

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Aspire Inskeep Academy

CDS Code: 19-64733-0124800

School Year: 2022 – 23

LEA contact information: Charlie Heaton

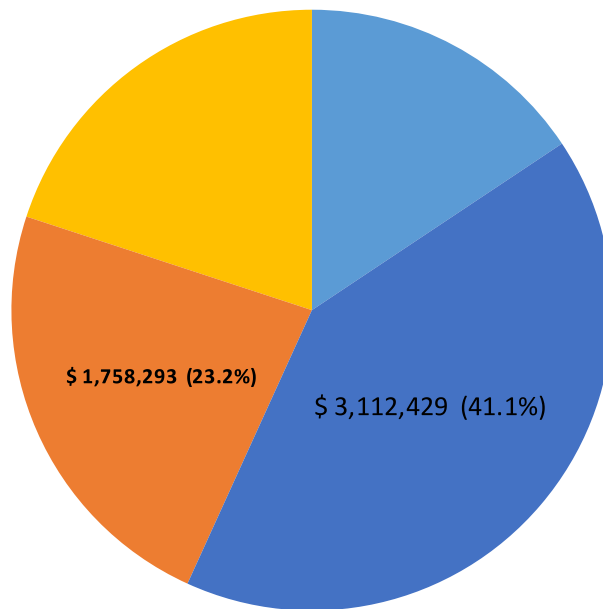
Charlie.Heaton@Aspirepublicschools.org

323-235-8400

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

Budget Overview for the 2022 – 23 School Year

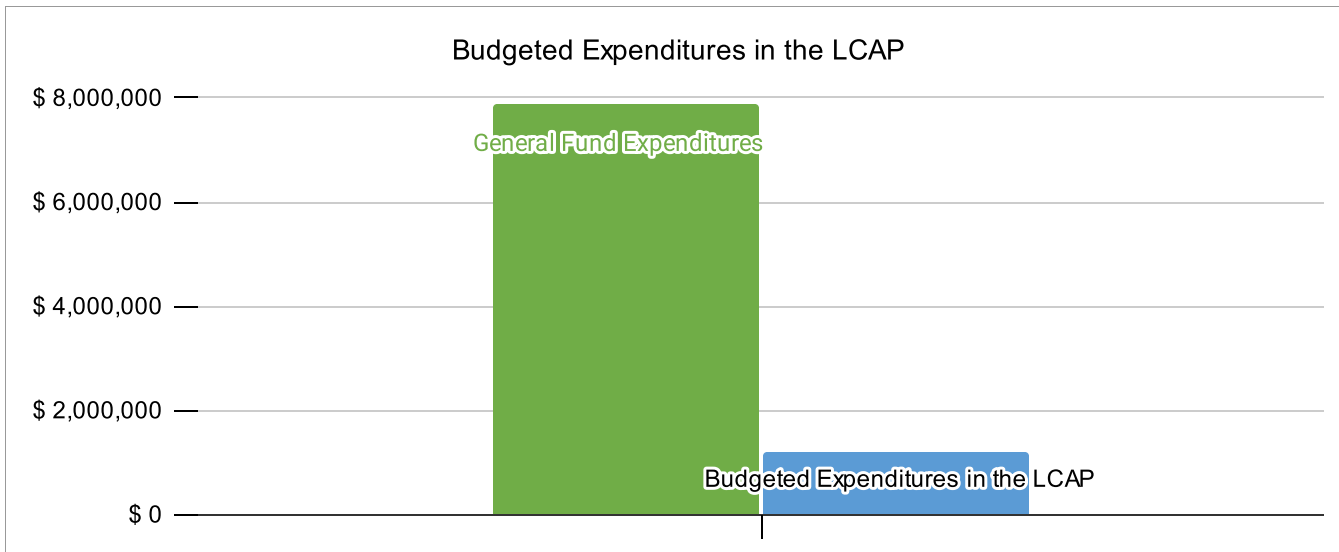
Projected Revenue by Fund Source



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

The text description for the above chart is as follows: The total revenue projected for Aspire Inskip Academy is \$7,564,165.00, of which \$4,296,057.00 is Local Control Funding Formula (LCFF), \$1,758,293.00 is other state funds, \$0.00 is local funds, and \$1,509,815.00 is federal funds. Of the \$4,296,057.00 in LCFF Funds, \$1,183,628.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



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

The text description of the above chart is as follows: Aspire Inskip Academy plans to spend \$7,893,516.00 for the 2022 – 23 school year. Of that amount, \$1,187,000.00 is tied to actions/services in the LCAP and \$6,706,516.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

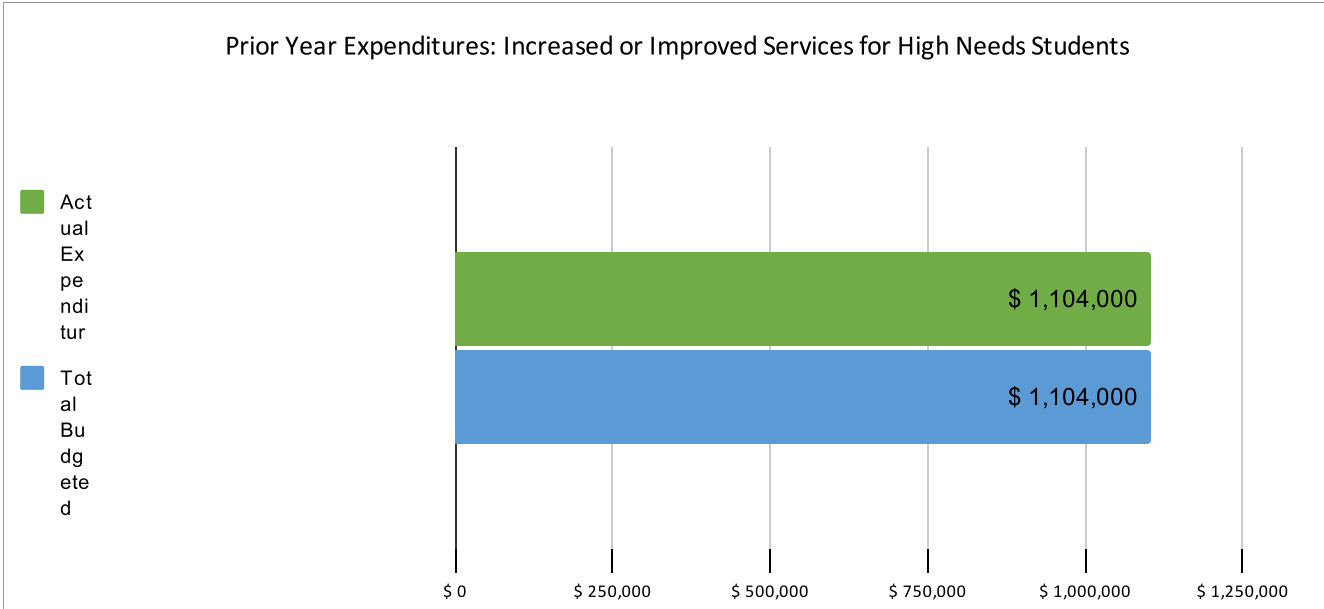
Salaries & benefits are included for the following positions: core teachers, specialist teachers (those not highlighted in the LCAP), instructional assistants, special education, after school program, campus operations (including front office, administration, facility, and cafeteria), substitute teachers,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

Operating expenses are included, but not limited to, the following: education and physical education materials, conferences & travel, education consultants, professional services, field trips, rent, utilities, food services, management fees (national office, regional office, authorizer, SELPA), insurance, interest, depreciation & amortization, and contributions to reserves.

Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Aspire Inskeep Academy is projecting it will receive \$1,183,628.00 based on the enrollment of foster youth, English learner, and low-income students. Aspire Inskeep Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Aspire Inskeep Academy plans to spend \$1,187,000.00 towards meeting this requirement, as described in the LCAP.

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



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

The text description of the above chart is as follows: In 2021 – 22, Aspire Inskeep Academy's LCAP budgeted \$1,104,000.00 for planned actions to increase or improve services for high needs students. Aspire Inskeep Academy actually spent \$1,104,000.00 for actions to increase or improve services for high needs students in 2021 – 22.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Aspire Inskip Academy	Charles R. Heaton, Ph.D, Principal	charlie.heaton@aspirepublicschools.org 213.408.5540

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

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

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

Specifically, we met with our educational partners, ELAC, SSC, PAC, Lead Team Members, and with families in Town Halls in **June, July, August and September 2021** as we prepared to return to in-person learning. Our focus groups discussed safe, in person learning and ways to mitigate learning loss. Our educational partners emphasized the need to support related LCAP actions by increasing personnel to ensure the safety and well-being of staff and students. We funded additional positions for instructional support that provide interventions to increase English language proficiency, reading, mathematics, address social emotional needs, and arts education for all students. Again, we meet regularly with our educational partners through several venues to monitor our efforts and gather feedback.

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

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

Additional staff will accomplish the following.

1. Increase personnel to:
 - reduce teacher to student ratio in all grade levels
 - increase the intensity and frequency of interventions for our students through additional certificated and classified personnel
 - Multi-lingual support with an MLL Coordinator
 - increase access to enrichment and support initiatives and efforts
 - offer and expand summer school
 - provide wrap-around services
2. Increase mental health supports for students, team members and families through
 - counselors, psychologists
 - improved social emotional curriculum and instruction
 - increased access to mental health services
 - family resource centers
 - social emotional professional development
3. Increase professional development
 - instructional coaching through additional site leaders (e.g. Dean of Instruction)
 - strengthen core instruction curriculum
 - virtual learning
4. Ensure facilities serve students optimally through
 - additional custodial staff
 - upgrade health office/clinic for students

purchasing equipment to augment health protocols at campus (e.g. door stoppers, fans, portable AC units)

5. Increase collaboration with outside organizations to assist with
 - services to students and families around mental health
 - intervention to mitigate learning loss
 - train staff in curriculum, SEL and academic

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

As noted earlier, we routinely obtain feedback in three primary ways- Surveys, Community Forums, District/ Community Group Meetings- to incorporate our educational partners' beliefs that guide our efforts from high-level perspectives to targeted recommendations. Since the pandemic began, we have focused on physical and emotional safety for our students. Throughout this emergency response, we surveyed families (March and June 2021), conducted virtual meetings with ELAC (March and May 2021), PAC (March, April, May, June, August, September 2021), students (March 2021), team members (February, April, June, and September 2021), and site leadership team (March, April, May, June, July, August, September 2021) and corresponded via web-based tools as we prepared to return to in person learning. Our focus groups, listening meetings, Town Halls, and safety talks resulted in articulating the impact of distance learning on families, students, and staff including social emotional issues as well as academics.

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

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

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

Thanks to the communication and structures we adopted during distance learning, we maintained a comparable attendance rate. We were able to continue communication efforts seamlessly when we returned to in-person instruction and engage our school community continuously. As funds became available we used our standing outreach efforts to obtain input from all aspects of our

community- scholars, team members, families, ELAC, SSC, PAC. Additionally, distance learning required that we learn, use, and implement technology to enhance instruction. When we returned, we maintained technology tools that enhance in-person instruction and provide consistent intervention, e.g. Lexia, Reflex.

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

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

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

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

As noted in Prompt 1, we use our core values of Well-Being, Culture of Belonging, Community Partnership, Agency and Self Determination, and Joy to bring our Vision to life and to guide our plans and daily decisions. Our LCAP ([link](#)) reflects our core values as does our Safe Return and Continuity of Services ([link](#)), ESSER Expenditure Plan ([link](#)) and this Supplement. It is vitally important to align all plans and consequently, our spending to the same purpose, our vision, mission, and core values.

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

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

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

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

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

Introduction

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal

Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

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

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

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

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

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

California Department of Education
November 2021

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Aspire Inskeep Academy	Charles R. Heaton, Ph.D. Principal	charlie.heaton@aspirepublicschools.org 213.408.5540

Plan Summary 2022-23

General Information

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

Aspire 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 Inskeep 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 Inskeep 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 Inkeep Academy scholar is prepared for college and life success. Mission: Aspire Inkeep 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.

Aspire Inskeep Academy is proud to have maintained a... As a community that serves a community of 99% socially disadvantaged groups of students, we strive to ensure all students have the opportunity to continue their education beyond middle school. This is evidenced by... All AIA scholars complete

Our CAASPP Results provided benchmark data for progress monitoring on how our team would ramp up instruction through targeted standards and small groups. Due to COVID-19 school closure for the 2019-2020 academic year, CAASPP was canceled and did not assess student growth. Our [insert internal data points] results provided affirmation on our school systems and instructional program as we saw a # increase in ELA and # increase in Math from the prior year 2018-2019 [test]results. We all know that student academic achievement is one piece of our work, and yet this data speaks to the tremendous trajectory our school is on. These results are a tribute to ensuring our students were greeted at the front gate in the morning, ensured healthy breakfast/lunches, check-in with campus monitors, and of course the dedication of our classrooms, and much more.... It is because of our school community that we see this growth in academic achievement. We have much growth to anticipate for the 2022-2023 school year as we look toward implementing our MTSS program, academic intervention, and continuing our work on academic acceleration.

We continue to meet standards in the indicators for basics: Teachers, Instructional Materials, Facilities, our implementation of Academic Standards, our Parent and Family Engagement, the Local Climate Survey, and our Access to a Broad Course of Study for our students.

In the time of COVID-19, in order to serve our students, LHA provided 1:1 Chromebooks to each of our students. We also provided Hot Spots to families who were experiencing issues with access. An additional support we offered all students was 1:1 support as needed with an onsite tech team. They provided support with programs, curriculum, and access.

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.

Current ADA: 89.05% & Chronic Absenteeism: 43.6%

This year we experienced a drop in our ADA due to the ongoing pandemic. As we returned to in-person instruction, we prioritized health and safety in hopes of making families feel confident to send their students to school. We did experience a heavy drop in attendance from 97% to 89.05%. Consequently, our chronic absenteeism spiked from an all time low of 1.7% to 43.6%. We offered an alternative to in-person instruction through Independent Study to ensure students continued receiving instruction at least virtually. We started the school year with 9 students receiving virtual learning but through our family connections updates we were able to completely eliminate virtual learning and bring it to zero by the start of quarter 4. We monitor attendance on a daily and week basis and we look forward to tackling the absenteeism problem in the upcoming school year as we reinstate our Attendance Tier Practices.

ELA:

Although AIA's median progress to annual typical growth on iReady ELA was 109% and proficiency rates increased 14% from BOY to EOY while 3+ grade levels below decreased from 24% to 12%, AIA's proficiency rate is currently 26%. 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. Based on our data analysis protocols, we have implemented tier one and tier two next steps to support academic progress through co-teaching, data-driven small group instruction, and progress monitoring.

Subgroups have made comparable progress based on growth data, but are still underperforming based on proficiency/overall placement data. MLLs/ELs, SwD, and Black/African American subgroups continue to be an area of foci. We continue to disaggregate our data by subgroup to identify strengths and areas of growth specific to the subgroup. We continue to prioritize these subgroups through our investment in personnel, collaboration, professional development, and initiatives. For example, this year we implemented empathy interviews and student data talks for our African American/Black subgroup to provide differentiated support and develop academic ownership.

MLL:

Although AIA's ELs have made progress towards ELPAC proficiency, our most recent reclassification rate is 2.2%. Students need to score an overall 4 (reading, writing, listening, speaking) on the ELPAC as one of the criteria for reclassification. Due to the impact of the pandemic and distance learning, we decreased synchronous designated ELD instruction from previous years. Although the amount of time designated during distance learning met state requirements, the decreased time coupled with challenges of distance learning resulted in a lower reclassification rate. Based on an analysis of our ELD curriculum, there is an emphasis on oral language with less emphasis on reading and writing. Although the oral language is foundation 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. In addition, we are continuing our work on integrated ELD to provide access across all content areas.

Math: AIA's median iReady progress towards typical growth in Math is 104% across K-6th grade. In the growth data, Urgent Intervention decreased from 31% to 10% and At/Above Benchmark increased from 42% to 72%. For overall placement, proficiency increased from 3% BOY to 24% EOY. Although there was significant progress in Annual Typical Growth, our 1st and 2nd iReady data demonstrates low proficiency at EOY. A root cause of the academic data was the significant loss of foundational learning the previous school year due to the challenges of remote instruction during the pandemic. We also lacked baseline data from the previous year and a half to adequately determine and address scholar needs. Upon return to in-person instruction, the focus was on socio-emotional learning to build a sense of belongingness and safety, assessing student academic readiness (following 1.5 years of virtual learning), in addition to creating structures, routines and procedures. In second grade, there was a disproportionate % of chronic absenteeism which also contributed to the academic data, in addition to significant absences of faculty and staff. Based on our quantitative and qualitative data analysis, we have implemented structured number talks to develop numeracy in order to build conceptual understanding for fluency skills. Formal and informal data also informed targeted small group instruction to focus on grade level math concepts.

Subgroups have made comparable progress on growth data, but are still underperforming based on proficiency/overall placement data. MLL proficiency 2% at BOY to 9% EOY. SWD proficiency 3% at BOY to 6% EOY.

We have implemented weekly planning sessions with Education Specialists; use of color coded visuals and anchor charts for MLLs and informal student-driven data talks with all sub-groups to set goals.

LCAP Highlights

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

These areas of growth are based on review of student achievement data, formal and informal observations of classroom instruction, and interviews with a broad range of school stakeholders. The growth areas, and steps taken to address those areas are consolidated and summarized as follows:

i-Ready Reading & Math

- Use of i-Ready as a diagnostic tool in ELA and Math to determine 2020-2021 academic strengths in addition to unfinished learning/s
- Use of i-Ready as a progress monitoring tool to analyze data and deliver targeted and differentiated small group instruction

Teachers use i-ready data to conduct data talks with students to identify academic celebrations, areas of improvement, and goal set.

ELA

- 5th year implementation of balanced literacy using Reading Units of Study (RUOS) Writing Units of Study, and Phonics Units of Study (PUOS) 2nd year of implementation of Phonics Units of Study
- Focus on high quality. culturally responsive and relevant, grade level complex text and standards task alignment
- Vertical alignment on core practices across grade levels to support common core shifts including close reading strategies, reading, writing & speaking grounded in evidence, building knowledge, and explicit vocabulary instruction
- TK-2 Focus on foundational skills instruction (phonological awareness, phonemic awareness, phonics, high frequency words) during ELA workshop
- Data driven strategic planning and progress monitoring through cycles of inquiry/ data talks

Math

- 4th year implementation of Eureka Math with a greater emphasis on Standards of Mathematical Practice
- Build on Zweir's Math Language Routines to increase the use of academic vocabulary and critical analysis skills
- Focus on student articulation and self-evaluation of math learning goals
- K-6 grade focus on automaticity of CCSS fluency goals

Science

- Full implementation of phenomena-based science instruction in TK-6 using Discovery Ed Classic

- Greater emphasis on skills of observing, asking questions, conducting investigations and communicating findings
- Build on core skills of academic conversations and presentation skills when communicating findings

SWD

- Bi-monthly content support meetings with Deans to develop goals that are grade level appropriate and aligned to the standards
- Bi-monthly SWD planning cycle meetings to ensure alignment of IEP goals with accommodations implemented in the classroom
- Engage in professional development on how to provide differentiation in math and ELA
- Collaboration of SPED service providers to align on services and upcoming IEPs.

English Learner Progress

- MLL Coach position to support teachers in designated and integrated ELD instruction and provide formal training for the team
- Students placed in proficiency bands within grade level span for designated ELD and use of formative data collection
- Integrated ELD Strategies (GLAD: CCD; inquiry charts; input charts; etc) across all content areas
- Focus on collaborative structures and academic conversations to support oral language
- Strategic and differentiated instruction for subgroups within the MLL(EL) population (Newcomer; LTEL; At Risk)
- MLL Cycles of Inquiry to maximize student learning experiences

Here are the specific CA School Dashboard metrics we will be monitoring on a short-term cycle (i.e., quarterly) in order to adjust programmatic and student needs accordingly:

Academic

- Use of I-ready math and ELA to conduct data talks with students and set academic goals

Chronic Absenteeism

- Tier 1 supports of maintaining strong communication between teachers and families to address any attendance concerns

Conditions & Climate

- Strong school wide PBIS efforts in recognizing student achievement through positive referrals, classroom celebrations, and weekly school wide celebrations/recognitions.
- School Wide House System to promote community among students and staff and motivation to earn house points for following school wide pledge.

- Socioemotional learning emphasized daily through the practice of morning meeting to build community and develop students self-efficacy.
- School wide implementation of a Pulse Meter as a tool for students to self-regulate their emotions
- Emphasis on providing opportunities for students to engage in culturally responsive texts and gain a better understanding of various cultures and perspectives.

Suspension Rate

- No suspensions reported

Student & Family Perception Survey

- According to 2022; Family survey data, 94% of families believe that their scholar is receiving a good education at AIA.
- In the same survey, 93% of families say they feel connected to our school.
- 91% of families believe that AIA provides a safe environment for their scholar.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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 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.
 - 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.
- Leadership
- Aspire Inskip Academy's leadership team is composed of School Administrators, Office Team and Lead teachers.
 - Principal, Dr. Heaton, puts the LCAP into a diamond model. 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.
- Teachers

- 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.

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.

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, ParenSquare, Classroom FaceBook pages, texts, phone calls, Zoom meetings,

LARO - Area Superintendent Parent Square Updates

Safety Updates:

School Re-Opening and Disinfecting protocols

COVID Testing - weekly for students and staff

Acute Needs Program

Area Superintendent Parent Square: updates from CDC and LACDPH

Culture and Climate:

House-o-ween

Winter Wonderland

Mid-Year Awards

Attendance Incentives

Family Support Resources:

Technology Support

Team Member flexibility and availability

Parent Empowerment

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 1

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

An explanation of why the LEA has developed this goal.

As we returned to full re-opening (in-person) for the school year 2021 - 2022, it was critical that we focused on in-person instruction that was not only rigorous, but standards aligned and culturally responsive in order to accelerate learning for our scholars. Throughout the 2021-2022 school year, we heard from stakeholders in our school community that when we return to in-person instruction, scholars will need extra support to accelerate learning from a year of online instruction. We will dedicate resources to providing an intervention program with a focus on our scholars furthest from the center. We will accelerate learning opportunities through rigorous standards aligned instructional guidelines in addition to adopting science and history curriculums. The intention of this goal and all goals found in this year's LCAP, is to transform the disproportionate outcomes we see in our education systems, and which were exacerbated by the disproportionate learning loss and trauma experienced during the pandemic.

When combined with our organizations' anti-racist Core Values, these Goals and Actions will drive us to achieve greater racial, social, and gender equity across our school and communities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome 2022-23	Desired Outcome for 2023–24
4.a SBAC ELA English Learners:	2019 SBAC DFS All: -18.5 DFS FRL: -18.5 DFS Latinx: -15	2022 results pending			All: Decrease the below standard 20 points from -18.5 DFS to +1.5

<p>To be completed following 2021 SBAC results</p>	<p>African American: -48.1 (not statistically significant subgroup) ELs: -21.9 Current ELs: -84.4 SPED: -60.1 (not statistically significant subgroup) 2020 SBAC DFS NA Due to COVID-19</p>				<p>FRL: Decrease the below standard 20 points from -18.5 DFS to +1.5</p> <p>Latinx: Decrease the below standard 20 points from -15 to +5</p> <p>African American: Decrease the below standard 20 points from -48.1 to -28.1 (not statistically significant subgroup)</p> <p>English Learners: ELs: Decrease the below standard 20 points from -21.9 to -1.9</p> <p>Current ELs: Decrease the below standard 20 points from -84.4 to -64.4</p> <p>SPED: Decrease the below standard 20 points from -60.1 to -40.1 (not statistically significant subgroup)</p>
--	---	--	--	--	---

4.a SBAC Math	<p>2019 SBAC DFS</p> <p>All: -61 DFS</p> <p>FRL: -61 DFS</p> <p>Latinx: -53 DFS</p> <p>African American: -118</p> <p>(not statistically significant subgroup)</p> <p>English Learners:</p> <p>ELs: -56.9 DFS</p> <p>Current ELs: -112.4 DFS</p> <p>SPED: -128.5 DFS</p> <p>(not statistically significant subgroup)</p> <p>2020 SBAC DFS</p> <p>NA Due to COVID-19</p>	2022 results pending			<p>To be completed following 2021 SBAC results</p> <p>All: Decrease the below standard 20 points from -61 DFS to -41 DFS</p> <p>FRL: Decrease the below standard 20 points from -61 DFS to -41 DFS</p> <p>Latinx: Decrease the below standard 20 points from -53 DFS to -33 DFS</p> <p>African American: Decrease the below standard 20 points from -118 DFS to -98 DFS</p> <p>(not statistically significant subgroup)</p> <p>English Learners:</p> <p>ELs: Decrease the below standard 20 points from -56.9 DFS to -36.9 DFS</p> <p>Current ELs: Decrease the below standard 20 points</p>
---------------	--	----------------------	--	--	--

					<p>from -112.4 DFS to -92.4 DFS</p> <p>SPED: Decrease the below standard 20 points from -128.5 DFS to -108.5 DFS</p> <p>(not statistically significant subgroup)</p>
4.c % of EL students making progress toward ELPAC proficiency	<p>CA School Dashboard EL Progress Indicator as baseline</p> <p>45.5% making progress towards English language proficiency</p>	<p>ELPI data is unavailable until 2023. Instead we will use the ELPAC as a measure for our EL students.</p>			<p>3-year goal: 56% of ELL's will make progress towards English Language Proficiency.</p>
4.c % of EL students making progress toward English proficiency based on ELPAC assessments	<p>We revised this measure based on the lack of ELPI data until 2023. Baseline and Year 1 Outcome are the same.</p>	<p>2021 ELPAC percentages are:</p> <p>Level 1: 25.55%</p> <p>Level 2: 29.93%</p> <p>Level 3: 40.15%</p> <p>Level 4: 4.38%</p>			<p>2023 ELPAC percentages are:</p> <p>Level 1: 10%</p> <p>Level 2: 40%</p> <p>Level 3: 40%</p> <p>Level 4: 10%</p>
4.d EL Reclassification Rate	<p>2019-2020 RFEP baseline:</p> <p>AIA- 10.2%</p> <p>LAUSD- 15.8%</p>	<p>2.7% of our students were redesignated</p>			<p>3-year goal: Match or exceed the LAUSD reclassification rate by achieving 20%.</p>

1.b: Sufficient Access to Standard-Aligned Materials	100% of students will have access to standard- aligned materials	100% of students have access to standard- aligned materials			100% of students will have access to standard- aligned materials
2.a: Implementation of academic content and performance standards	100% of classrooms will use standards aligned curriculum and materials	100% of classrooms use standards aligned curriculum and materials			100% of classrooms will use standards aligned curriculum and materials
2.b: How program and services will enable EL students to access CCSS and ELD standards for gaining EL proficiency	100% of English Language Learners will have access to and participate in CCSS aligned ELD during designated and integrated ELD.	100% of English Language Learners have access to and participate in CCSS aligned ELD during designated and integrated ELD			Maintain baseline in addition to 100% of 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.	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.	We no longer administer the STAR and will administer iReady instead.	65% at or above grade level on I-Ready Math assessment
p. 8 Other academic outcomes (STAR, DIBELS, etc)	Administered iReady in School Year 2021-22, see Year 1 Outcome for baseline.	We administered iReady instead of STAR. Our Fall 2021 Baseline iReady was: Reading All: 12% proficient EL: 3% proficient	EOY 2021 -2022 Reading All: 26% proficient EL: 17% proficient SPED: 7% proficient	Reading All: 40% proficient EL: 25% proficient SPED: 15% proficient African-American: 20% proficient	23-24 i-Ready All: 60% proficient EL: XX% proficient LI: XX% proficient FY: (NA) African-American: XX% proficient

		SPED: 0% proficient African-American: 10% proficient Math All: 3% proficient EL: 2% proficient SPED: 3% proficient African-American: 0% proficient DIBELS (TK - 2): 20% proficient	African-American: 10% proficient Math All: 24% proficient EL: 9% proficient SPED: 6% proficient African-American: 14% proficient DIBELS (TK-2) Data pending	Math All: 40% proficient EL: 15% proficient SPED: 13% proficient African-American: 20% proficient	Latinx: XX% proficient DIBELS 60%
--	--	---	--	---	--

Actions

Action #	Title	Description	Total Funds	Contributing
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 help teachers analyze and disaggregate assessment data from end of unit assessments to provide ongoing 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. 	\$140,000 (AP), \$140,000 (Dean), \$375,000 (All IA's); \$30,000 (M&S)	Y
2	Instructional Program	<ul style="list-style-type: none"> • Implement plan for instructional changes based on 19-20 & 20-21 data. The plan will include disaggregated data by FRL, ELLs, foster youth, gender, and ethnicity. • 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. 	\$9,000 (stipend), \$20,000 (M&S), Alternate funding (PD)	Y

		<ul style="list-style-type: none"> ● 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 Inskip Instructional Planning (IP) Series with a focus on unit/module planning informing Weeks-at-a-Glance plans ● Establish an academic acceleration program <ul style="list-style-type: none"> ○ Embedded within workshop model classrooms (ELA and Math) to provide content-specific support ○ 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 ● 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 		
3	Curricular Resources	<ul style="list-style-type: none"> ● Continued use and implementation of technology to enhance learning (ex. PearDeck, Nearpod, etc.) ● 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 	\$10,000	Y

- | | | | |
|--|--|--|--|
| | <ul style="list-style-type: none"> • 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 | | |
|--|--|--|--|

Goal Analysis for 2021-22 LCAP Year

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

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

We realized our Annual Focus and explicated actions. Our faculty and staff accessed high quality professional development, both virtually and provided by our instructional leaders (ie. Deans of Instructions, Lead Teachers, and consultants). This included coaching on planning for differentiated instruction, co-teaching and the engagement of instructional support team members as co-teachers in the classroom, cycles of inquiry (including data disaggregation), ELA and Math curriculum planning, and design features for math workshop implementation that target accelerated learning.

We accomplished most of our scheduled professional development, training objectives for MLLs, integrated ELD, ELA, math, and the launch and implementation of science. Evidence of our academic efforts showed in iReady growth and projected outcomes for EOY scores.

It is important to note that the pandemic and variant waves disrupted instructional programming. Notably, ADA dropped to 55% during mid-January due to the Omicron Surge. This resulted in the suspension of ELD instruction. For safety reasons, we were unable to combine cohorts of students into designated ELD programs and provide systematic interventions in a consistent way. This year, we experienced a record number of absences due to illness that has also gotten in the way of consistent progress.

In addition, we purchased additional resources for our classroom libraries, updated our curriculum sets, upgraded technology, and ordered intervention materials to ensure our instructional priorities were realized and the fidelity of our program. To compensate for absences of faculty and staff, we provided stipends for planning sessions during breaks, weekends, and beyond normal instructional days. We also reconfigured our planning calendar to provide teams opportunity to meet with the instructional leadership team and one another for planning, data analysis, and the opportunity to adjust pacing calendars.

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.

We experienced challenges related to absences of faculty, staff, and students this year. Our ADA suffered throughout the year. Additionally, we had staffing shortages with a counselor and instructional support staff. Fortunately, through the use of stipends, partnerships with

universities (ie. student teachers and practicum students) and empowering team members as leaders, we were able to compensate and sustain the integrity of our program.

Consequently, we directed those funds to additional actions and provided stipends for existing teachers and extended hours for classified staff that included overtime. The difference between budgeted and estimated actual expenditures, therefore, was limited and consequently, so was the difference between planned and estimated actual percentages of improved services.

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

Our actions, together, provided the means to realize our goals of “scholars meaningfully engaged in rigorous, standards-aligned, culturally responsive academic programming”. We provide multiple curriculum materials to meet the varied needs of our students across all content areas. We refreshed classroom libraries with culturally representative books, infused technology for seamless curriculum delivery, and ensured just-in-time interventions and acceleration with targeted materials such as i-Ready Math and ELA, Reflex and progress monitoring using iReady and DIBELS assessments. Implementing varied materials enable us to fully realize academic content, provide full access to CCSS and ELD materials for English Learners, and ensure all students engage with standards aligned materials. In addition, science materials were upgraded to provide inquiry-based instruction with a focus on the 5 E’s.

The Deans of Instruction, in collaboration with the Principal and Assistant Principal, implemented data cycles using BOY, MOY and EOY math and ELA diagnostic assessments to disaggregate and analyze data, including underserved subgroups, to develop data-driven action plans including small group Tier 2 instruction. Weekly coaching cycles, unit/module planning/week-at-a-glance plans were also implemented for data-informed planning and instruction. In addition, deans and education specialists meet bi-weekly to collaborate on equitable practices to support IEP goals for our special needs scholars. Teachers receive feedback on their instruction through classroom observations focused on standard-task alignment, classroom culture, academic ownership, demonstration of learning and cultural responsiveness.

Ensuring effective staff also ensures student learning. Staff members engaged in professional learning to optimize the curriculum materials noted above. Staff members engaged in professional learning to co-teach and support students in the areas of designated and integrated ELD, equity, balanced literacy, ELA and math workshop model, numeracy and fluency development, and NGSS standards. Whether we were in-person or virtual, we were able to meet our professional development actions including Instructional Labs, TCRWP institutes, Eureka PD, Jo Boaler workshop, Ron Clark Academy, NGSS PD, CMC Conference, etc.

Covid disrupted schedules. We were unable to deliver a full-scale MTSS Model, but plan to continue implementing a tier 2 intervention program (academic, attendance, behavior) and robust SST process targeting Tier 3 needs.

Staffing was difficult this year. We planned to hire intervention specialists, additional counselors, provide time for cycles of inquiry, MTSS team members, and instructional assistants. A national staffing shortage exists and we were not immune from that. We met our staffing actions with limited success. Consequently, we plan to focus on temporary hires, partner with education organizations, utilizing student teachers and practicum students and increase technology enhanced instruction

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.

- While we experienced success during a challenging year, we realize there are changes to be made for the following school year. Under action 1.2, we plan to take the following actions:
- Create a more robust MTSS structure by (1) Conducting student profile meetings in which all students needs are analyzed for attendance, academic, SEL, behavior needs (2) Augmenting systematic interventions using an RTI model in ELA and Math to address tier 2 and 3 needs. (3) Enhancing our current acceleration program by adding two intervention specialists in the areas of ELA and math to support students in 2nd - 5th based on data analysis of SBAC, iReady, and formative data. (4) alignment of all student academic and behavior support systems, including the SST process, under the umbrella of MTSS
 - Continue to deepen our learning about and commitment to inclusive practices in service of our underserved subgroups by engaging in mirror work and utilizing the text, Finding Your Blind Spots: 8 Guiding Principles for Overcoming Implicit Bias in Teaching by Hedreich Nichols as part of our professional learning community.
 - We plan to add a focus on interdisciplinary teaching through collaboration across content areas, integrating our equity imperative to our curricula, and incorporating social studies.
 - Target the needs of MLL students to increase proficiency in ELA/Math and increase reclassification rates, through a continued focus on professional development and coaching based on data analysis of student progress in our designated and integrated ELD program.
 - We will fully implement SWD Planning Cycles and with a framework of SWD breakout session during our monthly Professional Learning Meetings
 - As part of our focus on subgroup performance, we will use the new empathy interview protocol in conjunction with our COI's.

Goal 2

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

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6.c Student Sense of Safety and School Connectedness as a Percentage	84% of students in 3rd-6th grades say that they feel safe at school according to our student survey.	87% of students in 3rd-5th grade say that they feel safe at school according to our student survey		2023 results will be reported when available	95% of students in 3rd-5th grade say that they feel safe at school.
6.a Student Suspension Rates as a Percentage	.0% of Students were suspended	0% of Students were suspended		2023 results will be reported when available	less than 1% of students will be suspended
5.b Chronic Absenteeism Rate as a Percentage	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)	43.6%		2023 results will be reported when available	No more than 3.5% of students will be considered chronically absent.

3.a: Efforts we make to seek parent input on making decisions	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.		2023 results will be reported when available	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.”
3.b: How we will promote parental participation in programs for EL, Low-Income, and Foster Youth 3.c: How we will promote parental participation in programs for students with special needs?	Maintain or increase the number of opportunities for parent engagement and participation in programs for students with special needs, English Learners, Low-Income, and Foster Youth.	We increased the number of opportunities for parent engagement and participation through monthly family meetings.			Maintain or increase the number of opportunities for parent engagement and participation in programs for students with special needs, English Learners, Low-Income, and Foster Youth.
5.a: School Attendance Rate	2020-2021 ADA: 95.9%	89.06%			98%
6.b: Pupil Expulsion Rates	0%	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	91% of parents believe that school is safe 93% of parents feel connected and		2023 results will be reported when available	Over 95% of parents will feel that school is safe. Over 95% of families will feel connected to

	welcomed at my school.	welcomed at our school			families from different racial backgrounds at my school.
1.c: School Facilities in Good Repair	School facilities in good repair	School facilities in good repair		2023 results will be reported when available	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			100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science PE, and Art/Music

Actions

Action #	Title	Description	Total Funds	Contributing
1	Facilities	<p>- 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</p> <p>-Continue to conduct weekly walkthroughs have ensured our high remarks on our Facilities Report Card.</p> <p>-Maintain high vigilance when disinfecting all of our classrooms and shares spaces</p> <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>	\$40,000 (facilities, repairs), \$40,000 (Campus Ops Mgr), \$10,000 (M&S)	Y

2	Attendance	<p>- 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.</p> <p>-Family communication was delivered by mail. Support plan meetings were scheduled with parents that appeared on the attendance dashboards.</p> <p>-Grade level teams developed tier 1 systems for incentive and supports. Attendance data talks were held with classroom teachers as needed. Teachers reached out to parents regarding absences and tardies</p> <p>a) Provide school-wide incentives for students with monthly perfect attendance and improved attendance</p> <p>b) engage teachers in attendance data talks and positive attendance interventions, as needed. as our students transition back to in person learning.</p>	\$57,000 (OA to support); \$5,000 (M&S)	Y
3	School Events	<p>-School-Wide Student Events & Celebrations</p> <p>-Daily school-wide celebrations through positive referrals.</p> <p>-Weekly celebrations for student of the week, Howling Husky class of the week, cleanest classroom, and perfect attendance of the week.</p> <p>-Monthly school-wide celebrations of student achievement & progress. (All Team Meetings & Mid-Year and End of the Year Award Assembly.)</p> <p>-4 Community/Student events (Spring Festival, Fall Festival, Latino Heritage Celebration, and African American Heritage Celebration)</p> <p>-Student leadership through BRAVO Team</p> <p>-Student Council</p> <p>-Afterschool Youth Sports Program</p>	\$10,000	Y

4	Counseling Services	-Counseling Services- a full time and appropriately credentialed school counselor as hired. -Provide support to students/families especially to those who have experienced loss during the pandemic as they transition back to in person instruction	\$116,000, \$10,000 (M&S)	Y
---	---------------------	---	---------------------------------	---

Goal Analysis for 2021-22 LCAP Year

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

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

Several actions (2, 3, 4) address immediate and extended community engagement. For attendance, we continued providing incentives for classes that achieved a high attendance rate. For school events, with the support of the Bravo Team we continued our daily celebrations of students through positive referrals, purple privilege cards, and our quarterly ticket system. On the classroom level, we continued our weekly classroom celebrations (class of the week, theater arts, PE, and cleanest classroom). Positive school climate was reinforced through our quarterly AIA spirit store, where students redeemed a record high count of tickets. Scholars were able to exchange tickets for high interest prizes based on input from our student council. Covid caused unprecedented circumstances that prohibited in-person gatherings, which restricted whole school gatherings. For instance, events such All Team Meetings, End of Year/Mid Year awards, AfterSchool Youth Sports Program, and community events (Fall/Spring festivals, LHM/BHM Festival) assemblies were canceled, prioritizing community health and safety. To adapt to health and safety restrictions we continued celebrating students' achievements through our PBIS systems and structures. Through our equity imperative work, we empowered and activated students' critical thinking skills and expanded their understanding of the world around them by engaging them in culturally responsive read alouds and activities that celebrate and uplift a diverse array of communities and cultures. Despite being limited in having family engagement events in person, we continued to have a high family attendance rate for monthly family connections and parent workshops. During the end of quarter 3, for the first time this school year, we were able to invite families back onto campus to provide feedback on this year's instructional priorities and upcoming LCAP. Families reinforced our use of health and safety protocols, high quality academic instruction, the strategic design of safe classroom spaces and communities to support students socio-emotional health, and the growth and development of student and team members.

Due to staffing shortages, we did not have a school counselor for three-fourths of the year. To counteract, we built our teachers capacity to implement tier 1 socio-emotional supports through PLCs and grade level teams. In grades 2nd-6th we have implemented a puls-o-meter that supports our students ability to self-identify their emotions and appropriate coping strategies.

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

There were no substantive expenditure differences. The Expenses for student support programming remain consistent with previous years.

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

Our actions, together, support goal 2, to cultivate communities that foster inclusive, joyful, and safe learning environments. Quantitatively, our attendance rate decreased from 95.4% to 88.9% and our chronic absenteeism increased from 15.7 to 44.9%. Covid conditions directly contributed to our level of attendance and chronic absenteeism. Parents cited Covid as the reason for their child's absence and we monitored return dates per CDC guidelines when students were absent due to Covid.

Qualitatively, though, the collaboration between our OPEX team made a difference. As a team we created numerous opportunities for students and families to connect with AIA team members. Since the beginning of the year we held events such as Meet The Principal and Team, grade level picnics, and virtual back to school nights. These events supported family engagement, communication, support, and an inclusive environment. Additionally, each classroom teacher maintains a social media presence to further engage families and promote school events and celebrations. Despite Covid complications throughout the year, student, staff and parent surveys indicate a sense of belonging and connectedness (85%). This is an increase of 3% from the previous year.

Our MTSS team primarily served to intervene for students academically and behaviorally that mitigate chronic absenteeism rates. Our MTSS program provided interventions to support academic and behavioral success for students. Deans and teachers met quarterly to discuss student progress and growth with families. Deans, teachers and parents had a chance to celebrate their scholars' success as well as plan next steps to ensure scholar success.

We continue to strive to reinforce our school climate and culture by providing teams with multiple opportunities to engage in our professional development in, social emotional learning, equity imperative work through professional learning communities and grade level meetings.

Additionally, our parent meetings continued, although virtually, for Family Connections, Parent Workshops, ELAC and SSC meetings.

Last, we hired additional custodial staff to manage the added cleaning time and costs and updated our facilities with PPE, HEPA Filters, and numerous hand sanitizer stations. In addition we also provided additional health and safety professional development for all custodial and classified staff. Our SARC reports indicate a satisfactory rating for our facility.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Due to government policies (LA County CDC guidelines) we were unable to offer After School Youth Programs as well as other in person events. As stated in our goal we adapted many of our in person events and conducted them through zoom meetings.

We continued to cultivate an inclusive, joyful and safe learning environment through our PBIS efforts and continuous family engagement efforts. As indicated through our student and family survey, students and families shared that they had a sense of belonging, safety and inclusion in their daily school experience.

Goal 3

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.

Alongside a focus on our scholar's academic, emotional and social well-being, we also wanted to create a goal that focused on our staff. We will continue to develop our teachers and site leaders through the Aspire Student Learning Framework and the Transformational Leader Framework. While it is necessary and more important than ever to focus on the social emotional learning of our scholars, it is also pivotal that we support the social emotional needs of our staff in order for them to show up and be their best selves every day for our scholars.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.aTeacher Credentials	18 Teachers with Full Credentials 1 without Full Credentials	19 Teachers with Full Credentials 0 with out Full Credentials			All Teachers will have full credentials

	0 Teachers teaching outside of the area of competence	0 Teachers teaching outside of the area of competence			
6.e Teacher Sense of Safety and School Connectedness as a Percentage	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. (20-21 Aspire Teammate Survey)	86% of teachers feel prepared to facilitate accelerated learning (consistent with the baseline objective description) This is based on the Spring 2022 Aspire Teammate Survey			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 (20-21 Aspire Teammate Survey)	100% of Aspire Inskeep Team Members report that their professional development and coaching from peers/supervisors have changed their practice. This is based on the Spring 2022 Aspire Teammate Survey			95% of teachers feel they can provide the appropriate instruction for students of color.

Actions

Action #	Title	Description	Total Funds	Contributing
----------	-------	-------------	-------------	--------------

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 	No additional cost	
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) 	\$145,000 (second Dean)	Y
3	Professional Development	<p>All Teammates</p> <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. 	Alternate Funding (PD), \$30,000 (curriculum)	Y

		<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 <ul style="list-style-type: none"> ○ NCTM ○ ASCD ○ 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: <ul style="list-style-type: none"> ○ TCRWP Coaching of Writing ○ TCRWP Coaching of Reading 		
--	--	--	--	--

Goal Analysis for 2021-22 LCAP Year

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

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

The AIA Team is proud to report that we fully realized this goal, with the outlined objectives and efforts. The only exception is that we did not launch/implement the Universal Design for Learning this school year.

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.

Consistent with Quarterly Budget Review Meetings with our Finance Team and monthly Site Budget Meetings, AIA prioritized spending on professional development as outlined in Goal 3. Two areas noteworthy include the cancellation of one of our cohorts to the Ron Clark Academy due to the COVID Omicron surge in January. In this case, the money was fully refunded and was then allocated to TCRWP, as outlined. Other funds intended to be spent during the mid-school year (November-February) were reallocated to the aforementioned professional development offerings for June 2022.

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

These efforts were highly effective as it allowed us to build capacity in new hires, developed the instructional craft of returning/seasoned team members, and allowed us to actualize our Annual Focus and Instructional Priorities. Team members reported in informal surveys, check-ins, and formal Aspire Teammate Surveys (fall and spring) the significance and value of these professional development offerings.

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.

No changes were or are intended to be made in this area. Anecdotally, the scope and sequence of professional development offerings has adapted based on the organization and how its been impacted by community health data due to the pandemic. However, by the end of June 2022, this goal will be fully realized.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$ 1,078,945	\$ 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
38.47%	0%	\$0	38.47%

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 99.5% 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 38.47%. This proportionality percentage will be met through a combination of targeting the increased LCFF funds towards supports that disproportionately 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 furthest from the center 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 Deans, Ed Specialist, 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.

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

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	[Provide ratio here]	68:1 FTE: 1.47%
Staff-to-student ratio of certificated staff providing direct services to students	[Provide ratio here]	19:1 FTE; 5.28%

2022-2023 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,180,000	\$ -	\$ -	\$ -	1,180,000	\$ 1,046,000	\$ 134,000

[illegible]

2022-2023 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
\$ 3,076,897	\$ 1,183,628	38.47%	0.00%	38.47%	\$ 1,180,000	0.00%	38.35%	Total:	\$ 1,180,000
								LEA-wide	\$ -
								Limited	\$ -
								Schoolwide	\$ 1,180,000

[illegible]

2021–22 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 1,104,000.00	\$ 1,104,000.00

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	Hire supporting roles: Additional Dean of Instruc	Yes	\$ 655,000	\$ 655,000
1	2	Instructional Program	Yes	\$ 34,000	\$ 34,000
1	3	Curricular Resources	Yes	\$ 10,000	\$ 10,000
2	1	Facilities	Yes	\$ 80,000	\$ 80,000
2	2	Attendance	Yes	\$ 60,000	\$ 60,000
2	3	School Events	Yes	\$ 10,000	\$ 10,000
2	4	Counseling Services	Yes	\$ 95,000	\$ 95,000
3	1	Continue to hire only highly qualified teachers	Yes	\$ -	\$ -
3	2	Observation & Feedback Cycle	Yes	\$ 120,000	\$ 120,000
3	3	Professional Development	Yes	\$ 40,000	\$ 40,000
				\$ -	\$ -
				\$ -	\$ -

2021-22 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 1,046,303	\$ 944,000	\$ 1,080,000	\$ (136,000)	0.00%	0.00%	0.00% - No Difference

[illegible]

2021–22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 3,678,932	\$ 1,046,303	0.00%	28.44%	\$ 1,080,000	0.00%	29.36%	\$0.00 - No Carryover	0.00% - No Carryover

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 4 from 7)
 - This amount is the Total Planned Contributing Expenditures (4) subtracted from the Total Estimated Actual Expenditures for Contributing Actions (7)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

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

LCFF Carryover Table

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

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

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

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

California Department of Education
November 2021