.4 Parent/Community Partnerships - Parent involvement remains strong. ILCS provided Title 1 and ELAC parent meetings, Literacy Night, LCAP input meetings, monthly parent volunteer meetings, and opportunities to volunteer in classrooms and other events.

Parent contracts/agreement were amended and signed.

Parent/student activities included the ILF Fall Family Carnival, Movie Night, Father/Daughter Dance, and award ceremonies.

Parent volunteering included classrooms, Apex Fun Run, Lead Con, Cotillion Ball, Pioneer Day, Career Day, Ancient Civilization, House Tournament, Community Helpers presentations, Habitat Museums, CA Distinguished School Award Celebration, and Field Day.

3.5 Safe Schools - Security system upgrades included new cameras at both sites, new firewall equipment funded through E-Rate, and wiring to increase bandwidth and internet speeds. Cleaning at the CSC site was a priority and staffing shifts were made to improve the site custodial service. School safety plans were updated and included various stakeholders. Visitor screening program continues.

School culture surveys for 1st through 8th grades were administered and reveal that both parents and staff feel both campuses are safe with 98% parents and 100% staff feeling safe.

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.

3.3 The number of SCAT meetings increased for both BSC and CSC. Leadership coach/es to offer strategy support meetings for families.

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

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

Projected LCFF Base Grant	Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$9,570,121.00	\$590,941.00	\$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year

5.9%	0%	\$0.00	5.73%
------	----	--------	-------

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

Required Descriptions

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

1) Foster youth, English Learners and low-income students (UPP) are considered as the "first focus" of every metric analyzed to determine if these populations of students are being well-served and supported above and beyond other students. ILCS is transitioning to a new data analytics program that will support the effort to more closely disaggregate information for unduplicated pupils, as well.

2) Actions and services for unduplicated pupils (UPP) are carefully researched, and school intervention staff and administration determine what actions and specific interventions would be most effective for student progress. The school has transformed more of its traditional intervention strategies into more student-based strategies that include social-emotional support, counseling, parent collaboration, and instructional practices to provide greater access and increased resources, such as one-to-one devices and universal free lunch/breakfast.

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

Inland Leaders maintains fewer than the 55% unduplicated count for concentration funds and only receives supplemental funds. Expenses for the use of supplemental funds are noted in the LCAP actions and services sections of the document under the budget resources sections. Supplemental funds will be expensed at or over the percentage required to improve or increase services for unduplicated students.

Plans to increase services for the 2021-2022 school year include the expansion of our summer school program to include greater amounts of students and more days of summer instruction. Currently, the school provides summer school for 12 days for kindergarten through 8th grade. ILCS is working to provide additional days of summer school and an expansion of student participation for the 23-24 school year summer session. Compensation has been increased to recruit summer school teachers.

ILCS currently provides wifi/internet hotspots for families who qualify as unduplicated pupils. Unduplicated pupils are also provided with one-to-one computing devices.

Additionally, ILCS receives Title 1 Part A funding to support unduplicated pupils in addition to supplemental state funding. ILCS has determined

to use Title 1 funds in coordination with supplemental funds to provide a new intervention specialist to coordinate the intervention program as well as direct services to Title 1 students.

Additional expenses are planned to support parent workshops for unduplicated pupil families, before and after school interventions, educational software, books/materials, wifi hotspots, counseling, health services, and miscellaneous related expenses.

Supplemental funds are also used to support the EL population through the foreign language support positions that include teachers, office clerks, and other positions to provide instructional support and translation services.

Funds will be utilized to continue to fund a Leadership Coach position who will work directly with families to assist unduplicated students who need additional support to be successful and onboarding for new students.

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

Not applicable

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	33.7 to 1	
Staff-to-student ratio of certificated staff providing direct services to students	16.8 to 1	

2023-24 Data Entry Table: Inclusion as part of the LCAP Template is optional

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover - Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2023-24	\$9,570,121.00	\$590,941.00	6.17%	0.00%	6.17%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
1	1	21st Century Skills Implementation	All students	No			All Schools	On-going
1	2	Student and staff technology devices and support	All	Yes	LEA-wide	Low SES, EL, Foster	All Schools	On-going
1	3	Professional Development	All students	No	LEA-wide	EL students	All Schools	On-going
2	1	Hire and retain high quality instructional staff	All students	Yes	LEA-wide	EL; low SES	All Schools	On-going

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
2	2	Professional Development		Yes	LEA-wide	Low SES, EL, Foster	All schools	on-going
2	3	Curriculum and Assessment		Yes	LEA-wide	Low SES; Foster; EL	All Schools	on-going
2	4	High-Quality Interventions		Yes	LEA-wide	EL students, low SES, homeless, foster	All Schools	On-going
3	1	Student Well-Being Initiatives		Yes	LEA-wide	Low SES; Foster Youth; English Learners	All Schools	On-going
3	2	Staff Well-Being Initiatives	none	No			All Schools	On-going
3	3	Student Behavior/PBIS/Leadership		Yes	LEA-wide	Low SES; Foster; EL	All Schools	on-going
3	4	Parent/Community Partnerships		Yes	LEA-wide	EL; foster; Low ses	All schools	on-going
3	5	Safe and Clean Schools	All students	No			All Schools	On-going

2023-24 Data Entry Table Continued

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services (%)
1	1	\$28,000.00	\$4,500.00	\$32,500.00		\$0.00	\$0.00	\$32,500.00	0%
1	2	\$0.00	\$55,000.00	\$55,000.00	\$0.00	\$0.00		\$55,000.00	0%
1	3	\$0.00	\$8,000.00		\$8,000.00	\$0.00	\$0.00	\$8,000.00	0%
2	1	\$5,535,744.00	\$305,719.00	\$4,621,484.00	\$1,037,720.00	\$0.00	\$182,259.00	\$5,841,463.00	0%
2	2	\$8,000.00	\$5,000.00	\$5,000.00	\$8,000.00			\$13,000.00	0%
2	3	\$0.00	\$119,000.00	\$85,000.00	\$30,000.00	\$0.00	\$4,000.00	\$119,000.00	0%
2	4	\$675,000.00	\$41,270.00	\$211,559.00	\$371,999.00	\$0.00	\$132,712.00	\$716,270.00	0%
3	1	\$510,534.00	\$17,001.00	\$185,567.00	\$341,968.00	\$0.00	\$0.00	\$527,535.00	0%
3	2	\$629,401.00	\$0.00	\$546,000.00	\$60,701.00	\$0.00	\$22,700.00	\$629,401.00	0%
3	3	\$131,643.00	\$8,500.00	\$140,143.00	\$0.00			\$140,143.00	0%
3	4	\$66,850.00	\$5,000.00	\$66,850.00	\$0.00	\$0.00	\$5,000.00	\$71,850.00	0%
3	5	\$150,350.00	\$147,500.00	\$297,850.00		\$0.00	\$0.00	\$297,850.00	0%

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals	\$6,246,953.00	\$1,858,388.00	\$0.00	\$346,671.00	\$8,452,012.00	\$7,735,522.00	\$716,490.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	21st Century Skills Implementation	All students	\$32,500.00	\$0.00	\$0.00	\$0.00	\$32,500.00
1	2	Student and staff technology devices and support	Low SES, EL, Foster	\$55,000.00	\$0.00	\$0.00	\$0.00	\$55,000.00
1	3	Professional Development	All students	\$0.00	\$8,000.00	\$0.00	\$0.00	\$8,000.00
2	1	Hire and retain high quality instructional staff	EL; low SES	\$4,621,484.00	\$1,037,720.00	\$0.00	\$182,259.00	\$5,841,463.00
2	2	Professional Development	Low SES, EL, Foster	\$5,000.00	\$8,000.00	\$0.00	\$0.00	\$13,000.00
2	3	Curriculum and Assessment	Low SES; Foster; EL	\$85,000.00	\$30,000.00	\$0.00	\$4,000.00	\$119,000.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	4	High-Quality Interventions	EL students, low SES, homeless, foster	\$211,559.00	\$371,999.00	\$0.00	\$132,712.00	\$716,270.00
3	1	Student Well-Being Initiatives	Low SES; Foster Youth; English Learners	\$185,567.00	\$341,968.00	\$0.00	\$0.00	\$527,535.00
3	2	Staff Well-Being Initiatives	none	\$546,000.00	\$60,701.00	\$0.00	\$22,700.00	\$629,401.00
3	3	Student Behavior/PBIS/Leadership	Low SES; Foster; EL	\$140,143.00	\$0.00	\$0.00	\$0.00	\$140,143.00
3	4	Parent/Community Partnerships	EL; foster; Low ses	\$66,850.00	\$0.00	\$0.00	\$5,000.00	\$71,850.00
3	5	Safe and Clean Schools	All students	\$297,850.00	\$0.00	\$0.00	\$0.00	\$297,850.00

2023-24 Contributing Actions Tables

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover - Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1 plus 5)
\$9,570,121.00	\$590,941.00	6.17%	0.00%	6.17%	\$5,370,603.00	0.00%	56.12%

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$5,370,603.00	\$7,484,261.00
LEA-wide Total:	\$5,370,603.00	\$7,484,261.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	Student and staff technology devices and support	Yes	LEA-wide	Low SES, EL, Foster	All Schools	\$55,000.00	0%
2	1	Hire and retain high quality instructional staff	Yes	LEA-wide	EL; low SES	All Schools	\$4,621,484.00	0%
2	2	Professional Development	Yes	LEA-wide	Low SES, EL, Foster	All schools	\$5,000.00	0%
2	3	Curriculum and Assessment	Yes	LEA-wide	Low SES; Foster; EL	All Schools	\$85,000.00	0%
2	4	High-Quality Interventions	Yes	LEA-wide	EL students, low SES, homeless, foster	All Schools	\$211,559.00	0%
3	1	Student Well-Being Initiatives	Yes	LEA-wide	Low SES; Foster Youth; English Learners	All Schools	\$185,567.00	0%
3	3	Student Behavior/PBIS/Leadership	Yes	LEA-wide	Low SES; Foster; EL	All Schools	\$140,143.00	0%

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	4	Parent/Community Partnerships	Yes	LEA-wide	EL; foster; Low ses	All schools	\$66,850.00	0%

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals	\$5,469,878.00	\$5,192,834.45

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	21st Century Skills Implementation	No	\$3,500.00	\$8,094.93
1	2	Student and teacher technology devices and support	Yes	\$91,928.00	\$36,839.52
1	3	Hybrid Learning program materials, stipends, training and equipment	No	\$88,400.00	\$78,135.00
1	4	Professional Development	No	\$7,500.00	\$1,310.00
2	1	Hire and retain high quality instructional staff	No	\$2,982,000.00	\$2,990,312.00
2	2	Professional Development	Yes	\$12,500.00	\$15,726.34
2	3	Curriculum and Assessment	Yes	\$32,550.00	\$112,354.00
2	4	High Quality Interventions	Yes	\$220,568.00	\$211,560.00
3	1	Student Well-Being Initiatives	Yes	\$791,931.00	\$514,609.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	2	Staff Well-Being Initiatives	No	\$629,401.00	\$597,099.49
3	3	Student Behavior/PBIS/Leadership	Yes	\$148,400.00	\$102,128.00
3	4	Parent/Community Partnerships	Yes	\$1,800.00	\$40,208.00
3	5	Safe and Clean Schools	No	\$459,400.00	\$484,458.17

2022-23 Contributing Actions Annual Update Table

Totals	6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 4 from 7)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
Totals	\$542,303.00	\$1,299,677.00	\$554,891.32	\$744,785.68	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	Student and teacher technology devices and support	Yes	\$91,928.00	\$23,359.00	0.00%	0.00%
2	2	Professional Development	Yes	\$2,500.00	\$15,726.34	0.00%	0.00%
2	3	Curriculum and Assessment	Yes	\$32,550.00	\$1,461.98	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures for Contributing Actions(LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
2	4	High Quality Interventions	Yes	\$45,391.00	\$211,559.00	0.00%	0.00%
3	1	Student Well-Being Initiatives	Yes	\$330,061.00	\$204,448.00	0.00%	0.00%
3	3	Student Behavior/PBIS/Leadership	Yes	\$97,800.00	\$63,000.00	0.00%	0.00%
3	4	Parent/Community Partnerships	Yes	\$0.00	\$35,337.00	0.00%	0.00%

2022-23 LCFF Carryover Table

Totals	9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover - Percentage (Input Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
Totals	\$9,878,063.00	\$542,303.00	0.00%	5.49%	\$554,891.32	0.00%	5.62%	No carryover	No carryover

Instructions

- Plan Summary
- Engaging Educational Partners
- 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.

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

- Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Reflections: Successes

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

Reflections: Identified Need

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

LCAP Highlights

Identify and briefly summarize the key features of this year’s LCAP.

Comprehensive Support and Improvement

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

Schools Identified:

Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools:

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

Monitoring and Evaluating Effectiveness:

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A

sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

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

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

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

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

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

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

Goals and Actions

Purpose

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

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or

strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP. In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

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

expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

Actions:

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

Actions for English Learners:

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

Actions for Foster Youth:

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

Goal Analysis:

Enter the LCAP Year

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

instructed.

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

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose

meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

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

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

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

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

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an

amount of zero (\$0).

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

Required Descriptions:

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

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

Principally Directed and Effective:

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

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

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

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

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

- After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
- In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
- These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged

status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools:

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%:

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

Unduplicated Percentage < 55%:

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

Actions Provided on a Schoolwide Basis:

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

schoolwide basis.

For schools with 40% 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at

schools with an enrollment of unduplicated students that is greater than 55 percent.

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

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

Complete the table as follows:

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

Action Tables

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024-25 LCAP, 2024-25 will be the coming LCAP Year and will be the current LCAP Year.

Data Entry Table

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

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

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

- *2. Projected LCFF Supplemental and/or Concentration Grants:* Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- *3. Projected Percentage to Increase or Improve Services for the Coming School Year:* This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- *LCFF Carryover — Percentage:* Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- *Total Percentage to Increase or Improve Services for the Coming School Year:* This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

Goal #:

Enter the LCAP Goal number for the action.

Action #:

Enter the action's number as indicated in the LCAP Goal.

Action Title:

Provide a title of the action.

Student Group(s):

Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

Contributing to Increased or Improved Services?:

Type “Yes” if the action is included as contributing to meeting the increased or improved services; OR, type “No” if the action is not included as contributing to meeting the increased or improved services.

If “Yes” is entered into the Contributing column, then complete the following columns:

Scope:

The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

Unduplicated Student Group(s)

Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

Location:

Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades 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 based on information provided in the Total Personnel column and the Total Funds column.

LCFF Funds:

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

- *Note:* For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

Other State Funds:

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

Local Funds:

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

Federal Funds:

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

Total Funds:

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

Planned Percentage of Improved Services:

For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

4. Total Planned Contributing Expenditures (LCFF Funds)

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

5. Total Planned Percentage of Improved Services

- This percentage is the total of the Planned Percentage of Improved Services column

Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

6. Estimated Actual LCFF Supplemental and Concentration Grants

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

4. Total Planned Contributing Expenditures (LCFF Funds)

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

7. Total Estimated Actual Expenditures for Contributing Actions

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

Difference Between Planned and Estimated Actual Expenditures for Contributing Actions
(Subtract 7 from 4)

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

5. Total Planned Percentage of Improved Services (%)

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

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

- This amount is the total of the Estimated Actual Percentage of Improved Services column

Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

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

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of

LCFF funds that is required to be carried over to the coming year.

13. LCFF Carryover — Percentage (12 divided by 9)

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education January 2022