

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Aspire Rosa Parks Academy

CDS Code: 39-68676-0108647

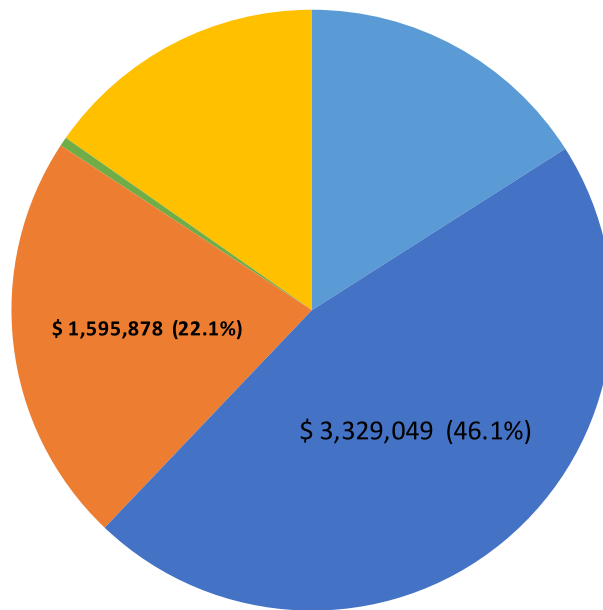
School Year: 2022 – 23

LEA contact information: Kimberly Lewis

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

Budget Overview for the 2022 – 23 School Year

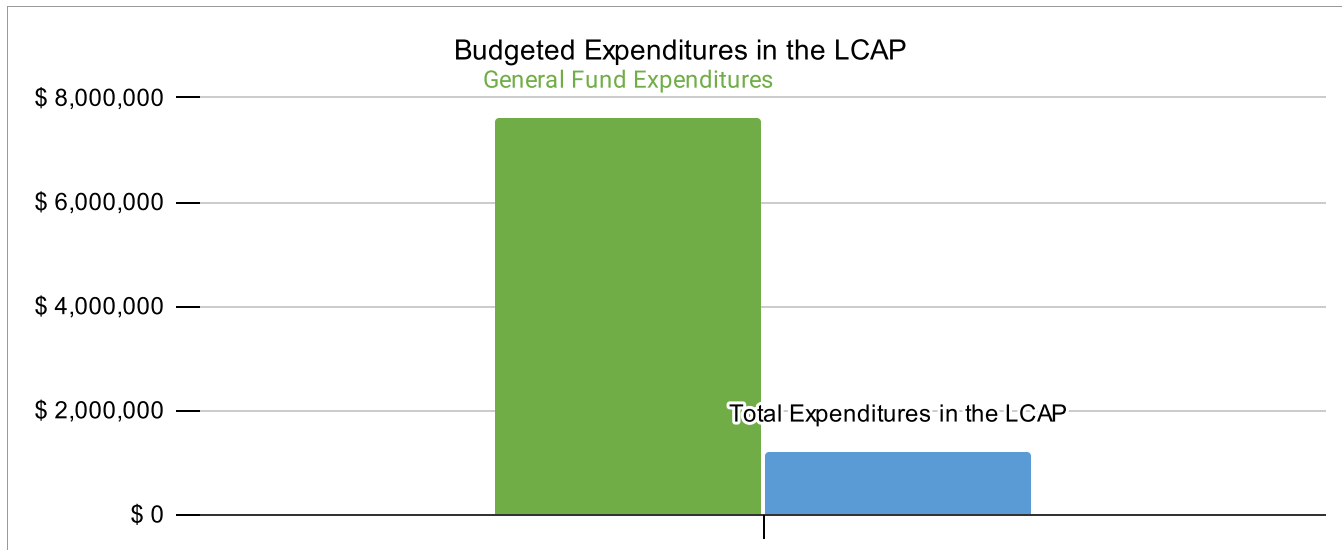
Projected Revenue by Fund Source



This chart shows the total general purpose revenue Aspire Rosa Parks Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aspire Rosa Parks Academy is \$7,214,610.00, of which \$4,481,338.00 is Local Control Funding Formula (LCFF), \$1,595,878.00 is other state funds, \$35,216.00 is local funds, and \$1,102,178.00 is federal funds. Of the \$4,481,338.00 in LCFF Funds, \$1,152,289.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



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

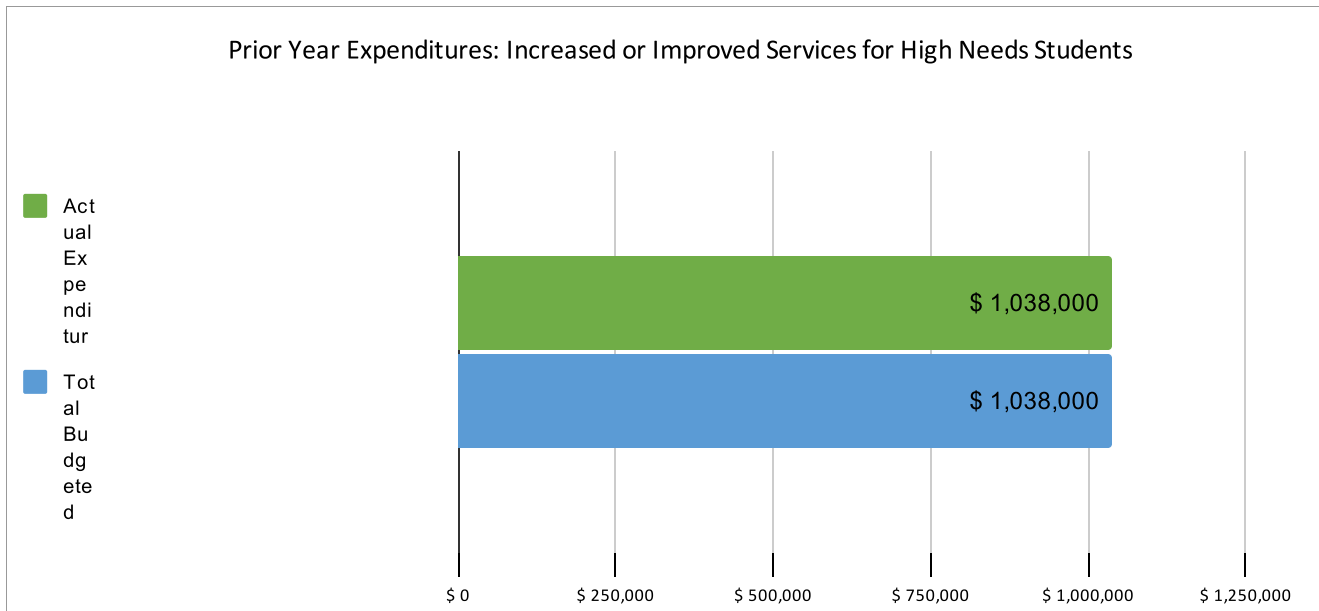
The text description of the above chart is as follows: Aspire Rosa Parks Academy plans to spend \$7,619,002.00 for the 2022 – 23 school year. Of that amount, \$1,208,000.00 is tied to actions/services in the LCAP and \$6,411,002.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General fund budget expenditures not included in the LCAP are divided into two main categories - salaries & benefits, and operating.

Salaries & benefits are included for the following positions: core teachers, specialist teachers (those
Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Aspire Rosa Parks Academy is projecting it will receive \$1,152,289.00 based on the enrollment of foster youth, English learner, and low-income students. Aspire Rosa Parks Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Aspire Rosa Parks Academy plans to spend \$1,208,000.00 towards meeting this requirement, as described in the LCAP.

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



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

The text description of the above chart is as follows: In 2021 – 22, Aspire Rosa Parks Academy's LCAP budgeted \$1,038,000.00 for planned actions to increase or improve services for high needs students. Aspire Rosa Parks Academy actually spent \$1,038,000.00 for actions to increase or improve services for high needs students in 2021 – 22.

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|---------------------------|--|
| Aspire Rosa Parks Academy | Kimberly Lewis, Principal | kimberly.lewis@aspirepublicschools.org 209-944-5590 |

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

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

Our core values of Well-Being, Culture of Belonging, Community Partnership, Agency and Self Determination, and Joy bring our Vision to life and drive our actions each day including obtaining feedback from our educational partners. We routinely obtain feedback in three primary ways- Surveys, Community Forums, District/ Community Group Meetings- to incorporate our educational partners’ beliefs that guide our efforts from high-level perspectives to targeted recommendations. All priorities and goals, including LCAP goals and additional funding, were developed within the context of our core values. With additional funding, our needs remain the same but now we can increase efforts through intensity and or frequency.

Specifically, we met with our educational partners, families, staff, administrator group in **April, June & August** as we prepared to return to in-person learning. Our focus groups discussed safe, in person learning and ways to mitigate learning loss. Our educational partners emphasized the need to support related LCAP actions by increasing personnel to ensure the safety and well-being of staff and students. We funded additional positions for instructional support that provide interventions to increase English language proficiency, reading, mathematics, and address social emotional needs. Again, we meet regularly with our educational partners through several venues to monitor our efforts and gather feedback.

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

Our vision and core values are at the heart of all conversations. As additional funds became available we used our standing outreach efforts to obtain input from all aspects of our community- students, staff, parents, and community members.

Additional staff will accomplish the following.

1. Increase personnel to
 - increase the intensity and frequency of interventions for our students through additional certificated and classified personnel
 - Multi-lingual support
 - career pathways expansion
 - provide wrap-around services
 - decrease the student/adult ratio from 22:1 (TK-3) or 32:1 (4-5) to 22:2 (TK-3) and 32:2 (4-5)
2. Increase mental health supports for students, staff and families through
 - hired a FT Mental Health Counselor
 - Improved social emotional curriculum (added Second Step)
 - increased access to mental health services
 - Provided Independent Study to families who did not want their student to return to in person learning (long-term).
 - Provided 10 day independent student to those students who may have been identified as a close contact and were therefore were mandated to quarantine for up to 10 days
 - social emotional professional development for all staff by PD via our Mental Health Counselor

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

As noted earlier, we routinely obtain feedback in three primary ways- Surveys, Community Forums, District/ Community Group Meetings- to incorporate our educational partners' beliefs that guide our efforts from high-level perspectives to targeted recommendations. Since the pandemic began, we have focused on physical and emotional safety for our students. Throughout this emergency response, we surveyed families (January & March 2021), conducted virtual meetings with families, students (August 2021), staff (May and June 2021), and administration (July 2021) and corresponded via web-based tools as we prepared to return

to in person learning. Our focus groups, listening meetings, and safety talks resulted in articulating the impact of distance learning on families, students, and staff including social emotional issues as well as academics.

It was especially important to ensure our community felt safe returning to in-person instruction. Consequently, we hired additional staff to help with sanitizing facilities. We knew from multiple meetings that our community members were impacted emotionally by the conditions of virtual learning and the pandemic itself. We dedicated time and financial support for increased access to mental health services via our Mental Health Therapist, and Culture and Climate Specialist. We worked to mitigate student learning loss through additional support staff, reducing class size and/or decreasing small group ratios as well as adding intervention programs, (i-Ready, Epic, & Reflex).

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

We built a strong distance learning program in SY 20-21 that prioritized social emotional learning, literacy & math instruction, and small group learning sessions in order to differentiate for student needs. We also built a strong attendance intervention program to support our students and families with class attendance over distance learning. All of our staff and students were provided with the necessary tools to engage in distance learning.

Thanks to the communication and structures we adopted during distance learning, we maintained a comparable attendance rate. We were able to continue communication efforts seamlessly when we returned to in-person instruction and engage our school community continuously. As funds became available we used our standing outreach efforts to obtain input from all aspects of our community- students, staff, & families. Additionally, distance learning required that we learn, use, and implement technology to enhance instruction. When we returned, we maintained technology tools that enhance in-person instruction and provide consistent intervention, e.g. i-Ready, Epic, Reflex, Google Slides and Near pod

Despite additional funds, the most challenging area is staffing. It is difficult to hire for critical areas already in short supply. Returning to in-person instruction makes it more difficult. The availability of qualified personnel is limited, and many people are hesitant to return to the workforce, thereby reducing the pool of candidates.

Additionally, the substitute pool was difficult pre-pandemic for all districts. The situation is exacerbated by an increase in pandemic related absences. When staff members or their family members get covid, absences are extended until it is safe to return.

As a result, it is difficult to bring some actions to scale, e.g. provide interventions systematically. Consequently, we delineated a timeline of spending funds over the three years allotted. This first year will focus on academic learning loss, social emotional issues, and partnering with educational organizations for temporary support. Once we are post pandemic, we are hopeful that staffing difficulties will be resolved and we can hire qualified staff more easily.

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

As noted in Prompt 1, we use our core values of Well-Being, Culture of Belonging, Community Partnership, Agency and Self Determination, and Joy to bring our Vision to life and to guide our plans and daily decisions.

Our LCAP <https://docs.google.com/document/d/1iuISeKfafYXYTHdGTCjFu8lyH0JmMWJ/edit?usp=sharing&ouid=105848563080604351220&rtpof=true&sd=true>

reflects our core values as does our [Safe Return to In-Person Instruction and Continuity of Services Plan](#), [ESSER Expenditure Plan Reopening Guide SY2021-22](#) and this Supplement. It is vitally important to align all plans and consequently, our spending to the same purpose, our vision, mission, and core values.

Pre pandemic we outlined our Instructional Approach, https://aspirepublicschools.org/discover_aspire/instructional-approach/ , which continues to serve us today as we navigate a once-in-a lifetime experience.

Equity Commitments, https://aspirepublicschools.org/discover_aspire/equity/

Core Values, https://aspirepublicschools.org/discover_aspire/

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

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

Introduction

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

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

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

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

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

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

California Department of Education
November 2021

Local Control 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 |
|-------------------------------------|------------------------|---|
| Aspire Rosa Parks Academy | Kimberly Lewis | kimberly.lewis@aspirepublicschools.org 209- 944-5590 |

Plan Summary 2022-23

General Information

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

Aspire Rosa Parks Academy is a direct-funded countywide benefit charter school in San Joaquin County. It is chartered through Stockton Unified School District. The school is designed to serve approximately 400 students from grades TK to 5. The school's demographic profile is 77% Latino, 12% African American, 9% Asian, 1% multi-racial, 1% Native American and 1% Caucasian with 74% of the student body eligible for the free and reduced priced meals program. 41% of the students have English as a second language.

Reflections: Successes

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

Due to the COVID-19 pandemic we do not have CA School Dashboard data to report out on. However, in absence of this data there is local data to contribute. We used the i-Ready ELA (1st - 5th grade) and Math (K-5) program with our scholars during the 21-22 school year. Mid-year growth showed the following

Math growth from BOY to MOY:

5% decrease in number of students in Tier 5 (3 or more grade levels behind)
5% increase in number of students in Tier 4 (2 grade levels behind)
3% decrease of students in Tier 3 (1 grade level behind)
3% increase in students in Tier 2 (Early on grade level)

3% increase in students in Tier 1 (mid or above grade level)

ELA growth from BOY to MOY:

6% decrease in number of students in Tier 5 (3 or more grade levels behind)

2% decrease in number of students in Tier 4 (2 grade levels behind)

2% increase in number of students in Tier 3 (1 grade level behind)

3% increase in number of students in Tier 2 (Early on grade level)

4% increase in number of students in Tier 1 (mid or above grade level)

Other notable successes are as follows:

Math: **English Language Learners** as compared to non-English Language Learners, as of the most recent i-Ready data, have actually made 5% more progress towards their median goals. Their current MOY placement is:

5% decrease in number of students in Tier 5 (3 or more grade levels behind)

5% decrease in number of students in Tier 4 (2 grade levels behind)

3% increase in number of students in Tier 3 (1 grade level behind)

3% increase in number of scholars in Tier 2 (Early on grade level)

3% increase in number of scholars in Tier 1 (mid or above grade level)

ELA: Again in ELA **English Language Learners** have made 2% more progress towards their median goals than non-English Language Learners. Their current MOY placement is:

6% decrease in number of students in Tier 5 (3 or more grade levels behind)

2% decrease in number of students in Tier 4 (2 grade levels behind)

2% decrease in number of students in Tier 3 (1 grade level behind)

3% increase in number of students in Tier 2 (Early on grade level)

4% increase in number of students in Tier 1 (mid or above grade level)

We believe the growth we saw in MOY data was directly related to the hiring of 2 additional Instructional Assistants as well as our school-wide focus on small group instruction. Through observation and professional development we worked to identify evidence-based, inclusive & aligned

practices as well as practices that may be fragmented, incomplete in implementation or lacking alignment. From that we aligned on normed instructional guidelines and strategies that every small group instructional meeting would include.

Additionally, we remained faithful to our SEL work with daily Morning Meetings where SEL competencies were taught and practiced. As part of our continued commitment to SEL we hired a full-time Mental Health Counselor. She has a caseload of several students who are receiving counseling services. Furthermore, the Mental Health Counselor delivers SEL lessons for each classroom every month which are based upon school-wide trends in student behavior. Upon returning to campus this year, there are very few behavior referrals and we believe this is a direct result of our SEL work, the hiring of our Mental Health Counselor, and focused attention to forming relationships with our students by increasing adult presence in classrooms. Another factor that we believe has contributed to our SEL success is attention to bringing joy and laughter to our scholars. We have done this by implementing fun spirit weeks that include students' cultural backgrounds as well as staff vs. students games.

As we continued moving forward in our Equity work we continued to utilize a Pro-Black Coordinator on our campus who leads student events and supports a black affinity group on our campus as well as leads staff-wide Professional Development through a book study of *How to be an Anti-Racist* by Ibram X. Kendi.

Lastly, we continued to work on our MTSS system with regional Support focusing most closely on Tier 1 intervention and progress monitoring. Looking at the data almost all students who received consistent Tier 1 intervention made growth towards grade level standards.

From Student Survey Data

77% of surveyed students responded positively to “This teacher often takes time to make sure I understand the material”

71% of surveyed students responded positively to “I feel connected to other students at my school”. This is up 8% from the previous year.

From Family Survey Data

92% of families surveyed responded positively to “My child is getting a good education at this school”. This is up 12% from the previous year

87% of families surveyed responded positively to “I feel comfortable discussing my child’s needs with their teacher and/or school staff”.

Teammate Survey Data

83% of teammates responded positively to “I can be my authentic self at work and am comfortable sharing all aspects of my culture and identity”

95% of teammates responded positively to “I have positive working relationships with parents and families at my school.

96% of teammates responded positively to “I plan to work at Aspire next year”

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.

Attendance Rate:

Attendance rate for the 21-22 school year is 87.9%. Much of this can be attributed to COVID-19 infections and the isolation and containment protocols that were followed as advised by the CDC, CDHP and local health authorities.

Student Survey Data:

Only 61% of students responded positively to the statement “Experienced the following at school, made fun of, called names, or insulted” This is an 11% decrease from last year.

Only 56% of students responded positively to the statement, “I can master the hardest topics in my classes”

Only 53% of students responded positively to the statement, “I can clearly describe my feelings”

Family Survey Data:

Only 59% of families positively responded to “I feel connected to families from different racial backgrounds at my school.”

72% of families surveyed positively responded to “My child’s school provides opportunities for involvement”. This was down 13% from the prior year.

Teammate Survey Data:

Only 48% of teammates feel prepared to facilitate accelerated learning

Only 62% of teachers reported that they have adequate training to integrate SEL into their classrooms

Through **staff LCAP input meetings** staff clearly communicated that next year we must continue to focus on Social Emotional Learning in addition to Academic Acceleration for all students. Focusing on helping students to be able to identify and explain their feelings, and then enact strategies to help them deal with those feelings will be crucial. We need to ensure that ALL students feel seen, heard and valuable. Through this focus we will build the academic ownership of all students which will enable them to embrace mistakes and learn from them. Additionally, staff have communicated that they feel inadequate to accelerate student learning; this will continue to be a focus of Professional Development and coaching for the 22-23 school year.

In meeting with **families** they expressed agreement that staff are highly qualified, and that the school is providing a good education.

LCAP Highlights

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

This year’s LCAP focuses on three (3) areas: Instruction, Student well-being leading to academic ownership and independent learning, Commitment to having our teaching staff closely mirror the demographic spread of our students and interact with students in a culturally responsive way using an anti-racist lens.

The instructional bucket will contain teacher professional development on strategies to accelerate student learning and scaffold when necessary. Additionally we will be developing teachers' knowledge and use of strategies to develop our ELLs language skills.

We will continue to place emphasis on the MTSS program building out tier 2 interventions this upcoming school year while maintaining our commitment to consistent tier 1 interventions and progress monitoring.

Also in service of the instruction and learning goal we will be continuing and expanding our data cycles of instruction. The admin team attended the Relay ILPD this year. For the 22-23 school year we will implement bi-weekly data chats where we will analyze data and fully plan teachbacks and small group instruction.

In response to our goal around student engagement and joyful learning environments we will implement the CREW model from EL Education beginning with the adults. Although we have been engaged with this curriculum for 3 years the SEL component of CREW has not yet been implemented. The philosophy of CREW dictates that we first experience this as adults and then as we learn move towards implementation in our classrooms which we plan to do in the 23-24 school year.

We have also hired a GE counselor for the 21-22 school year. This teammate will help to implement PBIS, Restorative Conversations. We will continue to use Ruler and it’s 4 pillars but we will be shifting to using Second Step Curriculum in each classroom as the base for 2-3 Morning Meetings per week

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

Before finalizing the Local Control and Accountability Plan (LCAP), Educational Partner (EP) engagement played a key role in the identification of progress noted and progress needed in multiple aspects of past and current experiences. EP surveys (SSC, ELAC, teachers, support staff), community meetings and information sessions, and ongoing correspondence with parents/family members, certificated & classified staff, and district administration, Special Education Local Plan Area (SELPA), and students took place throughout the 21-22 school year and during the Spring of 2022. Across all EP groups, representation from Special Education, English Learners, Homeless & Foster Youth, and SocioEconomically Disadvantaged Students (parents, staff, and students) were included in meetings and surveys. Specifically for the purpose of revising the LCAP, additional EP conversations and presentations took place at committee meetings such as Parent Meetings, School Site Council Meetings, ELAC meetings and staff meetings. A community wide LCAP EP survey was conducted in March of 2022 to collect input for the 2021-22 LCAP annual update.

MEETING DATES-

Community/Family EP Zoom: April 6, 2022 & April 20, 2022

School Site Council Zoom: April 6, 2022 & April 20, 2022

ELAC: November 4, 2021 & January 30, 2022 & April 13, 2022

Student Survey: January 24, - February 4, 2022

Parent Survey: January 24 - February 4, 2022

LCAP Engagement Survey (Families, teachers & support staff) March/April 2022

We also conducted a large scale student LCAP survey. In student-friendly terms, students were asked to rate and comment on aspects of our 2021-22 LCAP goal areas that are of most interest and relevance to them. Approximately 132 students in grades (3-5) completed the survey focusing on these areas: Classroom, School, and SEL.

The data has been analyzed and during the summer of 2022 teammates & Educational Partners will plan to address areas that need attention. Based upon initial observation and feedback from teachers who were present before/after students completed the survey, there was a general appreciation and liking by students in being given the opportunity to share their input. Continual evaluation of the input during

this COVID-19 schools closure and distant learning period has provided crucial information, insight, and perspective on the needs and services that bring support and/or barriers to student learning and overall success. The collective experience and the expectations of anticipated needs as a result, play a significant factor in the reviewing of goals and revising, as needed, of focus areas, actions and services.

Rosa Parks Academy is proud of the EP input process used to guide the review and updating of our LCAP. Parents, leadership, teachers, staff, and students, all have opportunities to provide input to the LCAP Annual Update through committee meetings, consultation meetings, site meetings, and surveys.

Consultation also occurred with the Special Education Local Plan Area (SELPA). Principals sought input from their staff at staff meetings and from parents through site English Language Advisory Committee (ELAC) meetings. Regional Leadership discussed the LCAP for updates and input several times. Parents were invited to share additional input through an LCAP survey. Third - Fifth grade students were also surveyed.

A summary of the feedback provided by specific educational partners.

Through **staff LCAP input meetings** staff clearly communicated that next year we must continue to focus on Social Emotional Learning in addition to Academic Acceleration for all students. Focusing on helping students to be able to identify and explain their feelings, and then enact strategies to help them deal with those feelings will be crucial. We need to ensure that ALL students feel seen, heard and valuable. Through this focus we will build the academic ownership of all students which will enable them to embrace mistakes and learn from them. Additionally, instructional staff want to continue to build upon our MTSS system this year by systematizing and expanding our Tier 2 Intervention.

In meeting with **families and the School Site Council** the general consensus was that the 20-21 school year was successful in its opening and families expressed gratitude for the social emotional support as well as academic supports. *92% of parents surveyed responded positively to "My child is getting a good education at this school."* Here are a few comments:

You guys are doing an awesome job thank you very much I appreciate it I think coming back to school after all the pandemic going on my child is learning more than at home thank you

Great school! Great staff! My son loves the school he wakes up looking forward to learning with all the amazing staff!!

Student Data - From looking at the student data it is clear that students are glad to be back to school in person. Areas with largest growth was in connection, self-awareness, safety and social awareness.

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

In response to **Staff LCAP feedback:**

Goal #1 - Action #1 was incorporated into our LCAP as a response to engage in practices of accelerated instruction for our scholars to address gaps that have emerged as part of pandemic teaching. With instructional staff receiving professional development in the area of academic acceleration; they will be more equipped to fill in gaps without over-remediation.

Goal #1 - Action #2 was incorporated into our LCAP as a response to the overwhelming positive feedback we have received from instructional staff regarding the Tier 1 intervention and programmed progress monitoring. Teachers have seen the growth that is a result of consistent intervention and want to see our Tier 2 intervention become more systematic and consistent. We have maintained 3 Instructional Assistants for the 22-23 school year to continue to refine our Tier 2 Intervention.

Goal #1 - Action #3 was incorporated into our LCAP as an extension of work we began this year. Without consistent attention to formative data and implementation of instructional strategies to address shortfalls we will not be able to make a dent in our students' academic growth. We have invested a considerable amount of money (21-22) into professional development with Relay for the principal, vice principal to attend a summer intensive which will teach and provide systems taught and provided supports for purposeful data collection and response cycles.

In response to **Family LCAP feedback:**

Goal #2 - Action #4

Family Engagement - ELAC

Using the equity lead team we will begin cultivating relationships with families of ELLs to educate and empower them to serve on the ELAC to guide and advise the school on programs and implementation.

In response to **Student Data: Goal #2 - Action #1**

Student Belonging - CREW

Implement and develop EL Education vision of CREW. This will be accomplished by adopting the CREW mindset in and outside of the classroom. This focuses on the idea of community within and beyond our school. Projects that result from this implementation will be both instructional and service oriented.

Goal #2 - Action #4

Student Counseling Service

Counselor was hired and will continue to engage with families to provide counseling to students, and resources to other support services as need arises.

Goals and Actions

Goal 1

| Goal # | Description |
|--------|--|
| 1 | We will ensure all scholars are meaningfully engaged in rigorous, standards-aligned, culturally responsive academic programming. |

An explanation of why the LEA has developed this goal.

Looking at community partner, student, staff and academic data, i-Ready math and reading and DIBELS (K-2), it is apparent that students' academic and social emotional growth this year was improved over the 21-22 school year. However most students are not at grade level yet.

Unduplicated students data (MLLs, Low-income and Students w/IEPs) data shows that gaps still exist in reading and math, with more of these students showing 1-2 or more grade levels below their current grade level.

Using this data and data from our Tier 1 interventions implemented this year, we will expand our school wide intervention plan for each of our K-5 students. We will be partnering with Ignite Fellowship to provide 1:1 tutoring support with our most academically vulnerable students, prioritizing our unduplicated students.

We are using the following instructional materials: EL Education (ELA), EL Achieve (ELD), Eureka Math (Math), Amplify Science (Science), Ruler (SEL) and we use teacher-created Units of Study for History and Social Studies. We also use iReady as an intervention support.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------------|---|---|----------------|----------------|---|
| 4.a SBAC ELA | 2019 SBAC DFS NA Due to COVID-19 All: African American: | 2020 SBAC DFS NA Due to COVID | | | To be completed following 2021 SBAC results |

| | | | | | |
|---|---|---|--|--|---|
| | English Learners: Latinx: SPED: insert baseline | | | | |
| 4.a SBAC Math | 2019 SBAC DFS NA Due to COVID-19 All: insert baseline African American: insert baseline English Learners: insert baseline Latinx: insert baseline SPED: insert baseline | 2020 SBAC DFS NA due to COVID | | | To be completed following 2021 SBAC results@ |
| 4.c 40.4% of EL students making progress toward ELPAC proficiency | 2019 CA School Dashboard: 40.4% EL students making progress | ELPI data is unavailable until 2023. Instead we will use ELPAC as a measure for our EL students. | ELPI data is unavailable until 2023. Instead we will use ELPAC as a measure for our EL students. | ELPI data is unavailable until 2023. Instead we will use ELPAC as a measure for our EL students. | 55% of EL students will make progress toward ELPAC proficiency |
| 4.c 40.4% of EL students making progress toward ELPAC proficiency | We revised this measure based on the lack of ELPI data until 2023. Baseline and Year 1 outcome are the same. | 2021 ELPAC percentages are: Level 1: 23.27% Level 2: 48.43 Level 3: 4.4 Level 4: 23.90% | | | 2023 ELPAC percentages are: Level 1: 12% Level 2: 33% Level 3: 35% Level 4: 20% |
| 4.d EL Reclassification Rate | 2019-2020 RFEP Rate: 11.2% | Currently published on DataQuest : 3.1% | | | Reclassification rate of RPA scholars will be at 20% |

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|---|---|--|--|--|---|
| 1.b: Sufficient Access to Standard-Aligned Materials | 100% access to standard-aligned materials | 100% access to standard-aligned materials | | | Continued 100% access to standard-aligned materials |
| 2.a: Implementation of academic content and performance standards | 100% of classrooms will use standards aligned curriculum and materials | 100% of classrooms will use standards aligned curriculum and materials | | | 100% of classrooms will continue to use standards aligned curriculum and materials |
| 2.b: How program and services will enable EL students to access CCSS and ELD standards for gaining EL proficiency | 100% of English Language Learners participate in CCSS aligned ELD during designated and integrated ELD. | 100% of English Language Learners participate in CCSS aligned ELD during designated and integrated ELD. | | | 100% of English Language Learners will continue to participate in CCSS aligned ELD during designated and integrated ELD |
| 20-21 EOY i-Ready ELA Grades 1-5 | All: Tier 1 - 24% Tier 2 - 41% Tier 3 - 35% African American: Tier 1 - 22% Tier 2 - 46% Tier 3 - 33% English Learners: Tier 1 - 24% Tier 2 - 41% Tier 3 - 35% Latinx: Tier 1 - 24% | 2021 EOY i-Ready ELA Grades 1-5 All: Tier 1 - 21% Tier 2 - 41% Tier 3 - 37% African American: Tier 1 - 29% Tier 2 - 45% Tier 3 - 26% English Learners: Tier 1 - 13% Tier 2 - 38% Tier 3 - 49% | | | Less than 10% of scholars will be included in Tier 3 |

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| | <p>Tier 2 - 39%</p> <p>Tier 3 - 37%</p> <p>SPED:</p> <p>Tier 1 - 24%</p> <p>Tier 2 - 41%</p> <p>Tier 3 - 35%</p> | <p>Latinx:</p> <p>Tier 1 - 19%</p> <p>Tier 2 - 40%</p> <p>Tier 3 - 41%</p> <p>SPED:</p> <p>Tier 1 - 20%</p> <p>Tier 2 - 20%</p> <p>Tier 3 - 60%</p> | | | |
| <p>20-21 EOY i-Ready Math</p> <p>Grades K-5</p> | <p>All:</p> <p>Tier 1 - 19%</p> <p>Tier 2 - 50%</p> <p>Tier 3 - 31%</p> <p>African American:</p> <p>Tier 1 - 23%</p> <p>Tier 2 - 46%</p> <p>Tier 3 - 32%</p> <p>English Learners:</p> <p>Tier 1 - 19%</p> <p>Tier 2 - 51%</p> <p>Tier 3 - 31%</p> <p>Latinx:</p> <p>Tier 1 - 17%</p> <p>Tier 2 - 52%</p> <p>Tier 3 - 31%</p> <p>SPED:</p> <p>Tier 1 - 19%</p> <p>Tier 2 - 51%</p> <p>Tier 3 - 31%</p> | <p>All:</p> <p>Tier 1 - 14%</p> <p>Tier 2 - 62%</p> <p>Tier 3 - 24%</p> <p>African American:</p> <p>Tier 1 - 15%</p> <p>Tier 2 - 67%</p> <p>Tier 3 - 19%</p> <p>English Learners:</p> <p>Tier 1 - 7%</p> <p>Tier 2 - 59%</p> <p>Tier 3 - 34%</p> <p>Latinx:</p> <p>Tier 1 - 12%</p> <p>Tier 2 - 61%</p> <p>Tier 3 - 27%</p> <p>SPED:</p> <p>Tier 1 - 23%</p> <p>Tier 2 - 38%</p> <p>Tier 3 - 38%</p> | | | <p>Less than 10% of scholars will be included in Tier 3</p> |

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| <p>20-21 EOY STAR Grades 2-5</p> | <p>All: At/Above GL: 17% Below GL: 44% Sig Below GL: 39%</p> <p>African American: At/Above GL: 16% Below GL: 40% Sig Below GL: 44%</p> <p>English Learners: At/Above GL: 14% Below GL: 43% Sig Below GL: 41%</p> <p>Latinx: At/Above GL: 17% Below GL: 45% Sig Below GL: 38%</p> <p>SPED: At/Above GL: 7% Below GL: 43% Sig Below GL: 50%</p> | <p>STAR assessment discontinued</p> | <p>STAR assessment discontinued</p> | <p>STAR assessment discontinued</p> | <p>Reduce the percentage of students in Significantly Below GL for all subgroups to less than 10%</p> |
|--------------------------------------|--|---|---|---|---|

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| 21-22 EOY DIBELS Grades K-2 MOY | <p><u>Baseline 21-22</u></p> <p><u>Grade K:</u> ALL: Well Below BM: 84% AA: 75% ELLs: 92%</p> <p>ALL: Below BM: 7% AA: 25% ELLs: 0%</p> <p>ALL: At BM: 7% AA: 0% ELLs: 4%</p> <p>ALL: Above BM: 2% AA: 0% ELLs: 4%</p> <p><u>Grade 1:</u> ALL: Well Below BM: 73% AA: 71% ELLs: 88%</p> <p>ALL: Below BM: 10% AA: 29% ELLs: 4%</p> <p>ALL: At BM: 15% AA: 0% ELLs: 8%</p> | <p><u>Grade K:</u> ALL: Well Below BM: 84% AA: 75% ELLs: 92%</p> <p>ALL: Below BM: 7% AA: 25% ELLs: 0%</p> <p>ALL: At BM: 7% AA: 0% ELLs: 4%</p> <p>ALL: Above BM: 2% AA: 0% ELLs: 4%</p> <p><u>Grade 1:</u> ALL: Well Below BM: 73% AA: 71% ELLs: 88%</p> <p>ALL: Below BM: 10% AA: 29% ELLs: 4%</p> <p>ALL: At BM: 15% AA: 0% ELLs: 8%</p> <p>ALL: Above BM: 2% AA: 0% ELLs: 0%</p> | | | <p>Reduce the percentage of students in Significantly Below GL for all subgroups to less than 10%</p> |
|--|---|---|--|--|---|

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| | ALL: Above BM: 2% AA: 0% ELLs: 0% Grade 2: ALL: Well Below BM: 60% AA: 38% ELLs: 75% ALL: Below BM: 6% AA: 0% ELLs: 17% ALL: At BM: 25% AA: 62% ELLs: 14% ALL: Above: 9% AA: 0% ELLs: 7% | Grade 2: ALL: Well Below BM: 60% AA: 38% ELLs: 75% ALL: Below BM: 6% AA: 0% ELLs: 17% ALL: At BM: 25% AA: 62% ELLs: 14% ALL: Above: 9% AA: 0% ELLs: 7% | | | |
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Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|----------------------|---|-------------|--------------|
| 1 | Accelerated Learning | Instructional staff will learn and continue to implement accelerated learning strategies to bridge the gaps that are presented in student's achievement data. | No expenses | Y |

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| 2 | Continued implementation and growth of MTSS program | Instructional staff by using BOY assessment data (i-Ready ELA/math and DIBELS) will develop and implement personal intervention plans for students who are not achieving at grade level standards. Tier 2 intervention will be implemented with research based interventions and progress monitored on a regular basis for the 22-23 school year. | No expenses | Y |
| 3 | Data Cycles of Inquiry | <p>During the 21-22 school year the Principal and Assistant Principal attended RELAY ILPD where we learned systems and processes for Data Informed Decision Making. For the upcoming 22-23 school year we will be expanding our school wide systems to continue to collect and analyze student work (being sure to disaggregate data of unduplicated scholars) on a bi-weekly basis to inform Tier 1 instruction.</p> <p>Additionally, we will be implementing Tier 2 intervention earlier in the year using 21-22 EOY data as baseline for this intervention. Regular progress monitoring will be done on a monthly basis to determine growth, skill focus and differentiated instruction throughout the 22-23 school year.</p> <p>During the 20-21 school year we began implementation of bi-weekly data cycles of inquiry. During the 21-22 school year we will improve data analysis systems by attending RELAY ILPD Training where the focus will be Data Informed Decision Making. In July 2021 the Principal, Assistant Principal and Culture and Climate Specialist will attend this training. According to the Relay website the objective of the training is to learn how to implement school wide systems for collecting and analyzing student work to ensure that all students meet rigorous expectations.</p> | No expenses | Y |
| 4 | Implementation of EL Achieve for designated ELD | For the 21-22 22-23 school year we will be fully implementing designated ELD instruction using EL Achieve. We have manipulated our instructional schedule to have this time every day for 30 minutes to provide designated ELD. We will conduct BOY EL Achieve placement | No expenses | N |

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| | | tests to level our scholars in order to enable them to receive the instruction at their level. | | |
| 5 | Implementation of Compartmentalization pandemic conditions | For the 21-22 school year we want to begin compartmentalization in K-5th grade. Our rationale behind this move is three fold. First, the GCSS are extremely complex and nuanced; coupled with the fact that elementary teachers are learning 3-5 sets of standards it is overwhelming at best. Teachers don't get the chance to really become a master at the standards and this leads to an over-reliance on the curriculum; which is aligned to standards but can't and doesn't, take into account your classroom and its scholars. Second, just as in secondary, teachers have preferences and leanings towards certain subjects and having them teach that subject gives them the power to teach what they feel most confident in. Lastly, as students receive instruction from a variety of instructors it increases the number of caring adults that are interacting with this student every day. This is a key way to build that sense of belonging and value that is at the foundation of every scholar's instructional growth. | No expenses DISCONTINUED | N |
| 6 | Personnel | <p>To execute actions associated with LCAP Goal #1, hire and/or retain:</p> <ul style="list-style-type: none"> • 3 Instructional Assistants - \$175,000 • 5 After School Educators - \$120,000 • 1 Teacher, On-site Sub - \$80,000 2.5 Specialist Teachers - \$215,000 • Assistant Principal - \$120,000 • Dean of Instruction - \$100,00 • 1 After School Director - \$105,000 • 7 "Instructional Lead Teachers" - \$14,000 <p>NEW: Hire Dean of Instruction to provide coaching and feedback to teachers in delivery of accelerated learning strategies and rigorous standards aligned instruction</p> | \$929,000 | Y |

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| 7 | Tutoring Support | <p>To execute actions associated with LCAP Goal #1, partner with Ignite Fellowship to provide Tier 3 1:1 tutoring.</p> <ul style="list-style-type: none"> • 25 fellows - @ 1,200 each | 30,000 | Y |
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Goal Analysis for 2021-2022

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.

Implementation of Compartmentalization pandemic conditions was not implemented. The disruption of staffing because of COVID made it difficult to implement this idea.

We struggled with the full implementation of designated ELD due to the safety conditions that were presented by COVID.

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 differences between Budgeted and actual expenditures.

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

As noted in Prompt 1, Covid disrupted schedules for integrated and designated ELD, as well as compartmentalization by content area. For safety reasons, we were unable to combine cohorts of students into designated ELD programs and compartmentalize by content area across grade levels (Actions 4 and 5).

And although we hired 2.5 instructional assistants, we were unable to begin the actual implementation with fidelity until February 2022 due to the effects of COVID (Action 2)

We were pleased with our professional development and training sessions for Instructional staff where they learned and implemented accelerated learning strategies (*Notice and Wonder, Successive Pair Shares & Three Reads*), normed small group strategies and structures, anti-racism, and culturally responsive teaching to begin to bridge the gaps that are presented in student's achievement data. Additionally our added personnel provided systematic, targeted instruction to our students in Tier 2 and 3 (i-Ready/DIBELS data) beginning in February of 2022. This training was successful as evidence by an increase in local assessments (i-Ready/DIBELS data) that increased in **reading** from

11% on grade level to 18% and decreased from 89% below grade level to 82% and in **math** from 3% on grade level to 9% and decreased from 97% below grade level to 91% mid-year outcomes despite conditions due to COVID.

Still, Covid disrupted schedules for integrated and designated ELD, early implementation of systematic interventions for all students as well as compartmentalization by content area. For safety reasons, we were unable to combine cohorts of students into designated ELD programs and provide systematic interventions in a consistent way.

Additionally, we began implementation of bi-weekly data cycles of inquiry; however with the enormous load that educators were carrying we reduced this to 1 time per month, where we specifically focused on reading small group instruction. During the 21-22 school the Principal, Assistant Principal and Culture and Climate Specialist attended the RELAY ILPD Training where one of the foci was **Data-Informed Decision Making**.

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.

Our actions, together, provided the means to partially meet our goal of all “scholars meaningfully engaged in rigorous, standards-aligned, culturally responsive academic programming”. We implemented Professional Development with teachers focusing on 3 accelerated learning strategies which focus on language development within the content.

We were pleased with our professional development and training sessions for Instructional staff where they learned and implemented accelerated learning strategies (*Notice and Wonder, Successive Pair Shares & Three Reads*), normed small group strategies and structures, anti-racism, and culturally responsive teaching to begin to bridge the gaps that are presented in student’s achievement data

As noted in Prompt 1, Covid disrupted schedules. We plan to implement Action 2 & 4 at the beginning of the 22-23 school year. Additionally we will be partnering with Ignite Fellowship to provide 1:1 tutoring for our most at risk scholars via virtual targeted tutoring.

Additionally we will be implementing bi-weekly data cycles of inquiry as part of our ongoing MTSS development.

STAR assessment metric was discontinued. Added DIBELS metric.

Action 5 discontinued

Added Action 7

Goal 2

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

2

We will cultivate communities that foster inclusive, joyful, and safe learning environments

An explanation of why the LEA has developed this goal.

In our second goal, we will focus our attention on social emotional and well-being of our scholars as we welcome everyone back to campus. We will continue our efforts put in to place this year to ensure our site is a safe place for staff and scholars and all safety and health protocols are being followed. We will emphasize our SEL program for both adults and students alongside a culturally responsive MTSS program.

The intention of this goal and all goals found in this year's LCAP, is to transform the disproportionate outcomes we see in our education systems, and which were exacerbated by the disproportionate learning loss and trauma experienced during the pandemic. When combined with our organizations' anti-racist Core Values, these Goals and Actions will drive us to achieve greater racial, social, and gender equity across our school and communities.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|--|----------------|----------------|---|
| 6.c Student Sense of Safety and School Connectedness as a Percentage | <p>According to our most recent student survey data on <u>Aspire data portal</u></p> <p>Student sense of belonging: 66%</p> <p>Student sense of connectedness to adults: 71%</p> <p>Student sense of connectedness to students: 63%</p> <p>Student sense of safety: 76%</p> | <p>According to our most recent student survey data on <u>Aspire data portal</u></p> <p>Student sense of belonging: 79%</p> <p>Student sense of connectedness to adults: 83%</p> <p>Student sense of connectedness to students: 87%</p> <p>Student sense of safety: 89%</p> | | | Increase student sense of connectedness to 70% for a 7% increase. |

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| 6.a Student Suspension Rates as a Percentage | <p>According to our 19-20 Suspension Rates from <u>Aspire Data Portal</u> our rates are:</p> <p>All: 1.2 % African American: 7.7 % English Learners: 0.0 % Latinx: 0.3 % SPED: 0 %</p> | <p>According to our 21-22 Suspension Rates from <u>Aspire Data Portal</u> our rates are:</p> <p>All: 2.0 % African American: 4.7 % English Learners: 0.0 % Latinx: 0 % SPED: 4 %</p> | | | The amount of African-American students suspended will be lowered by 5%, to ensure they are not over-represented. |
| 5.b Chronic Absenteeism Rate as a Percentage | <p>According to our 19-20 Chronic Absenteeism rates from <u>Aspire Data Portal</u></p> <p>All: 4.8% African American: 4.0% English Learners: 3.8% Latinx: 4.1% SPED: 2.5%</p> | <p>According to our 21-22 Chronic Absenteeism rates from <u>Aspire Data Portal</u></p> <p>All: 53.2% African American: 57.5% English Learners: 51.2% Latinx: 57.5% SPED: 63%</p> | | | The amount of both African American and Latinx will be lowered by 2%. |

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| 3.a: Efforts we make to seek parent input on making decisions | <p>According to our baseline data from 20-21 Family Survey Data on <u>data portal</u></p> <p><i>85% of parents responded Strongly Agree or Agree to the family survey question “I am encouraged to share my opinion and feedback in the school decision making process.”</i></p> | <p>According to our baseline data from 20-21 Family Survey Data on <u>data portal</u></p> <p><i>79% of parents responded Strongly Agree or Agree to the family survey question “I am encouraged to share my opinion and feedback in the school decision making process.”</i></p> | | | Increase the percentage of Families input to 90%. |
| <p>3.b: How we will promote parental participation in programs for EL, Low-Income, and Foster Youth</p> <p>3.c: How will we promote parental participation in programs for students with special needs?</p> | At the current point in time we have no parents who are members of the ELAC. | This year we were able to recruit/convince 2 parents to join our ELAC committee | | | Representation on the ELAC will include at least one family member from each grade level increasing the number from 0 to 7. |
| 5.a: School Attendance Rate | <p>According to our 19-20 School Attendance rate Use 20-21 pulled from <u>Data Portal</u> (as of May 2021)</p> <p>96.5%</p> | <p>According to our 21-22 School Attendance rate Use 20-21 pulled from <u>Data Portal</u> (as of May 2021)</p> <p>87.1%</p> | | | Attendance rate will be increased by .5% to maintain a 97% Attendance Rate. |

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| 6.b: Pupil Expulsion Rates | According to our 19-20 Expulsion Data as baseline pulled from CDE Data Quest 0.0% | According to our 21-22 Expulsion Data as baseline pulled from CDE Data Quest 0.0% | | | Maintain a 0.0% Expulsion Rate. |
| 6.d: Surveys of parents to measure safety and school connectedness | According to our baseline data from 20-21 Family Survey Data on data portal Feel Welcomed and Connected: 89% Safe environment for my child: 94% | According to our data from 21-22 Family Survey Data on data portal Feel Welcomed and Connected: 80% Safe environment for my child: 86% | | | Increase the percentage of Families feeling welcomed and connected to 94%. This will increase our current rate by 5%. |
| 1.c: School Facilities in Good Repair | The school is in good condition overall. | The school is in good condition overall. | | | The school will continue to be maintained and repaired as necessary to remain in good condition |
| 7 Broad course of study | 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science PE, and Art/Music | 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science PE, and Art/Music | | | We will continue to ensure that 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science PE, and Art/Music |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|-------------------------------|--------------|
| 1 | Student Belonging - CREW | Implement and develop EL Education vision of CREW. This will be accomplished by adopting the CREW mindset in and outside of the classroom. This focuses on the idea of community within and beyond our school. Projects that result from this implementation will be both instructional and service oriented. DISCONTINUED | No expenses | Y |
| 2 | Reduction in Suspension Rate of AA Boys - Family Engagement | We will begin a targeted workshop model for families of African American boys to educate and enlist their partnership to create conditions for success in school. | No expenses | Y |
| 3 | Family Engagement - Attendance | Continue to develop wrap around services for families to support regular student attendance. (AP, Counselor, BM, OA) | No expenses | Y |
| 4 | Family Engagement - ELAC | Using the equity lead team we will begin cultivating relationships with families of ELLs to educate and empower them to serve on the ELAC to guide and advise the school on programs and implementation. | No expenses | Y |
| 5 | Student Counseling Service | A Social Emotional Counselor will be has been hired and will continue to engage with families to provide counseling to students, and resources to other support services. | Expenses included in Action 6 | Y |
| 6 | Personnel | To execute actions associated with LCAP Goal #2, hire and/or retain: <ul style="list-style-type: none"> • 1 Mental Health Counselor - \$90,000 • Education Specialists - \$150,000 • Pro-Black Programming Coordinator (stipend) - \$3,000 | \$243,000 | Y |

Goal Analysis for 2021-2022

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.

Covid caused unprecedented circumstances that prohibited in-person gatherings. We returned to in-person instruction but our group meetings were restricted. Several actions(2.2, 2.3, 2.4) address immediate and extended community engagement. Unfortunately, we were unable to conduct family workshops as planned.

We did not implement CREW due to lack of personnel resources to receive and implement the strategy; however we did implement an all school Morning Meeting which focused on the idea of community within each of our classrooms. As a part of this focus K-2 teachers implemented the SEL curriculum Second Step which was used in the Morning Meeting Setting; with 3-5 teachers focusing on Core Values & Emotional Intelligence

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.

There were no substantive expenditure differences.

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

Our actions, together, support goal 2, to cultivate communities that foster inclusive, joyful, and safe learning environments. Quantitatively, our attendance rate decreased from 96.5% to 87.1% and our chronic absenteeism increased from 4.8% to 53.2%. Covid conditions directly contributed to our level of attendance and chronic absenteeism. Parents cited Covid as the reason for their child’s absence and we monitored return dates per CDC guidelines when students were absent due to Covid.

Qualitatively, though, our Mental Health Therapist made a difference. The counselor provided SEL lessons in each classroom monthly, provided counseling for 20+ students and routinely provided Rtl service for scholars.Despite Covid complications throughout the year, student surveys indicate a sense of belonging 79% (up 6%) and connectedness 83% (up 7%).

Our MTSS team primarily served to intervene for students academically and behaviorally that mitigated decreases in attendance and increases in suspension, and chronic absenteeism rates. Our MTSS program provided interventions to support academic and behavioral success for students but Covid prohibited combining cohorts of students. Interventions were administered in a less robust way than planned and our MTSS team did not meet as frequently as planned. Parent and student engagement events were limited, although extracurricular activities that took place outside provided a safer environment.

On a positive note, we continued to work to rebuild our school climate and culture with outreach to families (virtually and via Parent Square) and specifically to students via SEL practices. We were able to provide professional development in PBIS strategies, social emotional learning, culturally responsive teaching,through virtual training. Additionally, our parent meetings continued, although virtually, for ELAC, SSC, & IEP meetings.

Lastly, we maintained custodial staff to manage the added cleaning time and updated our facilities with PPE, air-conditioning with improved filtration and PPE. Our SARC reports indicate a satisfactory rating for our facility.

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.

As noted in prompt 3, our Mental Health Therapist position will be permanent. Also, survey responses indicate a continued need for parent involvement. With COVID cases decreasing will we be able to have parents on campus and increase our parent involvement in direct response to Action 2.2, 2.3, & 2.4.

| Goal # | Description |
|--------|--|
| 3 | We will ensure all scholars have access to a team of diverse, effective, and thriving professionals who are developed and supported to show up their best and enact culturally responsive and anti-racist practices. |

An explanation of why the LEA has developed this goal.

This goal has been developed as a result of years of equity work at the organization, region and school site. Through this time, we have worked with National Equity Project, dived into Culturally Responsive Teaching by Zaretta Hammond, and How to Be An Anti-Racist by Ibram X. Kendi and through this learning we have been confronted with the research that shows that students who are taught by teachers who share their identities and look like them benefit both academically and emotionally. This shows up in our hiring practices and professional development opportunities we offer to all staff.

Measuring and Reporting Results

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

| | | | | | |
|--|---|--|--|--|--|
| 1.a Teacher Credentials | Fully Credentialed = 19 Without Full Credential = 3 | Fully Credentialed = 21 Without Full Credential = 1 95% of teachers are fully credentialed | | | 100% of all teachers will be fully credentialed |
| 6.e Teacher Sense of Safety and School Connectedness as a Percentage | According to the 2021 Teammate survey 100% of Rosa Parks Teammates are satisfied with Aspire as a place to work. Additionally 98% of students plan to work at Aspire Next Year! However only 74% of teaching teammates feel their workload is sustainable | According to the 2022 Teammate survey 83% of Rosa Parks Teammates are satisfied with Aspire as a place to work. Additionally 96% of students plan to work at Aspire Next Year! However only 48% of teaching teammates feel their workload is sustainable | | | 90% of all teachers will feel their workload is sustainable. |
| Support Staff career path identification and feeling of being able to grow within the role | According to the Spring 2021 Teammate Survey only 72% of our support staff “see a career path and/or the ability to grow within their role”. | According to the Spring 2022 Teammate Survey only 75% of our support staff “see a career path and/or the ability to grow within their role”. | | | 85% of support staff will positively report through Teammate Survey their ability to see a career path and/or the ability to grow within their role. |
| Focus on hiring POC who share our scholar’s identities and look like them | As of the 20-21 school year our teaching staff is represented by: <ul style="list-style-type: none"> ● Asian - 8/22 (36%) ● Black/AA - 4/22 (18%) | As of the 20-21 school year our teaching staff is represented by: <ul style="list-style-type: none"> ● Asian - 6/20 (30%) ● Black/AA - 3/20 (15%) | | | We will continue to focus on hiring POC to our staff especially in positions within the classroom. Our goal is to keep our |

| | | | | | |
|--|---|---|--|--|---|
| | <ul style="list-style-type: none"> • Caucasian - 4/22 (18%) • Latinx 6/22 (27%) | <ul style="list-style-type: none"> • Caucasian - 4/20 (20%) • Latinx 7/20 (35%) | | | instructional staff at 90% or greater POC |
|--|---|---|--|--|---|

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|-------------|--------------|
| 1 | Continue to hire only highly qualified applicants who represent our scholar | <ul style="list-style-type: none"> • Work closely with our CV recruiter to communicate hiring needs focusing on teachers who speak Spanish | No expenses | Y |
| 2 | Observation & Feedback Cycle | <ul style="list-style-type: none"> • All teammates will have a site supervisor who observes teammate responsibilities. • All teachers will engage in a regular cycle feedback focusing on the ASLF differentiated by teacher • Teachers will receive feedback that is connected to their PLP goals which will be aligned with ASLF. | No expenses | Y |
| 3 | Establishing Equity Leadership Team | <ul style="list-style-type: none"> • Establish Equity Leadership Team designed to primarily support equity leadership on campus. As a collective team Equity Leadership Team Members will be responsible for: <ul style="list-style-type: none"> ○ Ensuring equity is integrated into every part of the campus ○ supporting and implementing the school action plan ○ fostering dialogue with teammates across lines of difference ○ Conducting culture walkthroughs to evaluate implementation of equity practices | No expenses | Y |
| 4 | Professional Development | <p>All Teammates</p> <ul style="list-style-type: none"> • All staff will continue to engage in Equity Professional Development | No expenses | Y |

| | | | | |
|---|------------------|---|-------------|---|
| | | <ul style="list-style-type: none"> • All teammates will receive ongoing differentiated professional development through coaching and early release professional development throughout the school year • Continue week-by-week site-based RPA PD cycle • Continue and expand upon bi-weekly data meetings Administration: <ul style="list-style-type: none"> • Relay ILPD regarding Data Collection and usage | | |
| 5 | Personnel | <p>To execute actions associated with LCAP Goal #3, fund:</p> <ul style="list-style-type: none"> • Additional Pay/Stipend for 3 Equity Leadership Teachers • Additional Pay/Stipend for Pro-Black Programming Coordinator | \$6,000 | Y |
| 6 | Training in CREW | <p>To execute actions associated with LCAP Goal #3 we will implement the CREW structure with all staff to understand and prepare its implementation with students in 23-24</p> <ul style="list-style-type: none"> • Training in CREW with guidance from regional teammates who are competent in the CREW structure as well as Social Emotional Learning | No expenses | Y |

Goal Analysis for 2021-2022

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.

Virtual training provided a means to continue with professional development. We were able to implement planned actions 3.1 and 3.3 with no substantive differences in costs. Additionally, we were able to provide differentiated professional development to our teaching staff with EL Curriculum addressing grade level self-identified needs. Additionally we added 3 Equity Lead Teachers and a Pro-Black Coordinator.

Due to the increase in monitoring, reporting and managing COVID protocols we were not able to implement action 3.2 with fidelity.

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.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures for the 21-22 school year.

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

Our combined actions supported goal 3, “that all scholars have access to a team of diverse, effective, and thriving professionals who are developed and supported to show up their best and enact culturally responsive and anti-racist practices.” Virtual training provided a means to continue with professional development, professional learning plans. We maintained focus on the Aspire Student Learning Framework especially Domain 1 “Creating and Maintaining a Safe and Effective Learning Environment by focusing on SEL with fidelity. Staff were able to meet in affinity which helped to provide safe places for discussion and learning as evidenced by Teammate Survey indicating 90% of teammates agreed with the statement *My manager has explicitly prioritized our team attending school site and/or regional equity PDs/Affinity Groups*

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.

As we continue to pursue our actions in Goal 3 we will be diligent to following through with 3.2 with differentiated coaching for all teaching teammates. To do this we plan on hiring a Dean of Instruction or Site-based Instructional Coach. Additionally we will continue to focus on 3.4 and expand our data meetings to twice a month focusing on whole group instruction, small group instruction, and sub-groups.

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 [LCAP Year]

| Projected LCFF Supplemental and/or Concentration Grants | Projected Additional LCFF Concentration Grant (15 percent) |
|---|--|
| \$979,446 | \$172,843 |

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 |
|---|-----------------------------|-------------------------|---|
| 34.61% | 0% | 0% | 34.61% |

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.

We serve a student body comprised of 75.6% with low income status and 47.6% multi lingual learners (MLLs).

For the actions that support Goal 1 English learners, foster youth, and low income students were at the forefront of planning as meeting their needs often allows us to also meet the needs of other students. By engaging teachers in accelerated learning professional development, we can ensure that students that were not meaningfully engaged in virtual instruction can rise quickly towards grade level proficiency. Our focus on data driven instruction and progress monitoring via the MTSS system provides us the opportunity to identify students that need intervention and additional support before assessing them for an IEP. English learning can be overrepresented in our population of students with IEPs, so it was important to us to ensure that was not occurring at our site and if it was, to address it with data. Our move towards designated ELD (and the professional development that will come with this action step) was purposeful in order to give our staff tools to instruct students at their level to develop their English skills..

For the actions that support Goal 2, we focused on actions that would help to bring the family in as a partner. This would help not only low income students and English learners, but would greatly benefit our foster families. By engaging families in multicultural activities, education,

and events we hope to foster inclusive practices both at school and at home. We want to also provide families with opportunities to learn skills that will support their scholars at home, as some of our families may not know what to do to help their students improve away from school. We are also investing time and resources in gathering family services to involve the community in supporting our families. This would potentially help with legal service for any of our undocumented families, food and medical for our low income families, and even resources on how to help neurodivergent students and how best to meet their needs.

For the actions that support Goal 3, we want to ensure that our English learners and students of color have a staff that is reflective of them culturally and linguistically as well as highly qualified. We ensure that each panel we compose for hiring is diverse by race/gender/position. We also use equity questions to try and get a sense of where candidates might have strengths or weaknesses that pertain to treating colleagues, students, and staff with equity in mind. We have regular professional development activities and discussions geared towards increasing our current staff's knowledge and expertise around equity. Finally, we will continue to engage in observation and feedback to give our staff support in their development and to remain in touch with implementation of our various priorities.

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

The minimum proportionality percentage (MPP) by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils is 35%.English Language learners will increase their proficiency by participating in designated ELD instruction. Additionally students who are more than one grade level behind, will be eligible for Tier 2 intervention, with Tier 3 intervention being prioritized for unduplicated students. These actions focus on ELL and low-income students who make up the majority of our scholar population including our foster youth.

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.

We know from multiple meetings that our community members were impacted emotionally by the conditions of virtual learning and the pandemic itself. We are dedicating time and financial support for increased access to mental health services via counselors, psychologists, outside agencies, and family resources. We plan to mitigate student learning loss through additional support staff, reducing class size and/or decreasing small group ratios as well as adding intervention programs. As noted earlier, our concentration funds are directed to more personnel for our MTSS and Restorative framework and increased hours for existing staff. Additional staffing enables our efforts to focus on students who are learning English, come from a low income household or are foster youth. We are making Instructional Assistants roles permanent (rather than temporary) and these staff members will be providing Tier 2 interventions to unduplicated students who are one or more grade levels behind academically.

| 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 | | 77:1 FTE 1.30% |
| Staff-to-student ratio of certificated staff providing direct services to students | | 17:1 FTE 5.99% |

2022-23 Total Planned Expenditures Table

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|-------------|-------------------|-------------|---------------|-------------|-----------------|---------------------|
| Totals | \$1,208,000 | \$- | \$- | \$- | 1,208,000 | \$1,208,000 | \$- |

| Goal # | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|--------|----------|--|------------------|------------|-------------------|-------------|---------------|-------------|
| 1 | 1 | Accelerated Learning | All | \$- | \$- | \$- | \$- | \$- |
| 1 | 2 | Continued implementation and growth of MT | All | \$- | \$- | \$- | \$- | \$- |
| 1 | 3 | Data Cycles of Inquiry | All | \$- | \$- | \$- | \$- | \$- |
| 1 | 4 | Implementation of EL Achieve for designated | EL | \$- | \$- | \$- | \$- | \$- |
| 1 | 5 | Implementation of Compartmentalization pa | All | \$- | \$- | \$- | \$- | \$- |
| 1 | 6 | Personnel | All | \$929,000 | \$- | \$- | \$- | \$929,000 |
| 1 | 7 | Tutoring Support | All | \$30,000 | \$- | \$- | \$- | \$30,000 |
| 2 | 1 | Student Belonging - CREW | All | \$- | \$- | \$- | \$- | \$- |
| 2 | 2 | Reduction in Suspension Rate of AA Boys - | All | \$- | \$- | \$- | \$- | \$- |
| 2 | 3 | Family Engagement - Attendance | All | \$- | \$- | \$- | \$- | \$- |
| 2 | 4 | Family Engagement - ELAC | EL | \$- | \$- | \$- | \$- | \$- |
| 2 | 5 | Student Counseling Service | All | \$- | \$- | \$- | \$- | \$- |
| 2 | 6 | Personnel | All | \$243,000 | \$- | \$- | \$- | \$243,000 |
| | | | | \$- | \$- | \$- | \$- | \$- |
| 3 | 1 | Continue to hire only highly qualified applica | All | \$- | \$- | \$- | \$- | \$- |
| 3 | 2 | Observation & Feedback Cycle | All | \$- | \$- | \$- | \$- | \$- |
| 3 | 3 | Establishing Equity Leadership Team | All | \$- | \$- | \$- | \$- | \$- |
| 3 | 4 | Professional Development | All | \$- | \$- | \$- | \$- | \$- |
| 3 | 5 | Personnel | All | \$6,000 | \$- | \$- | \$- | \$6,000 |
| | | | | \$- | \$- | \$- | \$- | \$- |
| | | | | \$- | \$- | \$- | \$- | \$- |
| | | | | \$- | \$- | \$- | \$- | \$- |
| | | | | \$- | \$- | \$- | \$- | \$- |

2021–22 Annual Update Table

| Totals: | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Actual Expenditures (Total Funds) |
|----------------|---|--|
| Totals: | \$ 1,038,000.00 | \$ 1,038,000.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|-----------------------|----------------------|---|---|--|---|
| 1 | 1 | Accelerated Learning | Yes | \$ - | \$ - |
| 1 | 2 | Continued implementation and growth of MTSS | Yes | \$ - | \$ - |
| 1 | 3 | Data Cycles of Inquiry | No | \$ - | \$ - |
| 1 | 4 | Implementation of EL Achieve for designated EL | Yes | \$ 25,000 | \$ 25,000 |
| 1 | 5 | Implementation of Compartmentalization pandemic | No | \$ - | \$ - |
| 1 | 6 | Personnel | Yes | \$ 599,000 | \$ 599,000 |
| | | | | \$ - | \$ - |
| 2 | 1 | Student Belonging - CREW | No | \$ - | \$ - |
| 2 | 2 | Reduction in Suspension Rate of AA Boys - Family | No | \$ - | \$ - |
| 2 | 3 | Family Engagement - Attendance | No | \$ - | \$ - |
| 2 | 4 | Family Engagement - ELAC | Yes | \$ - | \$ - |
| 2 | 5 | Student Counseling Service | Yes | \$ - | \$ - |
| 2 | 6 | Personnel | Yes | \$ 408,000 | \$ 408,000 |
| | | | | \$ - | \$ - |
| 3 | 1 | Continue to hire only highly qualified applicants (race/gender/position) | No | \$ - | \$ - |
| 3 | 2 | Observation & Feedback Cycle | No | \$ - | \$ - |
| 3 | 3 | Establishing Equity Leadership Team | No | \$ - | \$ - |
| 3 | 4 | Professional Development | No | \$ - | \$ - |
| 3 | 5 | Personnel | Yes | \$ 6,000 | \$ 6,000 |
| | | | | \$ - | \$ - |
| | | | | \$ - | \$ - |

2021–22 Contributing Actions Annual Update Table

| 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 7 from 4) | 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) |
|---|---|--|---|--|---|---|
| \$ 1,032,855 | \$ 788,000 | \$ 1,038,000 | \$ (250,000) | 0.00% | 0.00% | 0.00% - No Difference |

[illegible]

2022-23 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| \$ 3,329,048 | \$ 1,152,289 | 34.61% | 0.00% | 34.61% | \$ 1,208,000 | 0.00% | 36.29% | Total: | \$ 1,208,000 |
| | | | | | | | | LEA-wide Total: | \$ - |
| | | | | | | | | Limited Total: | \$ - |
| | | | | | | | | Schoolwide Total: | \$ 1,208,000 |

[illegible]

2021–22 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
| \$ 4,415,753 | \$ 1,032,855 | 0.00% | 23.39% | \$ 1,038,000 | 0.00% | 23.51% | \$0.00 - No Carryover | 0.00% - No Carryover |

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal

to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The

superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP

based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

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

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils:

Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Data Entry Table

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA

would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Estimated Actual Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Estimated Actual LCFF Base Grant and the Estimated Actual 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 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 4 from 7)
 - This amount is the Total Planned Contributing Expenditures (4) subtracted from the Total Estimated Actual Expenditures for Contributing Actions (7)
- 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)

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

LCFF Carryover Table

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

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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