

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Aspire Pacific Academy

CDS Code: 19-64733-0122721

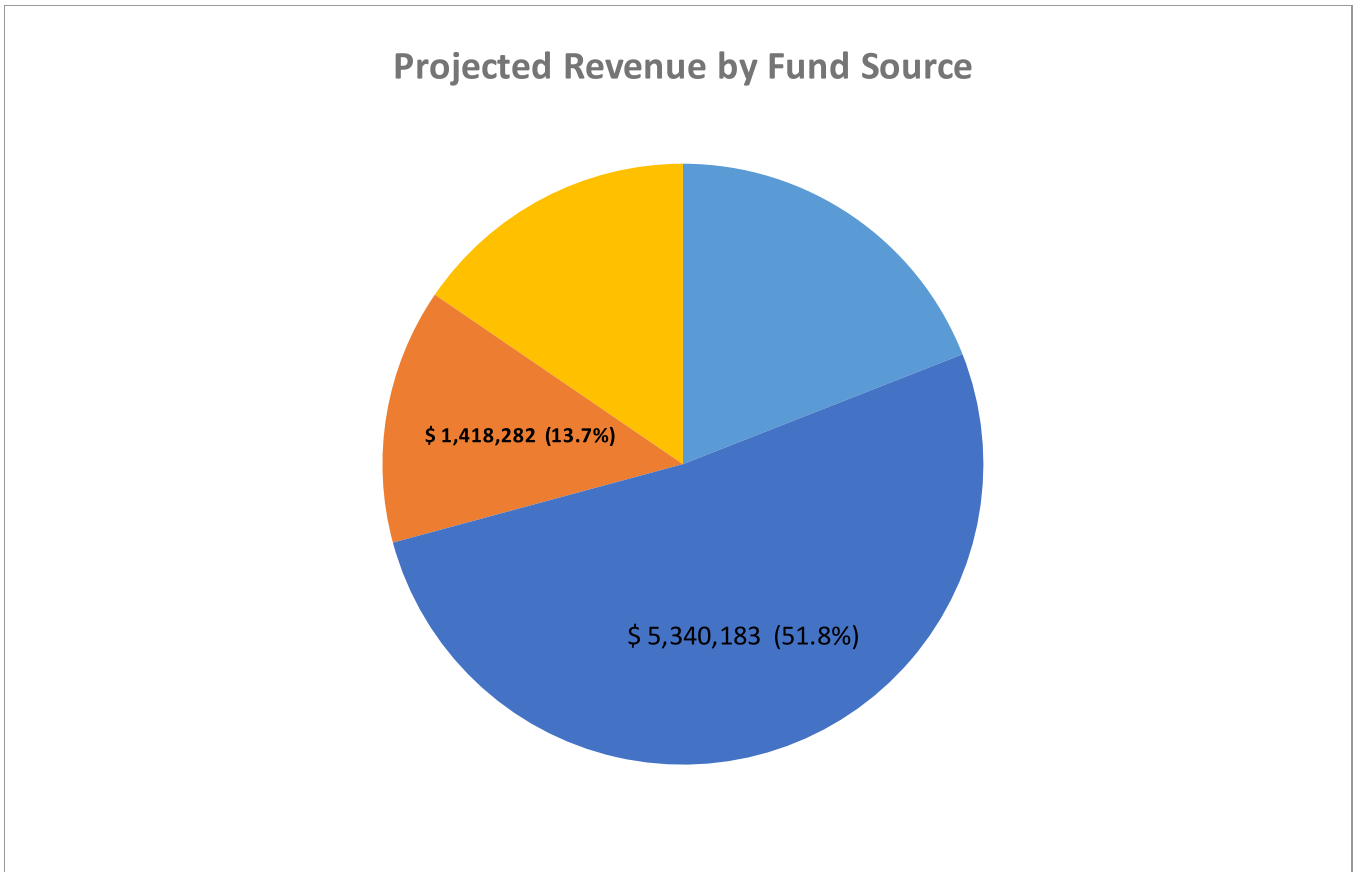
School Year: 2022 – 23

LEA contact information: Gamal SalamaGamal.Salama@aspirepublicschools.org

323 589-2800

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).

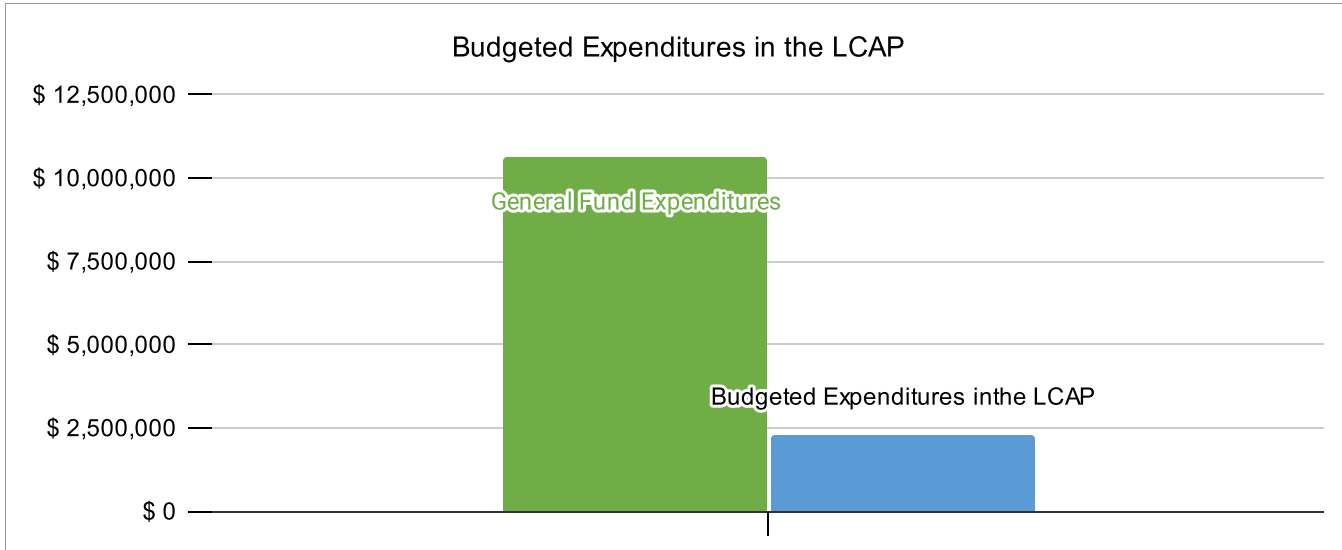
Budget Overview for the 2022 – 23 School Year



This chart shows the total general purpose revenue Aspire Pacific 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 Pacific Academy is \$10,318,844.00, of which \$7,305,102.00 is Local Control Funding Formula (LCFF), \$1,418,282.00 is other state funds, \$0.00 is local funds, and \$1,595,460.00 is federal funds. Of the \$7,305,102.00 in LCFF Funds, \$1,964,919.00 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 Pacific 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 Pacific Academy plans to spend \$10,643,440.00 for the 2022 – 23 school year. Of that amount, \$2,305,000.00 is tied to actions/services in the LCAP and \$8,338,440.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

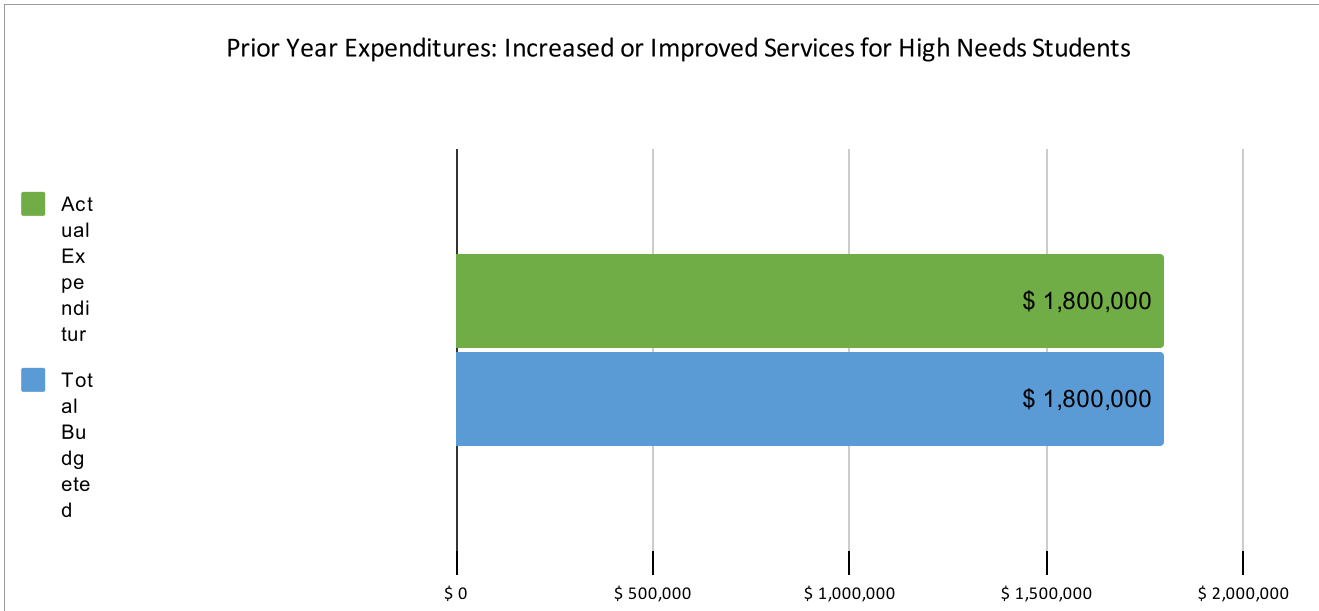
Salaries & benefits are included for the following positions: core teachers, specialist teachers (those not highlighted in the LCAP), instructional assistants, special education, after school program, campus operations (including front office, administration, facility, and cafeteria), substitute teachers, 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 Pacific Academy is projecting it will receive \$1,964,919.00 based on the enrollment of foster youth, English learner, and low-income students. Aspire Pacific Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Aspire Pacific Academy plans to spend \$2,305,000.00 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 Pacific 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 Pacific 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 Pacific Academy's LCAP budgeted \$1,800,000.00 for planned actions to increase or improve services for high needs students. Aspire Pacific Academy actually spent \$1,800,000.00 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 Pacific Academy	Gamal Salama, Principal	gamal.salama@aspirepublicschools.org 323-589-2800

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, staff, administrator group in June, 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 class sizes, especially in early grades
 - increase the intensity and frequency of interventions for our students through additional certificated and classified personnel
 - Multi-lingual support
 - increase access to tutoring
 - career pathways expansion
 - expand summer school
 - provide wrap-around services
2. Increase mental health supports for students, staff and families through
 - counselors, psychologists
 - transition supports for elementary to middle to high school,
 - improved social emotional curriculum
 - increased access to mental health services
 - family resource centers
 - social emotional professional development
3. Increase professional development
 - instructional coaching through additional site administration
 - strengthen core instruction curriculum
 - virtual learning when needed

4. Ensure facilities serve students optimally through additional custodial staff
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 2021), conducted virtual meetings with ELAC (September & November 2021), students (June and September 2021), staff (June and September 2021), and administration (June, August, September, & November 2021) and corresponded via web-based tools as we prepared to return to in person learning. Our focus groups, listening meetings, and safety talks resulted in articulating the impact of distance learning on families, students, and staff including social emotional issues as well as academics.

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

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, and small group learning sessions in order to differentiate for student needs. We also built a strong attendance intervention program to support our students and families with class attendance over distance learning. All of our staff and students were provided with the necessary tools to engage in distance learning.

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

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 Pacific Academy	Gamal Salama	Gamal.Salama@aspirepublicschools.org

Plan Summary 2022-23 LCAP Year

General Information

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

Aspire Pacific Academy is a charter secondary school serving 588 students in grades 6-12 within the city of Huntington Park and the region of southeast Los Angeles. As part of the charter management organization Aspire Public Schools, Pacific maintains an instructional and cultural focus on college, including an academic program that drives college preparedness and multiple programs and opportunities for students and parents alike to engage in experiences that drive college admission, perseverance, and success toward earning a college diploma.

The School’s mission is to provide all students with an exceptional education that will allow them to excel inside and outside the classroom. The School seeks to achieve this mission by providing students a rigorous core curriculum, a well-trained staff, high standards and expectations, personalized learning opportunities, and early access to college-preparatory experiences. By ensuring students become voracious, self-motivated, competent and lifelong learners, the school will prepare them not only for college but also for the 21st Century world.

Aspire Pacific Academy is an independent charter school authorized by the Los Angeles Unified School district. Pacific opened in 2010 and served 586 students in grades 6 through 12. Located in Huntington Park, Pacific students are representative of the surrounding community. Our student body is currently made up of the following demographics:

Students who qualify for Free/Reduced Lunch: 90 %

Students who are English learners: 11 %

Students with IEPs: 16.0%

Students who are Latino: 95 %

Students who are African American: 0.2%

Students who are White: 0.3%

Reflections: Successes

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

Based on the review of [COVID-19 and Data Reporting](#) at *DataQuest, we are pleased with the Graduation results. Graduation results show that the Graduation rate was at 97.5 %, an increase of 3% from 2020. Local data indicates that our Latinx student group improved by 3% in graduation.

Another success with APA 2021 reclassification rate. The data shows that the Reclassification rate was 20.3%, an increase of 16.7% *([DataQuest](#) is the California Department of Education's web-based data reporting system for publicly reporting information about California students, teachers, and schools. DataQuest provides access to a wide variety of reports, including school performance, test results, student enrollment, English learner, graduation and dropout, school staffing, course enrollment, and student misconduct data.) In order to meet the needs of our students, Aspire Pacific Academy Administration, Leadership, and staff are committed to the use of Restorative Practices schoolwide. The school site also has implemented RULER as one of the SEL programs for all students. The core purpose of RULER is using the four foundational anchor tools, which focus on developing emotional intelligence and creating positive emotional climates at home and at school.

To gather data on the success of RULER, Aspire Pacific Academy students participated in the Aspire-wide survey administered in the spring to collect student input on school-wide programming and social-emotional well-being. Families also participate in the Aspire-wide survey administered in the spring to collect family input on school-wide programming and social-emotional well-being.

Aspire Pacific Academy Administration, Leadership and staff were engaged in professional development focused on:

Data analysis: ELA and Math while also looking at student subgroups.

Culturally Responsive teaching

RULER (SEL curriculum)

School Culture

SEL Training for Families

Along with a focus on our scholar's academic, emotional, and social well-being, Aspire Pacific Academy is also dedicated to focusing on physical and mental well-being of its staff. We started to develop our teachers and site leaders through the Aspire Student Learning Framework and the Transformational Leader Framework. The key components of this framework can be found on the link that has been provided:

https://drive.google.com/file/d/1IOAHYfn3eyCQc6OEBllz1Rx90_HVbyAb/view

There are multiple successes and progress that we are proud of at Aspire Pacific. Below are some of our successes.

- EL Reclassification 20.3% (19-20 was 3.6%)
- Average Daily attendance was above 89.7 %
- Graduation Rate 97.5% (3% Increase)
- Suspension Rate 0%
- Pupil Expulsion Rate 0%

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.

Based on our previous 3-year LCAP and this year's data, we have identified multiple areas of need at our schools site. It is also important to note that the Pandemic has played a significant role in exacerbating our areas of need. The Southeast Los Angeles community has been strongly impacted by COVID and we foresee a priority in supporting the Socio-Emotional needs of our students. Based on our COVID tracking data, we have had about a third of our families report that they were impacted by COVID directly. We foresee the actual effect being greater based on the belief that not all families affected by COVID reported their exposure/infection. For this reason, we know that we need to prepare, plan, and prioritize socio-emotional learning and resources for students that are centered around a culturally responsive Multi-tiered systems of support for students (MTSS).

We also recognized that the academic success of our students has been deeply affected by the pandemic. Our subgroups have been affected the most, reiterating our historical LCAP data which suggests that we need to place a strong emphasis on supporting our English language learners and students with IEPs. Even more so, those students who fall into the unduplicated pupil categories. We know that we must prioritize the academic supports and resources available to our students who fall under these subgroups. We understand that professional development in the areas of academic differentiation needs to be provided. We see that we must continue to develop our educators in delivering instruction through our full inclusion co-teach model. This focus will be one that will target priority 4 and on pupil achievement.

LCAP Highlights

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

The school maintains all previous goals and expands expected measurable outcomes to incorporate strategies to increase average daily attendance and further support its English Learners. The school met expected school-wide outcomes in the areas of parent engagement, rigorous academic programs, and support of English Learners. The school struggled to meet all outcomes within goal 1 and is maintaining

outcomes and adding an additional outcome around attendance incentive programs to address the goal of attendance.

APA is focusing on the needs of addressing subgroups for both English Language Learners and Students with Disabilities. The SPED Team and teaching staff placed a great emphasis on response to intervention support, instructional strategies, and ongoing parent communication/trainings. Ongoing progress monitoring tool was used to identify students who are struggling and accommodations were tracked and embedded to support student learning and create meaningful outcomes.

Looking ahead for the SY 2021-2022, schoolwide additional professional development and staffing have been identified for teachers to provide ongoing support and resources to the subgroups.

- Professional development for instructional staff to support English Language Learners
- Hiring of additional support staff to support English Language Learners
- Expanded Learning opportunities for English Language Learners
- Professional development for instructional staff to support students with disabilities
- Hiring of additional staff to support students with disabilities
- Expanded Learning opportunities for students with disabilities

New actions to increase student academic and emotional success are being implemented within the next three years. APA has adopted RULER as one of the SEL programs for all students. As students return on campus this fall. The RULER approach will be put into practice by using the four foundational anchor tools, which focus on developing emotional intelligence and creating positive emotional climates at home and at school. In addition to RULER, there are further actions needed to support students' well-being such as PBIS training, enrichment opportunities, and celebratory events.

- Staff professional development for the implementation of RULER
- Staff professional development for the implementation of PBIS
- Increasing student enrichment opportunities

As mentioned previously, the pandemic has led to students falling behind in regards to completing the requirements for high school graduation. To address these concerns there will need to be programmatic shifts.

- Credit Recovery Courses and supplies will need to be purchased
- Staffing to support credit recovery

To support student acceleration new Ed Tech instructional tools will be implemented during the next few years.

- iReady and NWEA MAP training and tools
- Hybrid learning training

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.

Aspire Pacific Academy has focused on increasing parent engagement in the last 3 years. The goal is to have APA parents be engaged on and off campus through school communication and social media. school events and opportunities for being involved in our APA Campus This will ensure that parents become partners in their child's educational experience. In order to support family engagement APA will adjust their practice in communication and involvement with stakeholders. According to our most recent Family Survey 76.5% of parents agree that APA values parent participation.

In order to support families with volunteering on campus, APA pays for all livescan services. While we were in Person, over 20 parents got their livescan completed. This allowed families to volunteer in the classroom, attend field trips and volunteer at school to support school events. We had a very smooth transition of Leadership as we engaged all stakeholders in the process of choosing the new leader of our school. Parents were part of the process by joining in interviews of all potential candidates together with other stakeholders (i.e. Teacher panel, student panel and counselor panel)

In March 2020 we were forced to leave our beautiful campus to start working remotely. This did not stop us from continuing to engage our parents. APA was honored to be the first one to open its own Virtual Parent Center in March 2020. Since then we have received over 60 parents weekly from different schools that engage in Educational workshops as well as the SSC (School Site council) ELAC (English Learner Advisory Committee) Coffee with the principal and many Community and parent townhalls.

The Aspire Pacific Academy parent center Mission Statement is very important for the work that our parents do as partners to our Administrative team and teacher. "The Aspire Pacific Academy Parent and Community Center will be the Heart of Huntington Park. Its mission is to promote, encourage and build community , To support all families in the South East Los Angeles Region. Our Parent Center will support our school administration and teachers to enhance the educational and social emotional environment of our students, parents and staff. We recognize the importance of the work parents do as partners to our school community.

In the 2020-2021 school year APA continued to support family engagement virtually throughout the Distance Learning school year. Virtual workshops are scheduled for parents monthly via a Parent Center Calendar led by the parent coordinator and supported by Administration and Mental Health counselors.

- Monthly Coffee with the Principal
- Monthly workshops with the Mental health Counselors.
- Weekly Educational workshops for parents on Parenting Skills
- Virtual SSC and ELAC meetings
- Saturday and evening Attendance workshops
- Virtual parent meetings for IEPs, 504s and SSTs

- Perfect attendance/ Honors Awards Assemblies
- DMH (Department of mental health Workshops)
- Technology Training for Parents (i.e. Powerschool, Parent Square etc.)

Last, we routinely engage with our local SELPA through our special education manager to address the needs of SWD within our LCAP.

A summary of the feedback provided by specific educational partners.

Feedback was gathered during a series of monthly meetings from 2021-2022 with various stakeholder groups, teachers, Instructional Leadership Team, and Region.

As we continue to survey our parents to prepare for our LCAP the following Answers were given by our families. 76.5% of parents agree that Their students' teachers support and often discuss academic success and areas of improvement , and grades with them on a regular basis. When asked if their students look forward to coming to school the answer was that 94.1% strongly agree that they love coming to school. Safety is very important to our school community and its climate. In the most recent survey the response was that 88.7% of our families feel that their students are safe and feel welcomed at school. Additionally attendance is another very strong indicator that APA is a safe and joyful place to attend. The survey showed that 87.5% of families agree that APA contacts them whenever their student is late or absent from school. We engage families in the importance of Attendance by hosting Virtual Parent Attendance town halls where we have special guests speak on the importance of attendance to our families. These town halls are often held in the evenings or Saturdays to be able to reach the working families.

During 2021-2022, the Region and CAO met monthly with staff and teacher members to determine areas of need and support. In their regular meetings, the following needs were identified:

- Additional progress Monitoring to determine where students are and need to go.
- Utilizing Interdisciplinary work (project based learning where 2-3 projects (qtr or sem) can focus on key standards across different content areas + EL standards).
- Looking at the structure of our courses and ID for missed opportunities to embedded acceleration into the course.
- Continuing the emphasis of small group work utilizing Hybrid Learning to continue the work on small group work?
- PD around SEL and how to respond and be present for our students and their families
- PD around procedures and policies related to COVID
- Series of PDs around accommodations for our students
- Consistent data tracking and progress monitoring so all teachers can see the growth and changes happening with our students

In addition all staff indicated that they needed additional training to ensure their continued professional growth, as well as, thriving as a professional community. Some examples include:

- Additional PD on adult SEL and mindfulness

- Improvement of the documentation and communication of all processes to solve problems
- Implementation of aligned school systems, so we are not operating in silos, and integrate our programs to ensure student+teacher success is at every intersecting line.

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

Goal 1: We will ensure all scholars are meaningfully engaged in rigorous, standards-aligned, culturally responsive academic programming. Teaching staff is currently working on a scope and sequence plan to align the ELA and Math Curriculum. During the summer teacher training integrated ELD standards will be taking place to help support our English Learners. This fall APA will move towards restructuring of the academic program and offer the scope and sequence course offerings for our Secondary Schools. With the expansion of our AP program, we will offer students with more opportunities to be prepared for college and career readiness. The emphasis will be on progress monitoring, interdisciplinary work project based learning that focuses on key standards across different content areas and EL standards. We will continue offering robust and supportive academic counseling in 9th-12th grade.

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

APA continues to work with families engaging them through parent townhalls, coffee with the principal sessions, and weekly parent training facilitated by the parent coordinator. The Parent Coordinator will continue to support family engagement by providing a range of workshops, resources, book clubs, and school events to promote active parent engagement.

Goal 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.

This fall we have placed a great emphasis on hybrid learning that will be placed strategically utilizing targeted small group instruction. Professional development focus will also include on adult Social Emotional Learning and Mindfulness. Integrating our program to ensure alignment across all levels.

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 for the school year 2021 - 2022, it was vital that we focused on in-person instruction that is not only rigorous, but standards aligned and culturally responsive in order to accelerate learning for our scholars. Throughout the 2021-22 school year, we heard from our stakeholders 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	Desired Outcome for 2023–24
4.a SBAC ELA	2019 SBAC Baseline All: 9.2 pts below AA: NA Latinx: 8.3 pts below EL: 67.8 pts below SPED: 76.4 pts below	11th Grade: 56.52% Met or Exceeded Standard			SBAC All: 15 pts above AA: NA Latinx: 13 pts above EL: 40.8 pts below SPED: 56.4 pts below
4.a SBAC Math	2019 SBAC Baseline All: 52.5 pts below AA: NA Latinx: 51.1 pts below EL: 114.6 pts below	11th Grade: 4.65% Met or Exceeded Standard			All: 32.5 pts below AA: NA Latinx: 30.1 pts below EL: 85.6 pts below

	SPED: 107.7 pts below				SPED: 87.7 pts below
EAP as measured by 11th grade CASSPP scores	2019 11th Grade SBAC ELA Baseline: All: 48.9% meet/exceed Latinx: 48.9% meet/exceed EL: 30.8% meet/exceed SPED:18.2% meet/exceed Math: All: 25.8% meet/exceed Latinx: 25.8% meet/exceed EL: 7.1% meet/exceed SPED: 9.1% meet/exceed	2020-21 is the most recent available data and is the same as baseline. 2022 results will be recorded when available. All: 48.9% meet/exceed Latinx: 48.9% meet/exceed EL: 30.8% meet/exceed SPED:18.2% meet/exceed Math: All: 25.8% meet/exceed Latinx: 25.8% meet/exceed EL: 7.1% meet/exceed SPED: 9.1% meet/exceed			All: 63% meet/exceed Latinx: 63% meet/exceed EL: 50% meet/exceed SPED:30% meet/exceed Math: All: 40% meet/exceed Latinx: 40% meet/exceed EL: 20% meet/exceed SPED: 20% meet/exceed
4.c % of EL students making progress toward ELPAC proficiency	48.9% making progress towards English language proficiency	ELPI data is unavailable until 2023. Instead we will use the ELPAC as a measure for our EL students.	ELPI data is unavailable until 2023. Instead we will use the ELPAC as a measure for our EL students.	ELPI data is unavailable until 2023. Instead, we will use the ELPAC as a measure for our EL students.	Grow 55-65% of ELs making progress toward proficiency
4. c % of EL students making progress toward	We revised this measure based on the lack of ELPI	2021 ELPAC percentages are:			2023 ELPAC percentages are:

English proficiency based on ELPAC assessments	data until 2023. The baseline and Year 1 Outcomes are the same.	Level 1: 9.09% Level 2: 32.73% Level 3: 49% Level 4: 18.18%			Level 1: 9% Level 2: 26% Level 3: 40% Level 4: 25%
4.d EL Reclassification Rate	3.6%	Currently published on DataQuest : 17.4%			Grow and fall in mid range 30-35% realistic
5.e High School Graduation Rate as a Percentage	94.5%	97.5%			100% graduation rate
CA School Dashboard: College and Career Readiness as a percentage	57.3%	CA Dashboard Not available for 20-21 Recorded when 2022 Dashboard available			Maintain 100%
1.b: Sufficient Access to Standard-Aligned Materials	100% scholars have access to standard-aligned materials	100% of students will have access to standards-aligned curriculum and materials			Maintain 100%
2.a: Implementation of academic content and performance standards	100% of classrooms will use standards aligned curriculum and materials	100% of classrooms will use standards aligned curriculum and materials			Maintain 100%
2.b: How program and services will enable EL students to access CCSS and ELD standards for gaining EL proficiency	100% of English Language Learners participate in CCSS aligned ELD during designated and integrated ELD.	100% of English Language Learners participate in CCSS aligned ELD during designated and integrated ELD.			Maintain 100%

4. b: % of pupils who successfully completed A-G	0.7%	66.2%			100% of scholars completing a-g requirements
4.e: % of students who passed AP exam with score of 3 or higher	56% scored a 3 or higher	NA Due to COVID-19			Maintain 75% of students passing with a score of 3 or higher on AP exams
p. 8 Other academic outcomes (STAR, DIBELS, etc)	Internal Assessment Baseline Pending 2021 Results	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.	3-year outcome pending baseline data
p. 8 Other academic outcomes iReady and MAP	We administered iReady and MAP in the Fall of 2021. Our baseline is the same as Year 1 Outcome.	iReady and MAP Data Need data here			

Actions

Action #	Title	Description	Total Funds	Contributing
1	Hiring of Special Education Coordinator	<p>APA will expand their Special Education Program by hiring a Special Education Coordinator to support the Special Education Team (7 Education Specialists) to ensure students with special needs get the support to be successful in their academic acceleration</p> <ul style="list-style-type: none"> • All three Education Specialists will be fully credentialed and highly qualified. • By adding a Special Education Coordinator, APA will be able to provide more targeted services and accommodations according to students' IEPs ranging from 6th-12th grade. • The Special Education Coordinator will provide professional development to APA General and SpEd teachers on Co-Planning, Co-Teaching, and support academic intervention and acceleration. 	\$700,000; \$230,000 (Sped consultants)	Y
2	Hiring of an Multi-language Learner Coordinator	<ul style="list-style-type: none"> • APA will hire an ELD Coordinator and create an EL Committee that will include at least 1 teacher from each content department, 1 ELD teacher, 1 SpEd provider. 	\$90,000 (Interv spec);	Y

		<ul style="list-style-type: none"> • Coordinator will train and model effective strategies for ELD and Multi Language supports • Teachers will receive training on integrated ELD strategies 4 times a semester, including training on implementation of Language Objectives aligned with CCSS. • Facilitate training which includes a dedicated ELD academic program. 	\$90,000 (ELD Teacher); \$30,000 (curriculum); \$30,000 (M&S)	
3	Professional Development	<p>APA will engage in professional development that focuses on the following topics:</p> <ul style="list-style-type: none"> • Response to intervention • Co-teaching model • ELD Framework • IReady • NWEA/MAP • MTSS • RULER/SEL 	Alternate funding (PD); \$300,000 (3 college counselors)	Y
4	Goal 2: Parent Trainings	<p>APA will continue with regular weekly training and communication with parents. APA will increase incentives for parents who attend all events to help broaden parent involvement and increase attendance and participation.</p> <ul style="list-style-type: none"> • Parent Trainings • Parent Square • Parent Coordinator • Incentives for parents 	\$90,000 (Dean), \$120,000 (AP); \$20,000 (M&S)	Y
5	Goal 1 and 3 : Hiring additional Personnel to provide additional academic opportunities beyond the regular school day	<p>The Afterschool School Enrichment Program will provide targeted academic support for both ELs and SWD. Additional personnel will come in on Saturdays to support student learning. .</p> <ul style="list-style-type: none"> • Tutoring small groups • Individualized supports • Saturday classes 	Alternate funding (ASE staff); Alternate funding (ASE M&S); (CMs)	N

6	Goal 1: Hiring of Additional Support	<p>Enrichment programs will be embedded within the afterschool program. Additional personnel will work with students to help increase student’s skill sets in both ELA and MATH.</p> <ul style="list-style-type: none"> ● Coding ● Robotics 	<p>\$15,000 (curriculum); \$110,000 (tech & equipment); \$60,000 (subs)</p>	Y
7	Goal 1: Expand the Credit Recovery Program to ensure all students with deficits can participate	<p>Students will continue participating in credit recovery courses and will continue to make up grades where core subjects have been failed. Due to COVID additional students will be needing credit recovery.</p>	<p>Alternate funding (Summer school); (M&S)</p>	N

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 were pleased with our professional development and training sessions. Despite a mix of in-person and virtual instruction, our staff accessed training virtually and we were able to accomplish some of our PD and training plans for MTSS, SEL, Multilingual Learners, intervention instruction, designated and integrated ELD, anti-racism, and AP training. Continued training, whether virtual or in person, was successful as evidenced by an increase in our student engagement based on classroom visitation data from beginning-year to mid-year outcomes despite conditions due to Covid. Still, Covid disrupted schedules for integrated and designated ELD as well as systematic interventions for all students.

Additionally, purchasing curriculum, technology, and intervention materials in 2021-22 proved to be beneficial. Despite a lack of personnel for in-person instruction, we believe the added materials mitigated student learning loss. Still, like all districts throughout the country, we experienced staffing issues. Rather than hiring certificated and classified staff, we provided stipends, Planning Days, and extended hours as alternatives to hiring new staff.

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.

As noted in Prompt 1, we experienced difficult staffing issues, most notably with substitute teachers and staffing changes. We had to hire an academic counselor, Instructional Coach, and full-time substitute. Consequently, we directed those funds to additional actions and provided

stipends (Action 1.7) for existing teachers and extended hours for classified staff. Therefore, the difference between budgeted and estimated actual expenditures 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 partially meet our goal of all “scholars meaningfully engaged in rigorous, standards-aligned, culturally responsive academic programming.” We provided multiple curriculum materials to meet the varied needs of our students. We renewed classroom textbooks and digital materials, infused technology for seamless curriculum delivery. We implemented just-in-time interventions with targeted materials, Iready suite, Khan Connection, and assessment monitoring iReady, NWEA, and MAP. Implementing varied materials enabled us to fully realize academic content, provide full access to CCSS and ELD materials for English Learners, and ensure all students engaged with standards-aligned materials.

Ensuring effective staff also ensures student learning. Staff members engaged in professional learning to optimize the curriculum materials noted above as well as SEL, designated and integrated ELD, anti-racism, and AP training. Whether we were in-person or virtual, we were able to meet our professional development actions.

As noted in Prompt 1, Covid disrupted schedules. We plan to implement Action 5 in conjunction with adopting an NGSS-aligned science curriculum. Providing training with the stressors of the pandemic has been difficult but supported training for student SEL consistently and has provided teachers with more planning time.

Staffing was challenging this year. We planned to hire additional counselors and 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, increase technology-enhanced instruction and provide virtual targeted tutoring.

Last, our actions to partner with nearby community colleges and other educational organizations support graduation and college/career attainment.

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 met with minimal success during a very difficult year, we realize there are changes to be made. We revised our metrics to reflect that we no longer administer the STAR assessment and will use iReady and that we don't have ELPI data and will use ELPAC levels instead.

Goal 2

Goal #	Description
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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 the social-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	Sense of belonging: 57% Connected to at least one adult: 62% Connected to another student at APA: 53% Students look forward to school: 54% Feeling safe: 73%	Sense of belonging: 64% Connected to at least one adult: 73% Connected to another student at APA: 71% Students look forward to school: 65% Feeling safe: 69%			Sense of belonging: 75% Connected to at least one adult: 75% Connected to another student at APA: 85% Students look forward to school: 75% Feeling safe: 100%
6.a Student Suspension Rates as a Percentage	19-20 Suspension Rates from Aspire Data Portal or CDE Data Quest All: 0% African American: 0%	20-21 Suspension Rates from Aspire Data Portal or CDE Data Quest All: 0%			Suspension Rate All: 0% African American: 0% English Learners: 0% Latinx: 0% SPED: 0%

	English Learners: 0% Latinx: 0% SPED: 0%	African American: 0% English Learners: 0% Latinx: 0% SPED: 0%			
5.b Chronic Absenteeism Rate as a Percentage	All: 3.0% African American: N/A English Learners: 13.8% Latinx: 3.9% SPED: 8.7%	All: 27.9% African American: 66.7% English Learners: 24.6 % Latinx: 28.6% SPED: 40.9%			Chronic Absenteeism rates of less than 5%
3.a: Efforts we make to seek parent input on making decisions	Pull baseline data from 20-21 Family Survey 78%% 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."	79% of parents responded Strongly Agree or Agree to the family survey question "I am encouraged to share my opinion and feedback in the school decision-making process."			85% or above will answer positively to the 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,	Invite parents to input their suggestions on the LCAP based on student data. Input	100% of Parent Participation in ELAC and SSC as mandated by APA's bylaws was met.			100% parent participation in workshops, training, SSC, and LCAP meetings.

Low-Income, and Foster Youth 3.c: How we will promote parental participation in programs for students with special needs?	on programs to support ELs, training for teachers, etc. 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	99.5%	93.8%			Maintain 96% or above
5.c&d: Middle and High School Drop Out Rate	2020: 0%	0.35%			Less than 1%
6.b: Pupil Expulsion Rates	19-20 expulsion data All: 0% African American: 0% English Learners: 0% Latinx: 0% SPED: 0%	21-22 expulsion data All: 0% African American: 0% English Learners: 0% Latinx: 0% SPED: 0%			Expulsion Rates All: 0% African American: 0% English Learners: 0% Latinx: 0% SPED: 0%
6.d: Surveys of parents to measure safety and school connectedness	School Safety: 80% Connectedness: 76%	School Safety: 86% Connectedness: 85%			School Safety: 100% Connectedness: 98%
1.c: School Facilities in Good Repair	2019 SARC ● Satisfactory as measured by our	<i>Satisfactory as measured by our SARC report</i>			Maintain

	SARC report				
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			Maintain 100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Dean of Instruction	Hiring of a Dean of Instruction to support instruction in all classrooms, design curriculum, and foster a positive learning environment to meet the needs of all students. The Dean of instruction will provide coaching to all teachers to become better educators and help the implementation of the academic mission and goals for the school and ensure that APA holds to their commitment to education.	\$110,000 (Dean of Instruction (restructured from Instr Coach)	Y
2	Stakeholder Surveys	Students will participate in the Aspire-wide survey administered in the spring to collect student input on school-wide programming and social-emotional well-being. Families will participate in the Aspire-wide survey administered in the spring to collect family input on school-wide programming and social-emotional well being	\$60,000 (PC), \$50,000 (OA); \$200,000 (2 SEL counselors)	Y
3	Professional Development	APA will engage in professional development focused on:	Duplicate goal	Y

		<ul style="list-style-type: none"> ● Data analysis: ELA and Math while also looking at student subgroups. ● Culturally Responsive teaching ● RULER (SEL curriculum) ● School Culture ● SEL Trainings for Families 	1	
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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.

In the 2021-2022 school year, APA continued to support family engagement virtually throughout the school year. Virtual workshops are scheduled for parents monthly via a Parent Center Calendar led by the parent coordinator and supported by Administration and Mental Health counselors.

- Monthly Coffee with the Principal
- Monthly workshops with the Mental health Counselors.
- Weekly Educational workshops for parents on Parenting Skills, Social-Emotional Development and Health & Wellness
- Virtual SSC and ELAC meetings
- Saturday and evening Attendance workshops
- Virtual parent meetings for IEPs, 504s, and SSTs
- Perfect attendance/ Honors Awards Assemblies
- DMH (Department of Mental Health Workshops)
- Technology Training for Parents (i.e., Powerschool, Parent Square, etc.)

Additionally, APA has remained committed to cultivating an inclusive learning environment for our parents through our Community Parent Center. Through the pandemic, APA has been successful at maintaining parent participation in all parent workshops via our virtual Parent Center. We will continue to promote parent attendance to our ELAC/SSC and Sped workshops meetings by contacting our parents our standard way of communication via Parent Square, IG, and FB. Additionally, we have added the APP Remind as a way to connect with parents, and we also send personalized text messages and phone calls to our EL/Sped and foster youth parents. Currently, our Sped team

holds parent workshops on different topics relevant to their students' needs. Our ELAC meetings have a great turnout of EL parents who are very involved with the process of LCAP goals and also make suggestions to SSC.

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 reduced cost of Family Workshops (Action 2.9) offset the increased costs of SEL Focus and Student Wellbeing balanced financially.

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 99.5% to 93.8%, and our chronic absenteeism increased from 3% to 27.9%. 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, our parent coordinator made a difference. The coordinator made over 900 contacts throughout the year, supporting family engagement, communication, support, and an inclusive environment. Despite Covid complications throughout the year, student, staff, and parent surveys indicate a sense of belonging (86%) and connectedness (85%).

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

On a positive note, we worked to rebuild our school climate and culture with outreach to families and specifically to students via SEL practices. We were able to provide targeted professional development in RULER, social-emotional learning, culturally responsive teaching, crisis intervention and restorative practices through virtual training. Additionally, our parent meetings continued, although virtually, for ELAC, SSC, SARB, and SART meetings.

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.

Based on parents needs expressed during Virtual Coffee Hour with the Principal, in the 2022-2023 school year APA will host two family Saturday workshops focused specifically on the importance of Attendance: one in semester 1 and another in semester 2. Additionally, APA plans on holding 6 Technology workshops to support parents with student success 3 every semester. To celebrate ethnicity and pride the APA parent center will host a celebration for "Latino Heritage Month". APA will continue to hold meetings virtually and when safe and appropriate in person.

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, 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.a Teacher Credentials	71% of all teachers are appropriately assigned and fully credentialed in the subject area and for the students, they are teaching.	87% of all teachers are appropriately assigned and fully credentialed in the subject area and for the students, they are teaching.			Maintain 100%
6.e Teacher Sense of Safety and School Connectedness as a Percentage	20-21 Staff Survey Positive working relationships with parents and families: 91 % Wellbeing in the operational decisions	Positive working relationships parents and families: 100 %			Positive working relationships parents and families: maintain at 100% Wellbeing in the operational decisions to make it through

	to make it through COVID: 57.14% (As measured by the Aspire Family Survey)	Well being in the operational decisions to make it through COVID: 63 %			COVID: 75%
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Actions

Action #	Title	Description	Total Funds	Contributing
1	Instructional Staff: Professional development	100% of all teachers will be appropriately assigned and fully credentialed in the subject area and for the students they are teaching. 100% of teachers will participate in bi-weekly meetings to receive coaching and feedback on instruction	No additional cost	Y
2	Art of Coaching for ILT Members	100% of ILT team members will create and reflect on goals throughout the school year Art of Coaching: https://www.amazon.com/Art-Coaching-Effective-Strategies-Transformation/dp/1118206533 Art of Coaching Teams: https://www.amazon.com/Art-Coaching-Teams-Resilient-Communities/dp/1536628999	No additional cos	Y
3	Professional Development both Certificated and Non-Certificated Staff	All staff will engage in professional development around culturally responsive teaching practices and pedagogy and anti racist practices All staff will engage in professional reading supporting equity practices.	Duplicate goal 1	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.

Virtual training provided a means to continue with professional development, professional learning plans, and coaching. We were able to implement planned actions with no substantive differences in costs.

Hiring staff, though, was limited. We had some transitions within the school year at all levels.

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

There were no substantive expenditure differences.

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

Our combined actions supported goal 3, “that all scholars have access to a team of diverse, effective, and thriving professionals who are developed and supported to show up their best and enact culturally responsive and anti-racist practices.” Virtual training provided a means to continue with professional development, professional learning plans, coaching, and training specific to certification, e.g. AP training. We maintained focus on the Aspire Student Learning Framework and using Affinity Groups to support collegiality. Our teachers maintained a credential rate of 96.6 % and reported an increased sense of safety and school connectedness.

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.

We continue to pursue our actions in Goal 3 and have not changed goals, metrics, or actions.

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)
\$ 1,790,344	\$ 174,575

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
35.73%	0%	\$0	35.73%

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

Required Descriptions

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

We serve a student body comprised of 90% with low-income status and 11% multilingual learners (MLLs). It follows that the majority of students who demonstrate needs *also* qualify as low-income. While we offer services to all, we are inherently targeting those in greater need. We know from experience, research, and needs assessments that students who demonstrate academic and social gaps need support through interventions, academically and emotionally. Consequently, our Actions are principally directed to our students who qualify as low-income, English learners, and foster youth. Our Actions extend our programs and personnel beyond core levels and are therefore schoolwide.

In **Goal 1** we first plan to focus on purchasing materials to increase the effectiveness of our existing curriculum for all students but especially for students who continue to demonstrate needs, MLLs, and LI. To address multiple levels of instruction, we added intervention materials e.g., culturally responsive units, PAPER tutoring services, as well as tools to support monitoring students’ academic progress, MAP, iReady diagnostic, and progress monitoring tools. In addition, our Actions identify added staff (Action 1, 2 & 5) and tools (Action 3) to meet the growing demand for social-emotional learning. Students who are identified with academic and emotional needs also qualify for low-income status. We are well aware that families with limited incomes have struggled more than most these past few years. Consequently, we added more staff and/or added hours to our current MTSS members to strengthen our systematic response to support students at all levels of the MTSS framework, academically and emotionally. Examples of how we strengthened our MTSS framework are as follows:

- Bi-weekly check-in with our MTSS team administrator team, counselors, and school psychologist.
- Review of student data, grades, and teacher monthly grade-level collaboration teams

While we have a diverse student body, the majority of our students qualify as low-income and therefore demonstrate needs specific to families with limited resources. Implementing technology systems e.g. devices, platforms, software, reinforced communication and access to digital tutoring through PAPER, serves our families as well as our students. We learned from our distance learning conditions to communicate more fully with our families and when we returned to in-person instruction, we continued our standing outreach efforts to obtain input from all aspects of our community- students, staff, parents, ELAC, SSC.

Additionally, targeted professional development will focus on ways teachers can differentiate in the classroom for a diverse student body that requires proficiency in strategies for MLLs, cycles of inquiry for analyses, updating credentials to meet the needs of our students, and culturally responsive pedagogy.

Goal 2 requires different actions but our students' needs were our priority. As described in the Engaging Educational Partners and Metrics sections, our attendance rate dropped and the chronic absenteeism rate increased (94%, 28%, respectively). The majority of our students missing school qualify for low-income status. We know from experience, research, and survey results that students respond to incentive programs, personal outreach such as a parent coordinator, and mentorship.

As noted earlier, current conditions created a greater need for attention to social-emotional learning, especially for students and their families with limited income. First, we plan to hire personnel, e.g. health technician, and parent coordinator, and then implement more intense practices using the SEL curriculum and corresponding training such as advisory lessons, RULER, PBIS, and Restorative Practices.

To further mitigate anxiety levels, we plan to continue cleaning practices established during our Covid Response with team staff. Last, we will continue to communicate with our educational partners through parent-involved committees, meetings, family workshops, SARB, engagement events, and community organizations.

Goal 3

We find our students with limited resources struggle to stay engaged during class due to multiple barriers. Students who experience poverty often come to school with anxiety around physical and emotional safety and academic needs. To that end, we train teachers in effective pedagogy specific to our student body's needs. Specifically, we plan to focus on restorative practices, culturally responsive strategies, anti-racist practices, and adult SEL to ensure teachers work effectively with students' needs in mind and engage in self-care. In addition, we plan to hire instructional assistants to support teachers in the classroom and we are evaluating hiring practices to increase staff diversity and ensure all staff are appropriately credentialed.

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

The minimum proportionality percentage (MPP) by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils is 35.73%. While we implement a general education curriculum and coursework, our contributing actions

described in the three goals focus on intervening within the general education process. The quantitative and qualitative aspects of interventions, staff, and tools more than meet our MPP.

Specifically, we monitor the progress of all students with a focus on students who are learning English as an additional language or come from a low-income household to ensure growth and adequate proficiency. Teachers and staff are trained on an ongoing basis to differentiate instruction to monitor student progress and respond with effective pedagogy. Instructional assistants support classroom teachers with targeted interventions *within* the classroom.

Additionally, students learning English as an additional language or who come from a low-income household will receive additional intervention if they student is not making adequate progress as identified by data from local assessments. Barriers to learning will be reduced through an increase in school-to-home communication with community outreach personnel and interpretation/translation services. Moreover, staff will have the opportunity to participate in diversity, equity, and inclusion training to better understand the needs of our students. Actions and services will be monitored through the metrics described in the LCAP to determine the effectiveness and to continuously improve services for all students but especially for students who are learning English, come from a low-income household, or are foster youth.

Our actions demonstrate ways to principally direct and make the best use of our funds by considering the needs of our unduplicated populations, which include improving and increasing our intervention services, increasing staff to support SEL and well-being, improving our MTSS and PBIS programs, and improving the services provided by our APs, Ed Specialist, Instructional Assistants, and Counselors.

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.

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

As noted earlier, our concentration funds are directed to more personnel for our MTSS and PBIS framework, increased hours for existing staff, instructional assistants for classroom support, and custodial staff to mitigate anxiety levels and maintain cleaning practices established during Covid. Additional staffing enables our efforts to focus on students who are learning English, come from low-income households, 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
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Staff-to-student ratio of classified staff providing direct services to students	[Provide ratio here]	136:1 FTE; .74%
Staff-to-student ratio of certificated staff providing direct services to students	[Provide ratio here]	16:1 FTE; 6.25%

2022-2023 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 2,305,000	\$ -	\$ -	\$ -	2,305,000	\$ 2,100,000	\$ 205,000

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Hiring of an Ed Specialist	All	\$ 930,000	\$ -	\$ -	\$ -	\$ 930,000
1	2	Hiring of an Multi-language Learner Support	EL	\$ 240,000	\$ -	\$ -	\$ -	\$ 240,000
1	3	Professional Development	All	\$ 300,000	\$ -	\$ -	\$ -	\$ 300,000
1	4	Parent Trainings	All	\$ 230,000	\$ -	\$ -	\$ -	\$ 230,000
1	5	Hiring additional Personnel to provide additio	EL, FRL, SPED	\$ -	\$ -	\$ -	\$ -	\$ -
1	6	Hiring of Additional Support	All	\$ 185,000	\$ -	\$ -	\$ -	\$ 185,000
1	7	Expand the Credit Recovery Program to ens	All	\$ -	\$ -	\$ -	\$ -	\$ -
2	1	Dean of Instruction	EL	\$ 110,000	\$ -	\$ -	\$ -	\$ 110,000
2	2	Stakeholder Surveys	All	\$ 310,000	\$ -	\$ -	\$ -	\$ 310,000
2	3	Professional Development	All	\$ -	\$ -	\$ -	\$ -	\$ -
3	1	Instructional Staff: Professional developmen	All	\$ -	\$ -	\$ -	\$ -	\$ -
3	2	Art of Coaching for ILT Members	All	\$ -	\$ -	\$ -	\$ -	\$ -
3	3	Professional Development both Certificated	All	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -

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)
\$ 6,454,060	\$ 1,800,931		27.90%	\$ 1,840,000	0.00%	28.51%	\$0.00 - No Carryover	0.00% - No Carryover

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school

districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the	Enter information in this box when completing the	Enter information in this box when completing the	Enter information in this box when completing the	Enter information in this box when completing the	Enter information in this box when completing the

LCAP for 2021–22.	LCAP for 2021–22.	LCAP for 2022–23. Leave blank until then.	LCAP for 2023–24. Leave blank until then.	LCAP for 2024–25. Leave blank until then.	LCAP for 2021–22 or when adding a new metric.
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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)
 - 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)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.
The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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