



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspire Inskeep Academy Charter School

CDS Code: 19647330124800

School Year: 2023-24

LEA contact information:

Charles R. Heaton, Ph.D.

Principal

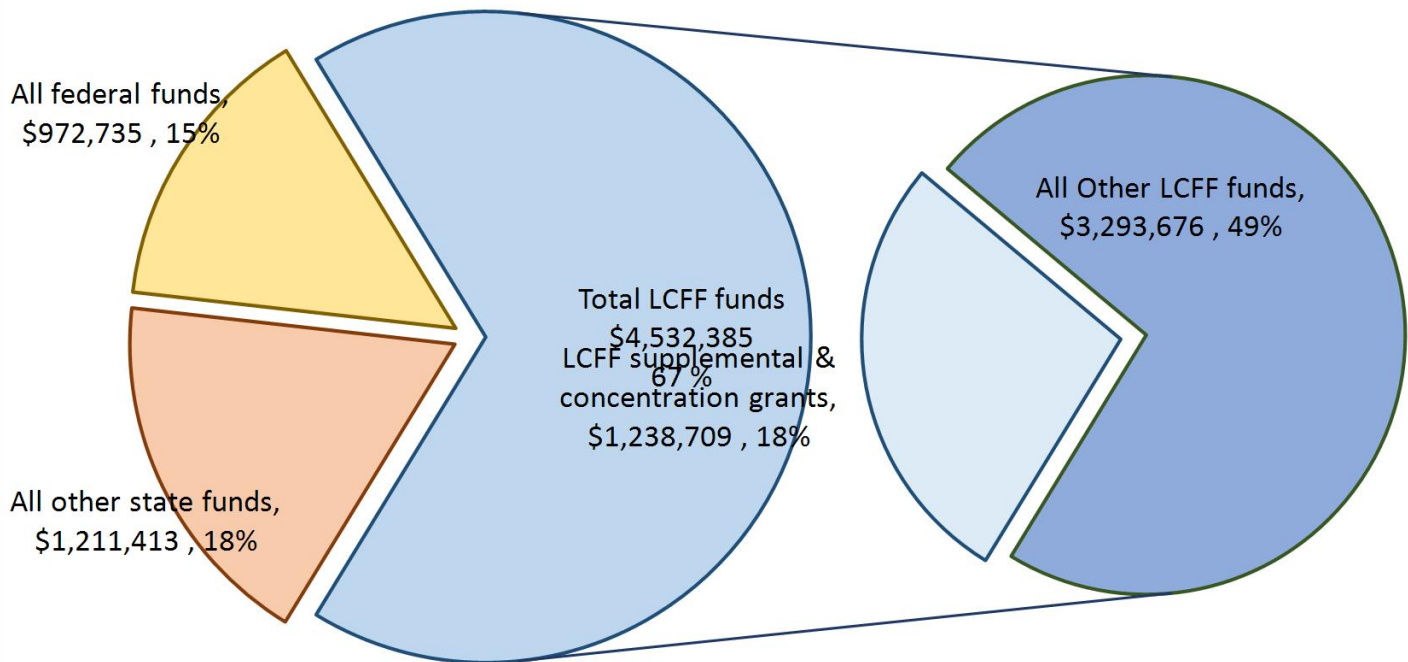
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "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 2023-24 School Year

Projected Revenue by Fund Source

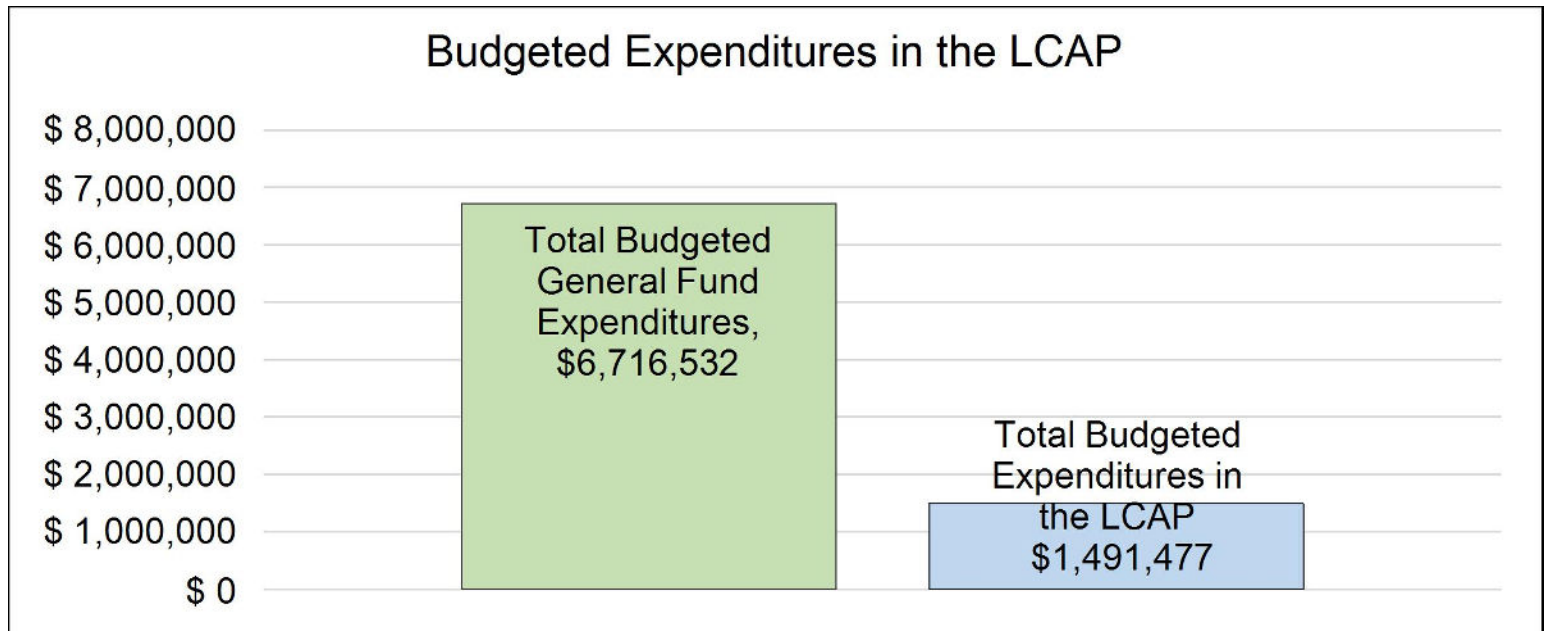


This chart shows the total general purpose revenue Aspire Inskeep Academy Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aspire Inskeep Academy Charter School is \$6,716,533, of which \$4,532,385 is Local Control Funding Formula (LCFF), \$1,211,413 is other state funds, \$0 is local funds, and \$972,735 is federal funds. Of the \$4,532,385 in LCFF Funds, \$1,238,709 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Aspire Inskip Academy Charter School plans to spend for 2023-24. 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 Inskip Academy Charter School plans to spend \$6,716,532 for the 2023-24 school year. Of that amount, \$1,491,477 is tied to actions/services in the LCAP and \$5,225,055 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Salaries & benefits are not included for the following positions: core teachers, specialist teachers (those not highlighted in the LCAP), instructional assistants, special education, after school program, and campus operations (including front office, administration, facility, and cafeteria).

Some operating expenses are also not in the LCAP, including but not limited to: education and physical education materials, conferences & travel, field trips, rent, utilities, food services, management fees (regional office, authorizer, SELPA), insurance, interest, depreciation & amortization, and contributions to reserves.

The LCAP does not include other non-LCFF funds and other state grants since these funds will be accounted for in other documentation in compliance with reporting requirements, however the amount of non-LCFF funds and other state grants is accounted for in the total general fund expenditures shown above.

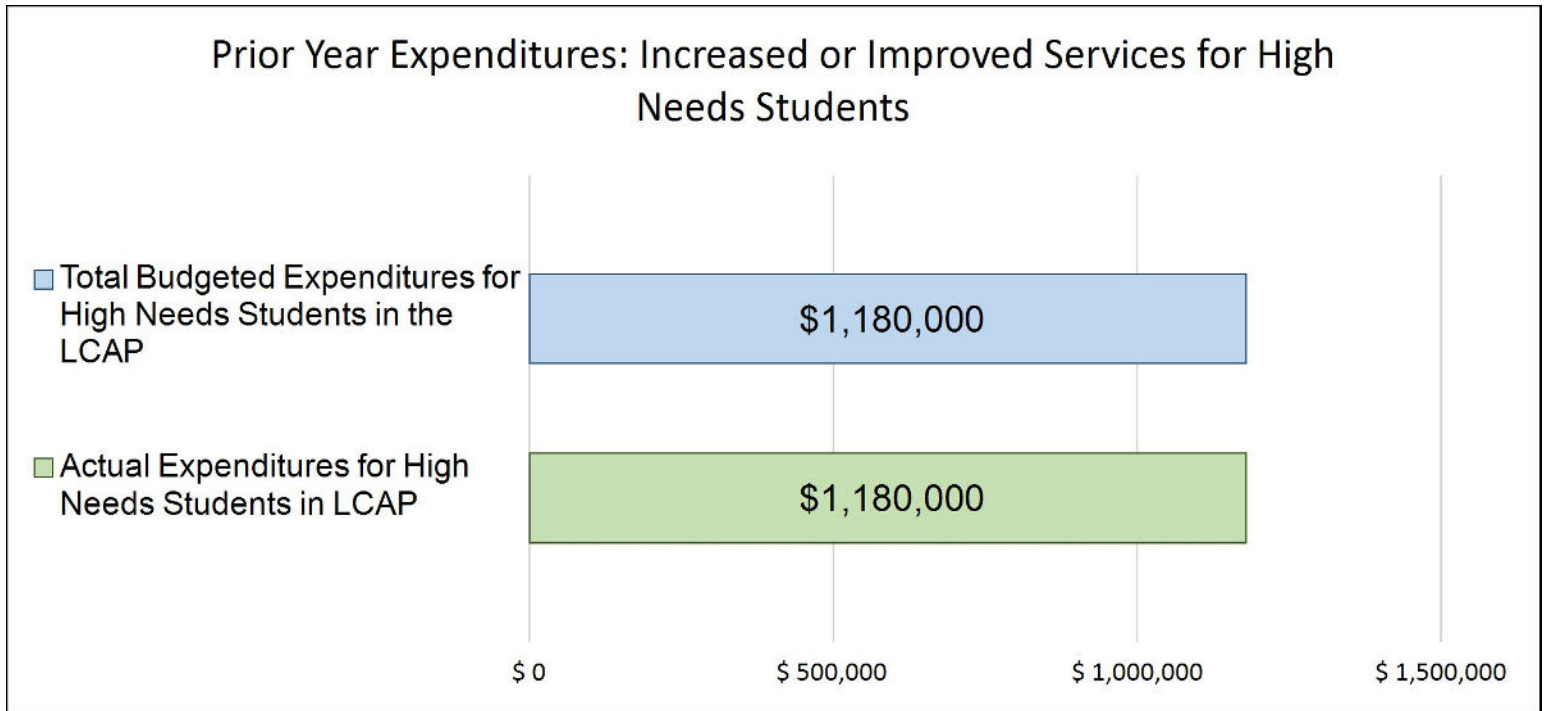
Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Aspire Inskip Academy Charter School is projecting it will receive \$1,238,709 based on the enrollment of foster youth, English learner, and low-income students. Aspire Inskip Academy Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Aspire

Inskeep Academy Charter School plans to spend \$1,270,000 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what Aspire Inskeep Academy Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Aspire Inskeep Academy Charter School 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 2022-23, Aspire Inskeep Academy Charter School's LCAP budgeted \$1,180,000 for planned actions to increase or improve services for high needs students. Aspire Inskeep Academy Charter School actually spent \$1,180,000 for actions to increase or improve services for high needs students in 2022-23.



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 Inskeep Academy Charter School	Charles R. Heaton, Ph.D. Principal	charlie.heaton@aspirepublicschools.org; data-contact@aspirepublicschools.org 213.408.5540

Plan Summary [2023-24]

General Information

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

Aspire Inskeep Academy is a TK-6th Public School Choice 2.0 school that has served the community of South Los Angeles since 2011. Aspire believes in a small school model, so there are three Aspire K-6 schools on our large, beautiful campus that serve nearly 1,100 students combined. Aspire Inskeep currently serves 384 TK-6th students, and the demographics are as follows: 99% Free Reduced Lunch; 90% Latino; 10% African American; 57% English Learners, and 9% SWD. Inskeep Academy's mission is to ensure: 1) high academic achievement, 2) healthy social and emotional development, and 3) college and career readiness for all of our students through the lens of equity. We use a workshop learning model in math and reading that allows for blended learning, student voice and choice (differentiation), rigorous instruction and access to state standards for all of our students, as well as individualized online instruction designed to meet their learning needs. All of our English Learners receive designated English Language Development at their specific English proficiency levels and integrated English Language Development during core content instruction to support access to the curriculum and state standards. As an important means to achieving our vision of college and career readiness for all, Aspire Inskeep Academy is committed to building a welcoming and inclusive learning environment for every student. We use the PBIS approach to teach and reinforce our school-wide expectations of safety, respect and responsibility and restorative practices as an alternative to exclusionary discipline practices and proactive community building. After years of low and declining performance, the Superintendent and Regional Leadership Team for Aspire Los Angeles initiated the turnaround effort by bringing in new leadership in the 2017-2018 school year, which resulted in a warm, welcome inclusive community. After a successful 2017-2018 school year with our Annual Focus: the four Cs (Community, Communication,

Collaboration and Connection, we realized an increase in enrollment, attendance, student performance, and significant improvement in our climate and culture data. Aspire Inskip Academy was awarded the High Impact Award for making academic gains in English Language Arts. In the 2018-2019 school year, the Annual Focus: the four Es (Equity, Engagement, Empowerment, and Efficiency) framed an effort to maintain the previous year's efforts and momentum and to build on it. During the 2018-2019 school year, Aspire Inskip Academy realized the full implementation MTSS, lesson planning cycle using data to drive decision making, and a focus on empowering all stakeholders as partners in our students' education. Our progress monitoring of efforts yield and forecast continued success and growth for our community.

Using an iterative feedback cycle involving all stakeholders (using data, team member participation in various forums, and a review of internal/external metrics), the school leadership team framed the 2019-2020 Annual Focus: the four A's (Access, Arts, Achievement, and Alignment) to continue school improvement and academic performance. For the new school year, our areas of effort include: aligning instructional efforts vertically, hyper-focusing on subgroup performance and targeting students with specific interventions and supports, and integrating the arts into the general education program. School Vision & Mission Vision: Every Aspire Inskip Academy scholar is prepared for college and life success. Mission: Aspire Inskip Academy's Mission is to: As a team, we work to ensure: high academic achievement, socioemotional development, and college and career readiness for ALL of our students through the lens of equity. Core Values (Exemplars of a Howling Husky Team Member, Leader, Family Member, and Scholar): The Exemplar of an AIA Husky Administrator: Creative Visionary, Dedicated Professional, Engaged Community, Leader, Inspiring Catalyst, Championing for the School's needs The Exemplar of an AIA Husky Teacher:

Instructional Strategist, Creator of a Student Centered Learning Environment, Positive Role Model, Team Player, Continuous Learner The Exemplar of an AIA Husky Family Member: Advocate for the child, Engaged, Communicator, Partner in Education, Provider of Basic Needs, Supporter of Dreams The Exemplar of an AIA Husky Scholar: Effective Communicator, Competent, Problem Solver, Self Directed Learner, Responsible Person, Quality Procedure Mascot: COVID-19 Context: Our Aspire Public Schools' Three Big Rock Priorities for the 2020-2021 school year during the COVID-19 pandemic kept our school grounded in our values when serving our students, families, and teammates. Our Three Big Rocks were (1) Academic Acceleration, (2) Reopening, and (3) Resilience. The objective for Big Rock 1 - Academic Acceleration was to: (a) Support educators and teams in the delivery of academic programming and recovery in an evolving learning environment, including distance learning, in-person, and hybrid, (b) All scholars are able to access learning. All schools are 1:1. (Every scholar has access to an Aspire-issued device.), and (c) Continue efforts to learn about and create more inclusive learning opportunities for subgroups. This priority aligns with Goal 1 actions and metrics below. The objective for Big Rock 2 - Reopening was to: (a) Support the social emotional, mental health, trauma and behavioral needs of scholars with a culturally responsive lens as they transition to an evolving learning environment. (b) Adopt operational approaches that support an evolving learning environment, safety and well-being of scholars, families, and staff and is financially viable. This priority aligns with Goal 2 actions and metrics below. The objective for Big Rock 3 - Resilience was to: (a) Support the social emotional, mental health, trauma and behavioral needs of staff as we transition to an evolving learning environment, (b) Shared learning and development centered on equity, adaptive and resilient leadership (Transformational Leader Framework), and (c) Equity leadership development rooted in cultural responsiveness and anti-racist practices. This priority aligns with Goal 3 actions and metrics below.

Reflections: Successes

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

One area of success based on the California School Dashboard is our suspension data at 0% (very low). This has been an area of success due to the following efforts.

College for Certain: Each and every classroom is represented by a college. Each classroom has a college wall, with college collectables posted to maintain the focus of College for Certain. In addition, since College for Certain represents equity and access, Aspire Inskip Academy ensures that we are teaching a strong, standards-based instructional program using rigorous, vetted curricula that prepare students for college and beyond. This sends a clear message that no matter what your ethnicity, your economic status, or your home language, the expectations for college-going are for ALL Aspire students. Lastly, Aspire Inskip Academy partners with California State University Dominguez Hills as a demonstration and partner school for its practicum students, student teachers, and school leadership practicum students. This partnership has been mutually beneficial, allowing for pre-service teachers and aspiring leaders to learn and for Aspire Public Schools to access a pool of talented educators.

Social Emotional Learning: Because marginalized communities exist within a racist system, it is likely our students have experienced trauma and require a strategic approach to Social/Emotional Learning (SEL), health education, parent education, and mental health counseling (and referrals to other agencies). In the 2020 - 2021 school year, Aspire Inskip Academy adopted the PATHS as our social-emotional learning curriculum. This curriculum supports emotional understanding, positive relationships and the development of coping mechanisms/self control. Aspire Inskip Academy utilizes RULER alongside social justice standards to support our movement toward an antiracist approach to SEL. We also continue to utilize PATHS as a resource for SEL education. PATHS is a comprehensive SEBL curriculum that is evidence-based and proven effective. It offers a common framework for effective SEL instruction from kindergarten through 5th grade and is grounded in the science of children's brain development.

The PATHS curriculum includes 5 domains, which are: (1) self-control, (2) emotional understanding, (3) positive self-esteem, (4) relationships, (5) interpersonal problem-solving skills.

At Aspire Inskip Academy, all teachers are implementing the SEL curriculum three times a week. Teachers also hold community circles (aligned to our restorative practice and responsive classroom approach).

Restorative Practices: Aspire Public Schools is guided by a powerful equity belief statement, and Aspire Inskip Academy focuses on restorative rather than punitive approaches to behavior. This includes an expectation of Culturally Responsive Teaching and creative, meaningful alternatives to suspension. Students need to be in school, and every effort is made to involve the teachers, staff, families, and scholars in creating a positive, nurturing environment where students want to be every day.

Access to Technology: Aspire Inskip Academy is deeply committed to closing racial opportunity gaps and eliminating the digital divide where impoverished youth have less access to computers and the internet. We offer all students a chromebook or iPad and incorporate blended/personalized learning into the curriculum every day so that all students make use of the digital tools and resources available to them. Additionally, we have established systems so that students are able to use their devices at home.

Family Partnership and Involvement: This is also an essential element in the Charter School community, and parents are encouraged to volunteer, visit, and communicate regularly with the school in order to form a mutually beneficial partnership for the students' success. Parent volunteering is not a condition of admission and/or continued enrollment, but the school welcomes parents to morning meetings, assemblies, open houses, school tours, parents on the playground, family/parent education nights, volunteer opportunities, field trips, Coffees with the Principal, School Site Council, and ELAC meetings. The School prides itself on its unique opportunities for family participation.

Access to Extracurricular Opportunities: At Aspire Inskeep Academy, we believe students deserve regular opportunities to discover who they are and who they would like to be. This means providing access to a multitude of resources and opportunities that may not exist in their community. Students at Aspire Inskeep Academy receive weekly theater arts and PE classes. We also offer after school opportunities like Media Arts, Student Council, Bravo Team, Girls on the Run, and other sports.

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.

An area of need based on the California School Dashboard is the chronic absenteeism rate at 43.7% (very high) during the 21-22 school year. The root cause analysis of the increased chronic absenteeism rate can be attributed to returning back on campus post-pandemic. Health and safety were a top priority during our reopening year as we transitioned back to in-person instruction.

The development of the 2022-2023 LCAP and Annual Focus took into consideration the chronic absenteeism rate, significant decrease in student attendance from pre-pandemic years and the return to in-person schooling. As such, structures and systems were augmented to address this area of concern.

School's Current Chronic Absenteeism rate is 29.62% (as of 4/21/23)

School efforts to address chronic absenteeism: Aspire Inskeep Academy integrates a tiered-based approach to support scholars in the area of attendance. This ensures that there is alignment across all intervention areas and that intentional supports are offered to scholars who experience barriers with respect to daily school attendance. AIA prioritizes relationship building with its most high needs families to not only support its chronic absenteeism rate, but also to increase communication and trust between the families and the school. Interdisciplinary teams engage in bi-weekly attendance cycle meetings, which include a review of grade-specific chronic absenteeism data. Based on the data, interdisciplinary teams identify four scholars to provide additional focus, outreach, and family engagement to identify and reduce attendance barriers. Additionally, the Attendance Team incentivizes attendance by hosting raffles to encourage on-time school attendance. Scholars who arrive at school before 7:30AM receive a raffle ticket, and a select number of winning raffle tickets are selected to receive a special prize, such as a donut party, goodie bag, or pizza party. The team has observed that there is a significant decrease in tardiness on days when attendance raffles take place. The Attendance Team engages weekly with the Hoonuit platform to run specific data reports and targeted chronic absenteeism progress monitoring. This information is shared with teachers by grade level and is highlighted for student special education services.

Aspire-Wide:

At the beginning of the school year, the Director of Student Services provided professional development to counselors and Office Assistants who work closely with staff, families, and students with chronic absenteeism to support re-engagement strategies and support plans. During subsequent monthly professional development, the Director of Student Services and counselors collaborate to review current cases, support and come up with additional strategies to re-engage students.

Another area of need based on the California School Dashboard is our ELA achievement data at 27 points below standard which is categorized as low. 2021-2022 was the first school year students took the SBAC since returning from the pandemic. Although students made significant progress, there were challenges due to the impact of the pandemic and distance learning, including a loss of foundational learning. Based on the needs of the community and students, we prioritized SEL needs, socio-emotional learning, attendance, routines/procedures, structures, and school readiness (primary grades) during the first semester.

A challenge we had at the beginning of this school year was significant turnover of team members. This school year, we worked to build a strong foundation of research-based literacy practices through our core practices. We prioritized building a shared language and shared understanding of balanced literacy using the science of reading research through a scope and sequence of professional development and a book study with *Shifting the Balanced: 6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom*.

Teachers engaged in regular unit planning sessions to internalize the units, identify major standards, pace the unit, and create standards aligned lesson plans. Teachers also engage in regular coaching sessions with the Dean of Instruction to build their instructional capacity. We also had an ELA lead teacher who modeled lessons, co-planned, and co-taught lessons with our ELA teachers.

Teams engaged in regular data talk cycles with verified assessment including iReady and DIBELS. During the data talk cycles teachers analyzed growth, proficiency, and subgroup data (Black/African American, Multi Language Learners, Students w/ Disabilities) in order to identify next steps for tier 1, tier 2, and tier 3 instruction.

This school year AIA's median progress towards annual typical growth on iReady ELA was 80% and proficiency rates increased from 14% to 24% from BOY to EOY (March) while 3+ grade levels below decreased from 29% to 16%. End of year growth data for the MLL subgroup was 70% and SwD subgroup was 152%.

Another area of need based on the California School Dashboard is English Learner Progress data at 42.6% making progress towards English language proficiency (low).

At Aspire Inskeep Academy, we continue to meet the needs of our English Language learners by providing Designated and Integrated ELD for our Multi Language Learners through our core practices. During the Designated ELD block, we continue placing students in proficiency level cohorts so they can receive the appropriate support. Each grade level, along with the Dean of Instruction, placed Multi Language Learners in either the Beginning, Intermediate or Advanced proficiency band within grade level spans based on their Summative ELPAC

scores and formative data collected by previous teachers. It is important for their English Language Development that they are placed in these proficiency bands because they are receiving instruction and support that is within their Zone of Proximal development. This is giving students the opportunity to work specifically on their needs towards reaching proficiency. All teachers were trained through multiple professional development on MLLs and the designated ELD curriculum (EL Achieve). Our ELD block takes place M-Th school-wide from 8:05 - 8:35. As part of planning for their lesson, teachers create a lesson plan that includes the language objective, evidence for learning, and exemplar response.

Something our team has continued to incorporate are Integrated ELD strategies to provide MLLs access across all content areas. One example is color coding; some of our math teachers use color coding of the math terms, along with the corresponding steps in equations to help students understand the meaning of vocabulary words. Additionally, our teachers continue to use both visuals, hand gestures, strategic partnerships, structured talk protocols, and sentence starters to help students understand and practice oral language. This is key in helping students understand and make meaning of language and follow along with the lessons. Another example of how our team is integrating supports for our English Language Learners is by creating cooperative learning opportunities for our students, for example “rug clubs” during Phonics time where students can cooperatively work on key concepts; they share thoughts and work, as well as support each other while engaging in shared reading and/or writing.

As part of all of our data analysis protocols, we disaggregate data for our MLL/EL subgroup. This builds our awareness of this subgroup’s growth and proficiency, and holds us accountable for identifying root causes and next steps to better meet their needs.

Based on an analysis of our Designated ELD curriculum, there is an emphasis on oral language with less emphasis on reading and writing. Although oral language is foundational for progress in English proficiency, our MLL Coach and Coordinator will be collaborating with teachers on supporting students in reading and writing during designated ELD in addition to listening and speaking.

Another area of need based on the California School Dashboard is our Math achievement data at 54.7 points below standard which is categorized as low. 2021-2022 was the first school year students took the SBAC since returning from the pandemic.

AIA’s median iReady progress towards typical growth in Math is 72% across K-6th grade. In the growth data, Urgent Intervention decreased from 37% to 28% and At/Above Benchmark maintained at 32%. For overall placement, proficiency increased from 6% BOY to 24% EOY. Although there was significant progress in Annual Typical Growth for all grades, our 2nd, 3rd and 6th math data demonstrate low proficiency at EOY. A root cause of the academic data can be attributed to significant teacher shortage, illness and a leave of absence. In addition, several teachers left AIA to move out of state or to focus on personal needs. Although we had a pool of subs available to us, in most cases they did not meet AIA’s standards of excellence. To ensure our scholars would continue to have access to quality instruction, our Assistant Principal and Deans were strategically assigned as teachers. In one case, the Math Dean was in the classroom for almost 2/3 of the school year. Therefore, we had to sacrifice our plans for professional development, strategic module planning and weekly coaching as is the yearly AIA practice to build capacity. To address this issue, structures were put in place to support co-teaching to differentiate instruction to better meet the needs of our scholars. Weekly WAGs continued to be reviewed and received feedback with an emphasis on designing the instruction of new concepts using the progression of Concrete > Representational> Abstract. Number Sense routines became a part of daily

instruction K-6 to deepen conceptual understanding and provide scholars the opportunity to flexibly use their strategies. Based on our quantitative and qualitative data analysis, tiered small group instruction was designed to focus on addressing foundational and prerequisite skills. Daily spiral review also became integral to daily math station work.

Subgroups have made comparable progress on growth data, but are still underperforming based on proficiency/overall placement data. In order to address the needs of MLLs, academic math vocabulary is explicitly taught and reinforced through sentence frames and Math Word Walls. To make learning goals comprehensible and accessible, all math objectives are color-coded (Green = observable action/ Blue= content being taught). SWD snapshots are revisited each quarter and accommodations are addressed in WAGs and implemented daily.

LCAP Highlights

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

One of our greatest accomplishments remains our strong systems and structures. These have served us well as a school that began the turn-around process in 2017, made significant gains in different domains each academic year, endured the pandemic effects, reopening the campus to in-person learning, and presently, continuing to adapt to the aftermath of virtual education, increased learning gaps, and labor shortage.

We are proud that these systems and structures are inclusive and heuristic by design. Aspire Inskip Academy engages in a systematic and recursive process to determine the needs, resources, and priorities for each school year based on solicited input and feedback from team members, families, regional and home office leadership members, and scholars in a variety of forums and measures.

This systematic process begins in October (preceding the start of the new school year) and feedback and input is solicited with the objective of school improvement. It begins with an internal survey provided to every team member at our school, including all office, cafeteria, custodian, staff, and faculty members. Using this data, along with data collected from our ELAC, SSC, team member fall and spring surveys, systematic check-ins with all team members on an individual basis, monthly coffees with the principals, parent workshops, school tours survey feedback, internal assessment data, coaching plans, feedback from interdisciplinary teams, PLCs, and the school leadership team, an AIA Annual Focus is developed for the new school year.

These data are mined, synthesized, and used by a task force of leadership, family members, and team members to develop the annual LCAP. This is the blueprint by which we are held accountable and define the measures our school will enact to make annual gains and improvement. The AIA Leadership Team uses the LCAP to develop three integral documents that drive our strategic plan and result in improved student outcomes; these include professional development and professional learning opportunities for 2023-2024, identified benchmarks for learning conditions, engagement of stakeholders, and the student performance outcomes. The first is the Annual Focus, the guiding document that symbolizes the LCAP and is used to build school capacity.

The AIA Annual Focus is the foundation for our time, resources, budget, professional development, and efforts for the year. As a companion piece, two documents (the Core Practices and Instructional Priorities are refined and developed), unique to the Annual Focus, that stipulate specific practices that will be targeted for building the instructional capacity of the school.

During the 2022-2023 School Year, there are six instructional priorities with a subset of objectives. Objectives are written in SMART (specific, measurable, attainable, realistic, and timely) format and align to our LCAP. The Instructional Priorities include: (1) Professional Knowledge Base, (2) Student Learning Experience, (3) English Language Arts, (4) Math, (5) Science, and (6) Multi Language Learners. The highlights include the full implementation and sustainability of curricula for ELA, Math, and ELD. The newly implemented curriculum for NGSS.

During the SY2022-2023, AIA focused on the 4I's: Integrity, Inquiry, Interdisciplinary, and Intervention.. These areas were foundational for recovering from the effects of the pandemic and the more recently experienced labor shortage of faculty and staff.

We learned from these processes (and the data) a need to focus on:

Instructional Integrity: In this focus area, we ensured each classroom is led by a primary teacher who is proficient in each of their five evaluative domains. This also includes the teacher understanding the needs of individual students and then as instructional strategists, engage in designing and implementing appropriate lessons in safe, clean, and orderly school environment where scholars and families take great pride according to our formal and informal forums for data collection. Highlights also include a fully implemented and sustainable co-teach model, with more than one adult assigned to every classroom, two deans of instruction who provide weekly (if not more often) coaching sessions and professional development, and the introduction of content lead teachers to supplement the efforts of our deans and leadership team.

Inquiry: Based on survey data, feedback from stakeholders, and the apparent socio-emotional needs of our scholars, we made it a priority to engage families in listening tours at the beginning of the year, partner with them through Student-Led Conferences, and through new student and family orientation meetings the need to learn about scholars' experiences, lives, and families. The focus was to ensure we better understood scholars sooner rather than later to ensure their basic needs were met, so that we could then focus on academic needs. This was a highlight as we continue to engage our under-represented groups, such as our Black/African American families.

Interdisciplinary: With a change in personnel and greater need of socio-emotional support, we focused on building our interdisciplinary teams' capacities this year by tasking teams to work interdependently on academic press, social support, professional learning, and teaming organization. This focus area has allowed us to overcome changes in personnel and accelerate new teacher learning and development. This has served as a highlight as we work to address post-pandemic needs with the return of schooling. These areas include greater family engagement in the school, reduction of chronic absenteeism, access mental health services and supports, and empowering families as partners in their children's education.

Intervention: The fourth focus area that has been a success is our development of MTSS with a comprehensive Intervention Support and Services Team. Our lead teachers and school leadership team collaborated and used data sets to triangulate the needs of individual scholars

to determine their baseline, areas for intervention and targeted support, and leveraging our resources to ensure acceleration. One of our biggest highlights as been the addition of two intervention specialists in the areas of math and science.

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.

Aspire Inskeep Academy Charter School
ATSI for the following student groups: Students with disabilities, African American

Support for Identified Schools

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

Our 2022-2023 Focus on Inquiry: we engaged each and every family in a listening tour before the school year started or within the first month of school.

Our 2022-2023 Focus on Intervention resulted in our establishment of an Intervention Support and Services Team, the hiring of additional instructors for SWD, providing a scope and sequence of professional development related to SWD, and engaging interdisciplinary teams/grade level teams in bi-weekly SWD Planning Cycles.

- Actions:
- Co-Teaching
 - Opportunities for Parent Engagement
 - Attendance Team

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

At Aspire Inskip Academy we believe in the inclusivity and partnership with all stakeholders through established systems and structures that allow for both representative and direct feedback to site leaders.

Throughout our LCAP development process, we consulted with the following stakeholder groups: (list all stakeholder groups below):

School Site Council

- The SSC reviews LCFF and Title 1 funds at the beginning of the school year during the first or second SSC meeting.
- The SSC reviews the board approved LCAP for the school year with the school community using the Annual Focus diamond model, which is a more comprehensive and user friendly document.
- The Principal provides a quarterly budget report and makes the school budget accessible and transparent
- The Principal provides a quarterly State of the School based on the strengths and needs of each of the Eight LCAP Essentials.
- Members of the leadership team hold a Family Connection meeting. The SSC board members and officers solicit parent and family feedback using the Annual Focus as a point of reference. Participants are able to share their thoughts and first hand experiences based on active participation in school tours, family events, parent workshops, committee meetings, volunteering, and other involvement opportunities.

English Learner Advisory Committee

- The ELAC committee solicits parent and family feedback as an agenda item. Board members, officers, and meeting participants identify and share areas of need and growth within our MLLs Program. The feedback that is collected helps the team develop EL goals for the LCAP.
- The ELAC committee invites ELAC Officers and visitors to join in on learning walks and classroom visits as aligned to ELAC Meeting objectives and reports.

Leadership

- Aspire Inskip Academy's leadership team is composed of School Leaders (ie. Principal, Assistant Principal, Admin Interns), Office Team Members (ie. Business Manager, Attendance Clerk, Parent Coordinator), and Lead teachers.
- Principal Dr. Heaton, frames the LCAP into a emblematic model that capture the four foci of the LCAP into four Annual Foci. The Diamond model describes the four foci for the year. This is the emblematic guide that is community facing and allows for stakeholders to readily and comprehensively identify priorities for building school capacity and address improvement.
- AIA Leadership team members help create and develop the four foci by brainstorming and reflecting through what our school needs to offer in order for our Annual Focus to be implemented.
- The Annual Focus feedback is collected and helps develop our Instructional Priorities.
- AIA Leadership team identifies and creates Instructional Priorities based on Annual Focus.
- AIA leadership team continues to meet and solicit feedback from members to develop Instructional Priorities for the year.

- The Lead Team engages in an interactive and ongoing process for LCAP development; this begins in September with check-ins, community forums, consideration forms, surveys, and states of the school that allow for gallery walk feedback.

Teachers

- The AIA Leadership team uses systems and structures to engage in all stakeholders throughout the year via huddles, debriefs, meeting, goal setting meetings, conferences, and retreats.
- The feedback collected from different stakeholders, including SSC and ELAC is shared with all team members.
- Classroom teachers review the data in their grade level teams and report their thoughts, input, and next steps to their lead teacher.
- The lead teachers report back to the Admin team to help finalize the Instructional Priorities and Annual Focus, which embody our LCAP.
- Every team member is part of a Professional Learning Community (PLC). During PLCs, teams strengthen their areas of expertise through team building activities, professional readings, and self reflection. This self work aligns with areas of growth and need within the Instructional

Priorities and Annual Focus.

Students with Disabilities (SWD)/Special Education:

Input and feedback are solicited from families of students with disabilities via several forums and means. First, AIA hosts at least two events each school (one in the fall and one in the spring) where all families are invited to attend. In these sessions, we build community and connectivity by discussing our priorities in special education, soliciting questions and feedback, and learning what programming efforts are relevant to families. As a result, we plan workshops for families based on expressed and surveyed needs that occur quarterly.

In addition to this structure, we survey family members at the end of each IEP to better understand their level of comfort, support, and partnership. This information is reviewed by the Lead Team, School Site Council, and AIA SPED Team to make decisions in regards to our programming and communication. Areas where feedback has informed practice includes bringing awareness to speech language needs, auditory processing needs, and autism spectrum disorder. The Principal's Advisory Council also includes two parents of children with special needs, representing both primary and upper elementary grades.

Another educational partner we engage with is our SELPA. We collaborate with our SELPA representatives on a regular basis. Our Charter Operated Program Specialist connects with us on a monthly basis to discuss specific cases, review IEP compliance, explore training opportunities, and understand general updates shared by the SELPA. In addition, this school year our special education program was selected for CDE Small Monitoring. We consulted and collaborated with our SELPA to participate in Small Monitoring. We incorporated the SELPA's feedback to ensure our special education program is in compliance and students with disabilities are receiving equitable services.

Aspire Inskeep Academy engages in a systematic and recursive process to determine the needs, resources, and priorities for the school year based on solicited input and feedback from team members, families, regional and home office leadership members, and scholars in a variety of forums and measures.

This systematic process begins in October (preceding the start of the new school year) and feedback and input is solicited with the objective

of school improvement. It begins with internal surveys issued in October, December, and January provided to every team member at our school, including all office, cafeteria, custodian, staff, and faculty members. Using this data, along with data collected from our ELAC, SSC, team member fall and spring surveys, systematic check-ins with all team members on an individual basis, monthly coffees with the principals, bi-weekly parent workshops, monthly school tours, family semester survey feedback, internal assessment data, coaching plans, feedback from grade level team, PLCs, and the school leadership team, an Annual Focus is developed for the new school year.

These data are mined, synthesized, and used by a task force of leadership, family members, and team members to develop the annual LCAP. This is the blueprint by which we are held accountable and define the measures our school will enact to make annual gains and improvement. The AIA Leadership Team uses the LCAP to develop two integral documents that drive our professional development and professional learning opportunities for each school year. The first is the Annual Focus, the guiding document that symbolizes the LCAP and is used to build school capacity.

The Annual Focus is the foundation for our time, resources, budget, professional development, and efforts for the year. As a companion piece, a set of instructional priorities are developed, unique to the Annual Focus, that stipulate specific practices that will be targeted for building the instructional capacity of the school.

During the 2021-2022 School Year, there are six instructional priorities with a subset of objectives. Objectives are written in SMART (specific, measurable, attainable, realistic, and timely) format and align to our LCAP. The Instructional Priorities include: (1) Professional Knowledge Base, (2) Student Learning Experience, (3) English Language Arts, (4) Math, (5) Science, and (6) Multi Language Learners.

During the SY2021-2022, AIA focused on the 4D's: Design, Development, Data-Driven, and Discovery. These areas were a foundation for returning to in-person instruction, transitioning from virtual schooling, and ensuring that our school community was well aligned and supported as we navigated and negotiated the year with government protocols and mandates, pandemic surges, and increased safety and health measures.

During the SY2022-2023, AIA focused on the 4I's; Interdisciplinary, Inquiry, Intervention, and Integrity. These areas serve as our foundation for meeting the needs of our population, notably the low performance of sub-groups (e.g. SWD, AA/B). We focused on building our past strengths, improving areas that were disrupted or arrested during the virtual years/pandemic event, regroup our faculty and staff in their various teaming capacities, and focus on systematized intervention services and supports.

A summary of the feedback provided by specific educational partners.

At Aspire Inskip Academy, throughout the year, team members and parents have opportunities to provide feedback and reflect on the goals, objectives and practices outlined in our annual focus. Due to the pandemic recurring themes that was evident in our families feedback are the following:

Communication:

Family Engagement: ELAC, SSC, Parents Workshops, Town Halls, Family Surveys Differentiated Communication, ParentSquare, weekly School Community Bulletins (known as the Howling Husky), internal communication with the daily bulletin (Key Communicator), Classroom Instagram and FaceBook pages, texts, phone calls, Zoom meetings, LARO - Area Superintendent Parent Square Updates

Safety Updates:

Quarterly Family Safety Committee Meetings

School Site Council Safety Updates

Systematized Drill Debriefs and all communications

Bi-Weekly Safety and Crisis Leadership Team Meetings

Quarterly Campus Safety Walk-Throughs

Area Superintendent Parent Square: updates from CDC and LACDPH

Culture and Climate:

House-o-ween

Winter Wonderland

Mid-Year Awards and End of Year Awards

Monthly All Team Meetings

Monthly Conchas con Charlie

Monthly Parents on the Playgroud

Monthly School Tours

Attendance Incentives

Extra-Curricular Programming: Girls on the Run, Theater Arts Club, Football/Basketball/Volleyball teams, Vanguard News Team, Bravo Leadership Team, Student Council, Yoga

Family Support Resources:

Technology Support

Team Member flexibility and availability

Parent Empowerment Meetings

Monthly Partnering with Parent Workshops

Academic Nights

Team members Communication:

Weekly Teammember check ins, Bi-weekly Lead Meetings, Bi-Weekly Cluster Team Meeting, Weekly Office Hours, Quarterly Check In's, Yearly Consideration Forms late Fall.

Team members Professional Development:

Weekly Coaching Sessions with Deans, Weekly SEL Planning Sessions, Weekly SWD Planning Sessions, Monthly Professional Learning Community Sessions focused on Equity Imperative

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

Stakeholder input addressed the following areas:

- continue to address the efforts of MLL by designating a MLL Coordinator to support and work with teachers
- comprehensive and rigorous science education program
- maintain and small teacher to student ratios by continued funding of instructional assistants
- continue PBIS initiatives and efforts that allow for student engagement

Goals and Actions

Goal

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.

This goal was developed to ensure that all Aspire students have access to a high quality, rigorous and culturally relevant education. This goal seeks to end disproportionate academic outcomes for historically underrepresented communities, and is in alignment with Aspire’s mission and vision of preparing students to pursue and persist in college or any post-secondary pathway that is authentic to their identities. The actions towards this goal will focus on providing high quality, standards aligned curriculum and instruction, and data-driven interventions to promote student achievement.

This goal and its associated metrics and actions will ensure our progress towards the following LCFF Priorities:

- Priority 1: Basic Services
- Priority 2: Implementation of State Standards
- Priority 4: Student Achievement
- Priority 5: Student Engagement
- Priority 8: Student Outcomes

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Smarter Balanced Assessment (SBAC) Results in English Language Arts (ELA)	SBAC ELA Results (SY 2018-2019) * All: -18.5 * African American/Black: data	SBAC ELA DFS (SY 2020-2021) No data due to COVID-19 pandemic. iReady and other internal assessments	SBAC ELA DFS (SY 2021-2022) * All: -27 * African American/Black: -47.6		* All: -21 * African American/Black: -41.6 * English Learners: -33.9 * Socioeconomically disadvantaged: -20.9
Distance from Standard (DFS)					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	not displayed for privacy * English Learners: -21.9 * Socioeconomically disadvantaged: -18.5 * Hispanic/Latinx: -15 * Students with Disabilities: -60.1	were used to monitor student academic progress.	* English Learners: -39.9 * Socioeconomically disadvantaged: -26.9 * Hispanic/Latinx: -25.6 * Students with Disabilities: -86.2		* Hispanic/Latinx: -19.6 * Students with Disabilities: -80.2
Smarter Balanced Assessment (SBAC) Results in Mathematics Distance from Standard (DFS)	SBAC Math Results (SY 2018-2019) * All: -61 * African American/Black: -118 * English Learners: -56.9 * Socioeconomically disadvantaged: -61 * Hispanic/Latinx: -53 * Students with Disabilities: -128.5	SBAC Math DFS (SY 2020-2021) No data due to COVID-19 pandemic. iReady and other internal assessments were used to monitor student academic progress.	SBAC Math Results (SY 2021-2022) * All: -54.7 * African American/Black: -101.7 * English Learners: -58.2 * Socioeconomically disadvantaged: -54.9 * Hispanic/Latinx: -49.8 * Students with Disabilities: -126.2		* All: -48.7 * African American/Black: -95.7 * English Learners: -52.2 * Socioeconomically disadvantaged: -48.9 * Hispanic/Latinx: -43.8 * Students with Disabilities: -120.2
% of EL students making progress toward ELPAC proficiency	CA School Dashboard EL Progress Indicator as baseline 45.5% making progress towards	ELPI data is unavailable until 2022. Instead we will use ELPAC as a metric for our EL students	2022 ELPI 42.6% of ELs making progress towards English language proficiency		3-year goal: 56% of ELL's will make progress towards English Language Proficiency.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English language proficiency				
% of EL students making progress toward ELPAC proficiency	We revised this measure based on the lack of ELPI data until 2022. Baseline and Year 1 outcome are the same.	2021 ELPAC percentages are: Level 1: 25.55% Level 2: 29.93% Level 3: 40.15% Level 4: 4.38%	2022 ELPAC percentages are: Level 1: 22.73% Level 2: 37.12% Level 3: 31.82% Level 4: 8.33%		2023 ELPAC percentages are: Level 1: 10% Level 2: 40% Level 3: 40% Level 4: 10%
EL Reclassification Rate	2019-2020 RFEP baseline: AIA- 10.2% LAUSD- 15.8%	2020-2021 RFEP Rate 2.2%	2021-2022 RFEP Rate 11.5%		3-year goal: Match or exceed the LAUSD reclassification rate by achieving 20%.
Sufficient Access to Standard-Aligned Materials Reported on SARC	2019 SARC: 100% of students have access to standards aligned curricular materials	2020-2021 SARC 100% of students have access to standards aligned curricular materials	2021-2022 SARC 100% of students have access to standards aligned curricular materials		100% of students have access to standards aligned curricular materials
Implementation of academic content and performance standards (Local indicator, priority 2 self-reflection)	SY 2019-2020 100% of classrooms use standards aligned curriculum and materials	2020-2021 100% of classrooms implement standards aligned curriculum and materials	2021-2022 100% of classrooms implement standards aligned curriculum and materials		100% of classrooms will use standards aligned curriculum and materials
How program and services will enable	SY 2019-2020	SY 2020-2021	SY 2021-2022		Maintain baseline in addition to 100% of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL students to access CCSS and ELD standards for gaining EL proficiency (Local Indicator, Priority 2 self-reflection)	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 have access to and participate in CCSS aligned ELD during designated and integrated ELD.		our subgroups within our ELL subgroup will be Identified and given supports (i.e. Newcomers, at-risk LTEL, LTEL).
p. 8 Other academic outcomes (STAR, DIBELS, etc)	STAR Reading: 24% at or above grade level	We no longer administer the STAR and will administer iReady instead.	We no longer administer the STAR and will administer iReady instead.		65% reading at or above grade level on I-Ready assessment
p. 8 Other academic outcomes (STAR, DIBELS, etc)	STAR Math: 37% at or above grade level	We no longer administer the STAR and will administer iReady instead.	We no longer administer the STAR and will administer iReady instead.		65% at or above grade level on I-Ready Math assessment
iReady Reading and Math DIBELS	Administered iReady in School Year 2021-22, see Year 1 Outcome for baseline.	<p>We administered iReady instead of STAR. Our Fall 2021 Baseline iReady was:</p> <p>Reading All: 12% proficient EL: 3% proficient SPED: 0% proficient African-American: 10% proficient</p> <p>Math All: 3% proficient EL: 2% proficient SPED: 3% proficient African-American: 0% proficient</p>	<p>SY 2021-2022</p> <p>DIBELS (grades TK-2) 56% of students making average to above average progress in zone of growth</p> <p>iReady Reading % met annual typical growth goal</p> <p>Grade 3: 53% Grade 4: 38% Grade 5: 69% Grade 6: 80%</p>		<p>23-24 i-Ready All: 60% proficient EL: XX% proficient LI: XX% proficient FY: (NA) African-American: XX% proficient Latinx: XX% proficient DIBELS 60%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		DIBELS (TK - 2): 20% proficient	iReady Math % met annual typical growth goal Grade K: 30% Grade 1: 37% Grade 2: 43% Grade 3: 43% Grade 4: 71% Grade 5: 59% Grade 6: 78%		

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Hire supporting roles: <ul style="list-style-type: none"> Additional Dean of Instruction and Assistant Principal Instructional Assistants 	<ul style="list-style-type: none"> Use deans of instruction to support teachers and instructional assistants with analyzing and disaggregating informal and formal assessment data, including from end of unit assessments, to provide ongoing professional development, coaching sessions, and modeling best practices and interventions. Instructional Assistants will play an integral part in supporting targeted student groups/sub-groups while supporting classroom teachers in delivering instruction and supporting six models of co-teaching. 	\$479,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Instructional Program	<ul style="list-style-type: none"> Implement plan for instructional changes based on 19-20, 20-21, and 21-22 data. The plan will include disaggregated data by FRL, ELLs, foster youth, gender, and ethnicity. This includes providing quarterly Data and Demographic Reports to all stakeholders during the 2022-2023 school year. Deepen our learning about and commitment to inclusive practices in service of our student groups, with continued focus on MLL/ELL, students with disabilities, and Black students. Accelerate learning opportunities through instructional guidelines in math, science, ELA, and history. Instructional team to read Visible Learning by Dr. John Hattie and implement strategies to better student outcomes. Implement Inskeep Instructional Planning (IP) Series with a focus on unit/module planning informing Weeks-at-a-Glance plans Establish an academic acceleration program Embedded within workshop model classrooms (ELA and Math) to provide content-specific support <ul style="list-style-type: none"> Use of MTSS and bi-weekly coaching cycles to make data driven decisions for Tier 1, 2, and 3 instruction Co-teaching model with all team members SWD Planning Cycles with education specialists 	\$143,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • ELD for all students coordinated by MLL and Dean of Instruction • Improve learning experience for Black students in and outside our classrooms with our site Pro-Black Programming initiatives • Ensure After School Program aligns with school day instructional program and serves to enhance learning and care of students • Establish Grades 1-3 Summer Academy to focus on literacy and math foundational skills 		
1.3	Curricular Resources	<ul style="list-style-type: none"> • Continued use and implementation of technology to enhance learning (ex. PearDeck, Nearpod, etc.) by providing each scholar with their own school issued device. • Ensure the adoption of rigorous, standards aligned science humanities curricula delivered with a culturally responsive pedagogy • Continue to streamline TK-6 math curriculum to align with our secondary schools • Purchase ELA curricular resources for continued support of CCSS and culturally responsive texts that are representative of our student population; classroom library development • Upgrade science materials to align to NGSS and offer Amplify Curriculum school-wide 	\$154,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Title I	Our Title I funds are allocated to the following roles on our site: <ul style="list-style-type: none"> • Mental Health Counselor • Ed Tech Specialist • School Site Health Specialist 	\$205,339.00	No
1.5	Title III	Our Title III funds are allocated to the following roles: <ul style="list-style-type: none"> • Instructional Assistants 	\$16,138.00	No

Goal Analysis [2022-23]

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

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

AIA fulfilled these measures with integrity. Several key differences include the adoption of Amplify Curriculum for science, school-wide implementation of 1:1 devices for each child, and the hiring and offering of school-wide intervention services with two intervention specialists.

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 substantive differences

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

- The Deans of Instruction provided support, coaching, and resources for all faculty and staff. This was effective for the hiring of new faculty and staff.
- The LCAP was framed by our Annual Focus and Instructional Priorities documents, which framed our scope and sequence of professional development.
- Data Cycles were systematic, allowing leadership, faculty and staff, and families to engage in strategic planning, intervention, and family engagement conferences.

- Instructional Assistants were provided quality professional development to engage in co-teaching, providing individualized support to students with needs related to their circumstances (FY, LI, SWD, EL). This allowed for both scaffolding, differentiating, and support.
- AIA was able to fulfill our 1:1 initiative, update devices, provide current license to instructional digital resources, and replace outdated devices in disrepair.

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.

This goal and its expected outcomes have not been changed. Some metrics have been adjusted to align with what is on the CA School Dashboard and CDE DataQuest. The metrics to measure student's annual growth (iReady and/or DIBELS and/or NWEA MAP) have been adjusted to align with CA State Board of Education verified data list under AB 1505. Some actions have been consolidated to help improve accessibility.

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

Goals and Actions

Goal

Goal #	Description
2	We will cultivate communities that foster inclusive, joyful, and safe learning environments

An explanation of why the LEA has developed this goal.

This goal reflects our focus on building positive school climates and cultures so all students can thrive. This goal is aligned with Aspire’s mission and vision of promoting inclusivity and disrupting systems that have historically oppressed marginalized communities. To work towards this goal, we will implement actions that reduce our suspension, expulsion and chronic absenteeism rate. We will also focus our efforts to promote student sense of safety and connectedness, engagement as well as parent involvement.

This goal and its associated metrics and actions will ensure our progress towards the following LCFF Priorities:

- Priority 1: Basic Services
- Priority 3: Parent Involvement
- Priority 5: Pupil Engagement
- Priority 6: School Climate
- Priority 7: Course Access
- Priority 8: Student Outcomes

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Sense of Safety and School Connectedness as a Percentage (Aspire Student Survey)	20-21 Aspire Student Survey Responses: <ul style="list-style-type: none"> • 84% of students in 3rd-6th grades say that they feel 	2021-2022 Aspire Student Survey <ul style="list-style-type: none"> • 87% of students in 3rd-5th grade say that they feel safe at 	2022-2023 Aspire Student Survey <ul style="list-style-type: none"> • School safety: 59% of students in grades 3-5 responded 		95% of students in 3rd-5th grade say that they feel safe at school according to our student survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	safe at school according to our student survey.	school according to our student survey	favorably to feeling safe in school		
Student Suspension Rates as a Percentage (CA School Dashboard)	2019-2020 Suspension Rate (CA School Dashboard) No data reported due to Covid-19 pandemic and suspension of reporting of state indicators	2020-2021 No data reported due to Covid-19 and distance learning	2021-2022 Suspension Rate (CA School Dashboard) <ul style="list-style-type: none"> • All Students: 0% • African American/Black: 0% • Hispanic/Latinx: 0% • English Learners: 0% • Socioeconomically Disadvantaged: 0% • Students with Disabilities: 0% 		Suspension rate of 3% or lower with a decline of at least 0.3% from the previous year
Chronic Absenteeism Rate as a Percentage (CA School Dashboard)	All: 1.9% (7/364) African American: 8.1% (3/37) English Learners: 0.7% (1/136) Latinx: 1.1% (4/351) SPED: 0% (0/38)	2020-2021 Chronic Absenteeism Rate (data not reported on CA School Dashboard)	2021-2022 Chronic Absenteeism Rate (CA School Dashboard) <ul style="list-style-type: none"> • All: 43.7% 		No more than 3.5% of students will be considered chronically absent.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<ul style="list-style-type: none"> African American/Black: 51.6% Hispanic/Latinx: 42.8% English Learners: 42.1% Socioeconomically disadvantaged: 43.7% Students with Disabilities: 52.1% 		
Efforts we make to seek parent input on making decisions (Aspire Family Survey)	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.”	89% of parents responded strongly agree or agree to the family survey question.	<p>22-23 Aspire Family Survey</p> <p>61% of parents responded strongly agree or agree. “I am encouraged to share my opinion and feedback in the school decision making process.”</p>		90% 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.”
How we will promote parental participation in programs for EL, Low-Income, and Foster Youth	Maintain or increase the number of opportunities for parent engagement and participation in programs for students	We increased the number of opportunities for parent engagement and participation	We increased the number of opportunities for parent engagement and participation		Maintain or increase the number of opportunities for parent engagement and participation in programs for students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
How we will promote parental participation in programs for students with special needs? (LCFF Priority 3)	with special needs, English Learners, Low-Income, and Foster Youth.	through monthly family meetings.	through monthly family meetings.		with special needs, English Learners, Low-Income, and Foster Youth.
5.a: School Attendance Rate	2020-2021 ADA: 95.9%	89.06%	2021-2022 89.2%		98%
6.b: Pupil Expulsion Rates	0%	0%	2021-2022 Expulsion Rate (CDE DataQuest) 0%		less than 1% of students will be expelled
6.d: Surveys of parents to measure safety and school connectedness	89% of parents believe the school is safe 89% of families feel connected and welcomed at my school.	91% of parents believe that school is safe 93% of parents feel connected and welcomed at our school	2022-2023 Aspire Family Survey <ul style="list-style-type: none"> 100% responded favorably "The school provides a safe environment for child(ren)" 100% responded favorably "I feel 		Over 95% of parents will feel that school is safe. Over 95% of families will feel connected to families from different racial backgrounds at my school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff"		
1.c: School Facilities in Good Repair	School facilities in good repair	School facilities in good repair	2021-2022 School facilities in good repair		School facilities will remain in good repair
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	2021-2022 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		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
2.1	Facilities	<ul style="list-style-type: none"> • With the return to in-person instruction - weekly meetings will take place to stay up to date on all guideline set forth by both the CDC and the LACDH • Continue to conduct weekly walkthroughs have ensured our high remarks on our Facilities Report Card. • Maintain high vigilance when disinfecting all of our classrooms and shares spaces <p>The principal, Operations Manager, and Assistant Principal will engage in regular walk-throughs. The principal and operations manager will meet weekly to ensure facilities are meeting, if not exceeding standard</p>		
2.2	Attendance	<ul style="list-style-type: none"> • Weekly class perfect attendance awards were given every Friday in our morning meetings. Students were also recognize for their attendance in our award assemblies. Every month students with perfected attendance received a movie night invitation as well as a ticket to the monthly spirit dance. • Family communication was delivered by mail. Support plan meetings were scheduled with parents that appeared on the attendance dashboards. • Grade level teams developed tier 1 and 2 systems for incentive and supports. Attendance data talks were held with classroom teachers as needed. Teachers reached out to parents regarding absences and tardies 	\$111,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>a) Provide school-wide incentives for students with monthly perfect attendance and improved attendance</p> <p>b) engage grade level teams (e.g. including teachers, support staff) in attendance data talks and positive attendance interventions in bi-weekly learning cycles.</p>		
2.3	School Events	<ul style="list-style-type: none"> • School-Wide Student Events & Celebrations • Daily school-wide celebrations through positive referrals, birthday celebrations • Weekly celebrations for student of the week, Howling Husky class of the week, theater arts class of the week, physical education class of the week, math fluency class of the week, cleanest classroom, and perfect attendance of the week. • Monthly school-wide celebrations of student achievement & progress. <p>(All Team Meetings & Mid-Year and End of the Year Award Assembly.)</p> <ul style="list-style-type: none"> • 4 Community/Student events (Spring Festival, Fall Festival, Latino Heritage Celebration, and African American Heritage Celebration) • Student leadership through BRAVO Team, Vanguard Team • Drama Club • Yoga Club • Girls on the Run • Student Council • Afterschool Youth Sports Program 	\$183,000.00	Yes
2.4	Counseling Services			

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Counseling Services- a full time and appropriately credentialed school counselor as hired to provide programming efforts and supports, small counseling group sessions, parent workshops and programming, and consultation services to students and parents Provide support to students/families especially to those who have experienced loss during the pandemic as they transition back to in person instruction 		
2.5	Personnel	<p>To implement and support the actions in goal 2, we will hire the follow personnel:</p> <p>(Kiyo list out positions that support school culture - ex: Dean of students, facilities related personnel, campus monitors)</p>	\$200,000.00	Yes

Goal Analysis [2022-23]

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

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

The leadership team, faculty, and staff fulfilled the aforementioned measures with integrity as framed by our Annual Focus and Instructional Priorities, our guiding documents that allow us to hold ourselves accountable as well as empowering our school community/families to hold us accountable.

Facilities: no substantive differences occurred between planned and actual

Attendance: an increase in progress monitoring occurred on daily and weekly level, implementation of the research based Check and Connect measure to encourage and promote good attendance, increase in home visits and family intervention and support meetings, and the addition of celebrating good and great attendance with weekly and quarterly incentives.

Counseling Services: we have increased program offerings due to the restructuring of our school counselor as part of our Operations and Leadership Team. She continues to engage interdisciplinary/grade level teams in socio-emotional data and planning cycles, working with

Specials Teachers to increase our array of extra curricular program, and works collaboratively with our Parent Coordinator and Office Team to ensure meaningful and purposeful family workshops and programming that are systematically communicated in our weekly school community bulletin.

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 substantive differences between budgeted and actual

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

The hiring of a full-time school counselor significantly impacted the family and student experience this school year as measured by the following indicators: a) increased family engagement and involvement in workshops, school events, and parent committees; b) systematic attendance cycles held with teacher teams and supporting families to address chronic absenteeism, c) increased offering of extra-curricular events to improve students' sense of belongingness and connection to school community, and d) established line of contact between home and school better allowing the school to respond to family input and feedback.

Additionally, the hiring of a school counselor increased the capacity of our Attendance Team, Leadership Team, and Mental Health Team to allow for a more robust and comprehensive approach to supporting families with meaningful and purposeful family workshops, outreach measures, and the 100% canvassing of families with listening and learning sessions.

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.

This goal and its expected outcomes have not been changed. Some metrics have been adjusted to align with what is on the CA School Dashboard and CDE DataQuest. Some actions have been consolidated to help improve accessibility.

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

Goals and Actions

Goal

Goal #	Description
3	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.

At Aspire, we know that investing in our teammates is critical to achieving Aspire’s mission and vision of providing a rigorous and joyful academic experience for all students. This goal was developed to ensure the continuous development of our teammates so that they can provide a high quality education to all students. To achieve this goal, our actions will focus on developing teachers and site leaders through the Aspire Student Learning Framework and the Transformational Leader Framework. We will also continue our practice of regular feedback through individualized professional learning plans.

This goal and its associated metrics and actions will ensure our progress towards the following LCFF Priorities:

- Priority 1: Basic Services
- Priority 2: Implementation of State Standards
- Priority 4: Student Achievement
- Priority 6: School Climate
- Priority 7: Course Access
- Priority 8: Student Outcomes

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.aTeacher Credentials	18 Teachers with Full Credentials 1 without Full Credentials	19 Teachers with Full Credentials 0 with out Full Credentials	2021-2022 SARC Information will be updated after CDE updates SARC		All Teachers will have full credentials

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	0 Teachers teaching outside of the area of competence	0 Teachers teaching outside of the area of competence	teacher credentialing information		
6.e Teacher Sense of Safety and School Connectedness as a Percentage	<p>73% of teachers feel prepared to facilitate accelerated learning, which requires consistently delivering grade-level materials and filling in only the most critical gaps in student knowledge.</p> <p>(20-21 Aspire Teammate Survey)</p>	<p>86% of teachers feel prepared to facilitate accelerated learning (consistent with the baseline objective description)</p> <p>This is based on the Spring 2022 Aspire Teammate Survey</p>	<p>2022-2023 Aspire Teammate Survey</p> <p>Question no longer appears on Aspire Teammate Survey. Similar question used to update year 2 outcome.</p> <p>"How confident are you that you can help the most struggling students learn?" 64% of teachers responded favorably</p>		100% of teachers feel equipped to accelerate learning
6.e Teacher Sense of Safety and School Connectedness as a Percentage	52% Aspire's professional development & coaching from peers/supervisors have tangibly changed my practice in instructing Black Scholars	100% of Aspire Inskeep Team Members report that their professional development and coaching from peers/supervisors have changed their practice.	<p>2022-2023 Aspire Teammate Survey</p> <p>100% of teachers responded favorably to "How useful do you find the feedback you receive on your teaching?"</p>		95% of teachers feel they can provide the appropriate instruction for students of color.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(20-21 Aspire Teammate Survey)	This is based on the Spring 2022 Aspire Teammate Survey			

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Continue to hire only highly qualified teachers	<ul style="list-style-type: none"> Work closely with the local credentialing institutions to ensure a pipeline of qualified teachers including attending job fairs and college open house events. Continue partnership with Aspire Teacher Residency and Cal State Dominguez Hills as a source of credentialed teachers 		
3.2	Observation & Feedback Cycle	<ul style="list-style-type: none"> All teammates will have a site supervisor who observes teammate responsibilities. All teammates will engage in a bi-weekly cycle feedback (Week A: Coaching & Goals ; Week B: Data & Planning Reflection) 		
3.3	Professional Development	All Teammates		

Action #	Title	Description	Total Funds	Contributing
		<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 AIA PD cycle with the addition of weekly data meetings <p>Instructional Teammates</p> <ul style="list-style-type: none"> • Grading for Equity • Onward Resilience • Instructional team to read Visible Learning by Dr. John Hattie and implement strategies to better student outcomes. • Aspire Student Learning Framework (ASLF) - Teacher support and development using the ASLF • Universal Design for Learning (UDL) + Co-Teaching • Culturally Responsive Teaching • Special Education Trainings • Science teachers will be required to attend regional professional development about Discovery Education and NGSS. <p>Leadership Teammates</p> <ul style="list-style-type: none"> • Transformational Leadership Framework (TLF) - Leader support and development using the TLF • National Equity Project - Equity leadership development for all teammates rooted in cultural responsiveness and anti-racism • Bright Morning • NAESP Aspiring Principals Academy <p>Professional Learning Partnerships & Consultants</p> <ul style="list-style-type: none"> • Ron Clark Academy • Professional Consortiums • NCTE • CMC • NCTM • ASCD 		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • NAESP • Adult Social Emotional & Wellness - Help foster a supportive and joyful learning environment for scholars by attending to the social emotional needs of our teammates. • Universal Design for Learning • Culturally Responsive Teaching • Great Minds- Eureka • Continued use of Balanced Literacy Model: • TCRWP Coaching of Writing • TCRWP Coaching of Reading 		

Goal Analysis [2022-23]

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

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

Our school team fulfilled its commitments with the aforementioned measures. Faculty and staff were afforded opportunities to high quality professional development throughout the school year, including engaging in collaborative and coaching sessions during intercessions, breaks, and pupil free days.

Two areas that are of substantive difference include the increase of stipends for empowering master teachers as lead teacher, mentor teachers, and supervising teachers. This also includes providing stipends for faculty and staff who were committed to learning and planning during non-work days.

An area of celebration is that our school has continued into its fifth year as a demonstration and partner school with California State University Dominguez Hills. As part of our past and continued work, we have hired faculty who have previously been practicum and student teachers at our school. The conduit/line of partnership has served us as we have faced the nation-wide teacher shortage.

Additionally, we are now in our fifth year of building leadership capacity by working collaboratively with current faculty who are aspiring leaders.

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.

- Due to recruitment and retention challenges, this year we outsourced and depended on long-term substitute teachers and school leaders to fill vacancies or leaves of absences.
- We leveraged our partnership with residency programs, universities for practicum students and student teachers, and administrator interns to support our staffing needs and maintain the integrity of our programing efforts.
- There are no substantive differences between budgeted and actual.

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

-We maintained compliance with credentialed staff in all classrooms.

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.

This goal and its expected outcomes have not been changed. Some metrics have been adjusted to align with what is on the CA School Dashboard and CDE DataQuest. Some actions have been consolidated to help improve accessibility.

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

Goals and Actions

Goal

Goal #	Description
4	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

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

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

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.

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

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.

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

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

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

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

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.

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

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.

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 [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
1,238,709	\$104,683.17

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
37.61%	0.00%	\$0.00	37.61%

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.

Unduplicated funds will be principally directed to low-income and English Learners, the majority of our student body. The student body is 95.73% unduplicated students, therefore the needs of English learners and low-income students comprise the needs of the majority of our students and represent the focus of our actions. The funds will be effective in increasing and improving the level of academic support and interventions, professional development, data analysis, SEL supports, and continue to build our robust MTSS system. We will use funds to hire and maintain personnel that oversee programs to increase and improve the support systems students receive.

The Actions highlighted in this year’s LCAP are being provided on a school-wide basis and we expect that all students will benefit from the implementation of supports and interventions, PD, support from additional personnel, and the continued implementation and focus on SEL and learning strategies and interventions for our Multi Language Learners.

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 by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils is 37.36%. This proportionality percentage will be met through a combination of targeting the increased LCFF funds towards supports that target unduplicated pupils. Each goal’s intent is to focus our services toward our unduplicated pupils as we believe centering our work on our students who represent historically marginalized populations will benefit all students. These services are highlighted by principally directing our actions toward our unduplicated populations, which include improving and increasing our intervention and acceleration services, increasing staff to support SEL and well-being, improving our MTSS and PBIS programs, and improving the services provided by our APs, Ed Specialists, Instructional Assistants, Counselors, and Intervention specialists. In addition, Aspire will increase the amount and rigor of the EL professional development provided to teachers enabling all staff to increase their ability to provide a rigorous, culturally relevant, and ELD standards aligned curriculum.

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.

As noted above, our plan to increase personnel for mental health services and for academic intervention will directly support our students who have increased academic social emotional and academic needs and adverse childhood experiences. This additional staffing will allow us to focus our efforts on students who are learning English, come from a low income household or who are foster youth. In addition we will utilize MTSS structures and systems to improve the quality of supports to students who exhibit high needs.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A - single school LEA	N/A - single school LEA
Staff-to-student ratio of certificated staff providing direct services to students	N/A - single school LEA	N/A - single school LEA

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,270,000.00			\$221,477.00	\$1,491,477.00	\$1,337,477.00	\$154,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Hire supporting roles: <ul style="list-style-type: none"> Additional Dean of Instruction and Assistant Principal Instructional Assistants 	English Learners Foster Youth Low Income	\$479,000.00				\$479,000.00
1	1.2	Instructional Program	English Learners Foster Youth Low Income	\$143,000.00				\$143,000.00
1	1.3	Curricular Resources	English Learners Foster Youth Low Income	\$154,000.00				\$154,000.00
1	1.4	Title I	All				\$205,339.00	\$205,339.00
1	1.5	Title III	All				\$16,138.00	\$16,138.00
2	2.1	Facilities						
2	2.2	Attendance	English Learners Foster Youth Low Income	\$111,000.00				\$111,000.00
2	2.3	School Events	English Learners Foster Youth Low Income	\$183,000.00				\$183,000.00
2	2.4	Counseling Services						

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.5	Personnel	English Learners Foster Youth Low Income	\$200,000.00				\$200,000.00
3	3.1	Continue to hire only highly qualified teachers						
3	3.2	Observation & Feedback Cycle						
3	3.3	Professional Development						

2023-24 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
3,293,676	1,238,709	37.61%	0.00%	37.61%	\$1,270,000.00	0.00%	38.56 %	Total:	\$1,270,000.00
								LEA-wide Total:	\$1,270,000.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Hire supporting roles: <ul style="list-style-type: none"> Additional Dean of Instruction and Assistant Principal Instructional Assistants 	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$479,000.00	
1	1.2	Instructional Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$143,000.00	
1	1.3	Curricular Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$154,000.00	
2	2.2	Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$111,000.00	
2	2.3	School Events	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$183,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.5	Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$200,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,180,000.00	\$1,180,000.00

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	1.1	Hire supporting roles: <ul style="list-style-type: none"> Additional Dean of Instruction and Assistant Principal Instructional Assistants 	Yes	\$685,000	\$685,000
1	1.2	Instructional Program	Yes	\$29,000	\$29,000
1	1.3	Curricular Resources	Yes	\$10,000	\$10,000
2	2.1	Facilities	Yes	\$90,000	\$90,000
2	2.2	Attendance	Yes	\$60,000	\$60,000
2	2.3	School Events	Yes	\$10,000	\$10,000
2	2.4	Counseling Services	Yes	\$126,000	\$126,000
3	3.1	Continue to hire only highly qualified teachers	Yes		
3	3.2	Observation & Feedback Cycle	Yes	\$140,000	\$140,000

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)
3	3.3	Professional Development	Yes	\$30,000	\$30,000

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$1,158,594	\$1,180,000.00	\$1,180,000.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Hire supporting roles: <ul style="list-style-type: none"> Additional Dean of Instruction and Assistant Principal Instructional Assistants 	Yes	\$685,000	\$685,000	0.00%	0.00%
1	1.2	Instructional Program	Yes	\$29,000	\$29,000	0.00%	0.00%
1	1.3	Curricular Resources	Yes	\$10,000	\$10,000	0.00%	0.00%
2	2.1	Facilities	Yes	\$90,000	\$90,000	0.00%	0.00%
2	2.2	Attendance	Yes	\$60,000	\$60,000	0.00%	0.00%
2	2.3	School Events	Yes	\$10,000	\$10,000	0.00%	0.00%
2	2.4	Counseling Services	Yes	\$126,000	\$126,000	0.00%	0.00%
3	3.1	Continue to hire only highly qualified teachers	Yes				
3	3.2	Observation & Feedback Cycle	Yes	\$140,000	\$140,000	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.3	Professional Development	Yes	\$30,000	\$30,000	0.00%	0.00%

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$2,953,611	\$1,158,594	0.00%	39.23%	\$1,180,000.00	0.00%	39.95%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

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

Data Entry Table

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

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

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

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

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

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

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **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. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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