

## LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Aspire Junior Collegiate Academy

CDS Code: 19-64733-0114884

School Year: 2022 – 23

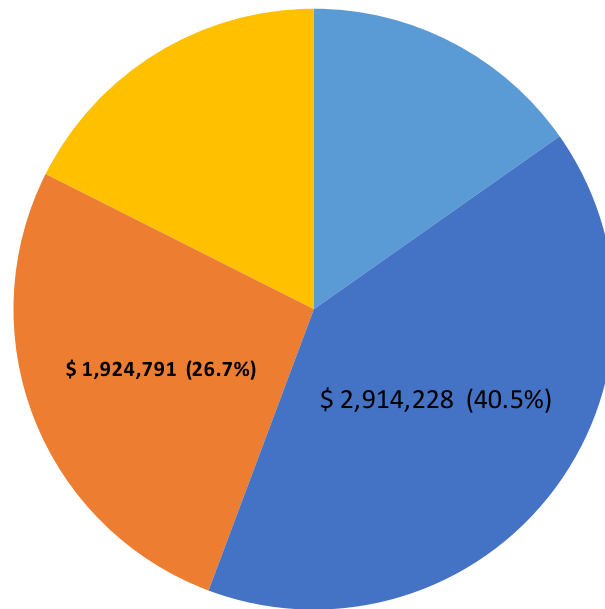
LEA contact information: Celinda GuerreroCelinda.Guerrero@aspirepublicschools.org

323-583-5421

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

### Budget Overview for the 2022 – 23 School Year

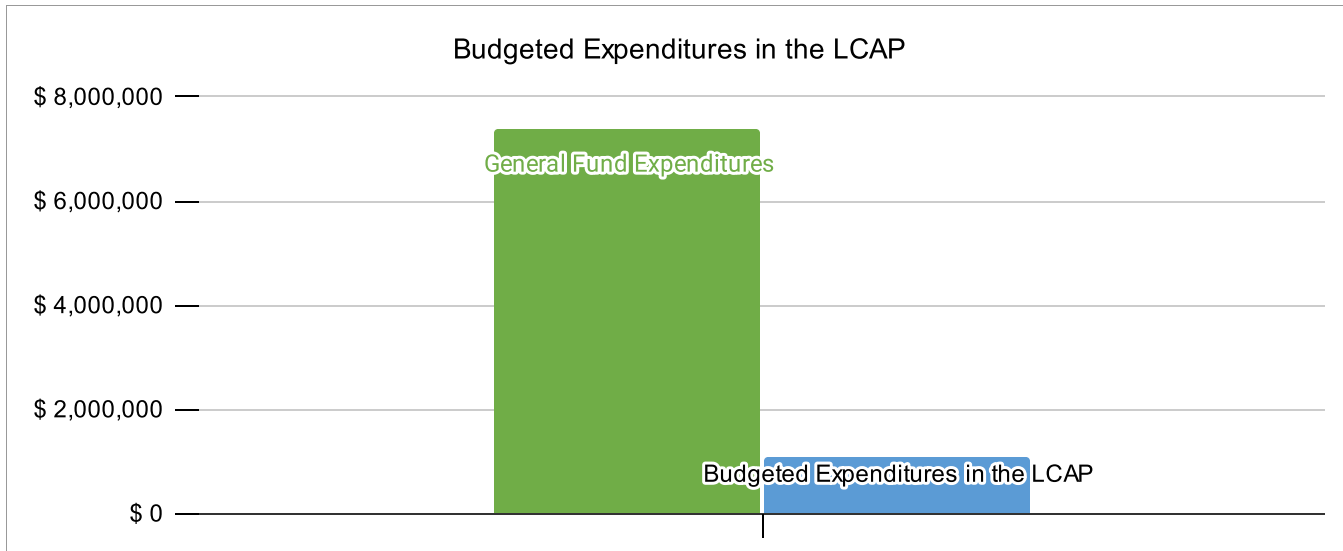
Projected Revenue by Fund Source



This chart shows the total general purpose revenue Aspire Junior Collegiate 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 Junior Collegiate Academy is \$7,202,703.00, of which \$4,012,047.00 is Local Control Funding Formula (LCFF), \$1,924,791.00 is other state funds, \$0.00 is local funds, and \$1,265,865.00 is federal funds. Of the \$4,012,047.00 in LCFF Funds, \$1,097,819.00 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 Junior Collegiate 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 Junior Collegiate Academy plans to spend \$7,375,823.00 for the 2022 – 23 school year. Of that amount, \$1,090,000.00 is tied to actions/services in the LCAP and \$6,285,823.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

Salaries & benefits are included for the following positions: core teachers, specialist teachers (those 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.

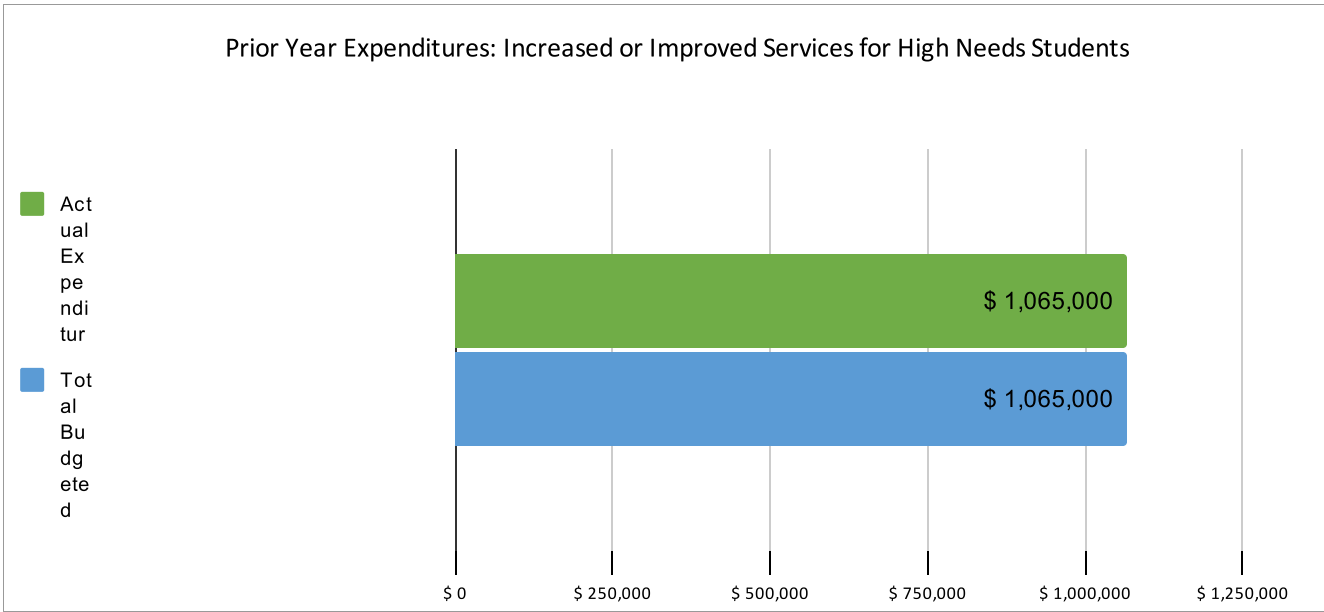
Operating expenses are included, but not limited to, the following: education and physical education materials, conferences & travel, education consultants, professional services, field trips, rent, utilities, food services, management fees (national office, regional office, authorizer, SELPA), insurance, 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 Junior Collegiate Academy is projecting it will receive \$1,097,819.00 based on the enrollment of foster youth, English learner, and low-income students. Aspire Junior Collegiate Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Aspire Junior Collegiate Academy plans to spend \$1,090,000.00 towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following:

[Respond to the prompt here; if there is no prompt, a response is not required.]

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



This chart compares what Aspire Junior Collegiate 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 Junior Collegiate 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 Junior Collegiate Academy's LCAP budgeted \$1,065,000.00 for planned actions to increase or improve services for high needs students. Aspire Junior Collegiate Academy actually spent \$1,065,000.00 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 Junior Collegiate Academy	Celinda Guerrero	<a href="mailto:celinda.guerrero@aspirepublicschools.org">celinda.guerrero@aspirepublicschools.org</a> (323) 583-5421

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.

In the 2020-2021 school year Aspire JCA continued to support family engagement virtually throughout the Distance Learning school year. Multiple virtual workshops and meeting were held throughout the school year which included:

- Monthly Coffee with the Principal

- Quarterly workshops with the Counselor
- Two virtual Special Education meetings
- Daily ZOOM office hours with the JCA office team
- Virtual SSC and ELAC meetings
- Saturday health workshop
- Virtual parent meetings for IEPs, 504s and SSTs
- Three virtual school festivals that included Fall Festival, Winter Festival and a Summer Festival
- Quarterly Awards Assemblies

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 through additional certificated and classified personnel that include 8 instructional aides, 1 additional full time Education Specialist in Special Education, Hiring 3 on-site full time substitute teachers, full time Parent coordinator, and additional student supervision staff to

increase the intensity and frequency of interventions for our students

Multi-lingual support

Full-time on-site substitute teachers ensure that all students will have a highly qualified credentialed teacher in the event of an absence because of the high number of COVID cases.

Increase home-school connection and provide resources to families

increase supervision during lunchtime and playtime to ensure physical distancing and healthy habits.

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

Distance Learning - Independent Study

social emotional professional development

3. Increase professional development

Contract with outside consultancy- Ensemble Learning focuses on Multi-lingual supports for students

instructional coaching through outside consultancy

strengthen core instruction curriculum

virtual learning

4. Ensure facilities serve students optimally through

additional custodial staff

additional resources: handwashing stations, plexiglass dividers

additional PPE

Having weekly testing on-site

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 by:

Conducted virtual meetings with SSC

#1 Thursday October 29th, 2020 @4:00 pm

#2 Thursday January 28th 2021 @ 4:00 pm

#3 Thursday March 25th 2021 @ 4:00 pm

#4 Thursday May 20th 2021 @ 4:00 pm (last meeting)

Conducted virtual meetings with ELAC

#1 Thursday December 10th, 2020 @4:00 pm

#2 Thursday February 25th 2021 @ 4:00 pm

#3 Thursday April 29th 2021 @ 4:00 pm

#4 Thursday May 27th 2021 @ 4:00 pm (last meeting)

Conducted virtual meetings through Coffee with the Principal

#1 Thursday August 27th, 2020 @9:00 am

#2 Thursday September 10th, 2020 @9:00 am

#3 Thursday September 24th, 2020 @9:00 am

#4 Thursday October 29th, 2020 @9:00 am

#5 Thursday November 19th, 2020 @9:00 am

#6 Thursday December 17th, 2020 @9:00 am

#7 Thursday March 19th, 2021 @9:00 am

#8 Thursday May 28th, 2021 @9:00 am

Surveys all Stakeholders with a Google LCAP survey May 2021

We 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 for increased access to mental health services via counselors, psychologists, and family resources. We worked to mitigate student learning loss through additional support staff, reducing class size and/or decreasing small group ratios as well as adding intervention programs, (Lexia, MyOn, Freckle, Reflex, Happy Numbers).



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. Lexia, BrainPop EL, Happy Numbers.

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 Safe Return and Continuity of Services ([link](#)) and LCAP (  [Aspire Junior Collegiate Academy 2021 LCAP.pdf](#) ) reflects our core values as does our Safe Return and Continuity of Services, ESSER Expenditure Plan (  [405 ESSER III Expenditure Plan.pdf](#) ) 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/](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/](https://aspirepublicschools.org/discover_aspire/equity/)



# 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](mailto: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 Junior Collegiate Academy	Celinda Guerrero	celinda.guerrero@aspirepublicschools.org (323) 583-5421

## Plan Summary 2022-23

### General Information

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

Aspire Junior Collegiate Academy is a TK-5 grade school in Huntington Park within the Aspire Public Schools network. Aspire Junior Collegiate Academy opened in 2007. In the 2021-2022 school year, Aspire Junior Collegiate Academy served 329 students. 96% of the student population are Hispanic/Latino, and 33% are English Learners. 90% of the students at Aspire Junior Collegiate Academy qualify for free and reduced lunch.

The school's mission is to empower scholars to be self-advocating, resilient, contributing members of their community. The team at Aspire Junior Collegiate Academy is committed to instilling students with the confidence to attempt the unknown, and the courage to advocate for their needs. Providing students with the opportunity to develop resilience by adapting and overcoming challenges. Fostering an environment where students realize their potential in contributing to the progress and prosperity of their community. The vision and mission statement of Aspire Junior Collegiate Academy are grounded in the 5 core values of community, bienestar, exploration, growth, and empowerment.

### Reflections: Successes

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

Aspire Junior Collegiate has demonstrated both successes and progress in the 2018-2019, 2019-2020, 2020-2021 and 2021-2022 school year. These successes were evident in the two years prior to COVID and school closures and then were experienced differently as the school shifted into Distance Learning and back to in-person instruction.

Instructional Program: Aspire JCA adopted a new ELA curriculum in the 2019-2020 school year. The biggest success we saw with the implementation of the new curriculum in 2019-2020 was in student engagement. Expeditionary Learning provides four modules that support

both R.I and R.L standards. The modules also build across grades so students begin to build their content knowledge for the following school year. For the 2021-2022 school year, JCA continued to use Expeditionary Learning and focused on the planning and implementation part of the lesson to ensure that teachers were aligned with the common core standards and understood how to implement EL and SPED supports. The ELA curriculum Expeditionary Learning made adjustments during distance learning and adapted lessons for virtual instruction. Teacher were able to navigate the curriculum and continue to provide rigorous instruction to scholars. As we returned to in-person instruction students were able to carry the skills that were developed into the next grade level.

Aspire JCA has continued to implement Eureka Math in alignment with all schools in Aspire Public Schools. The alignment has brought on collaboration across school sites and regions. In addition the administrative team and teachers have been able to grow in their expertise of the implementation of the math curriculum which has allowed for better support of all students and the development of teachers.

JCA plans to continue to implement both the ELA and Math curriculum and increase the professional development for teachers to support academic acceleration for all students and understanding how to embed support for the subgroups of ELs and Students with Disabilities. JCA will use iReady ELA and Math diagnostics to guide instruction and prepare for targeted support.

California School Dashboard: Reflecting on the 2018 California School Dashboard Aspire JCA had success.

In ELA, JCA had a positive change of 13.8 compared to the State having a change of 2.2. Overall, JCA increased in change level and the State Maintained. JCA saw an increase in change level in the subgroups of or ELs, Latinx, and socioeconomically disadvantaged and was able to maintain in the subgroup of students with disabilities. Even though the data shows that JCA is lower than the State overall; JCA has a higher change level in the subgroups of or ELs, Latinx, and socioeconomically disadvantaged.

In 2019 all subgroups did well again. English Learners maintained because the change was less than 3, but the DFS was at -35.8 compared to the State which had -45.1. JCA's DFS was closer than that of the State. The positive news in 2019 was that Students with Disabilities had a change of 28.2 compared to the previous year when the change was only 2.3. This subgroup Increased Significantly. 2019 was the second year of having a consistent Special Education team that consisted of 2 Education Specialists.

In Math, the average score for JCA fell in the green category of the 5X5. This is a result of being -23.5 away from the Distance from Standard as well as having a positive change of 23.5 that qualifies as an Increased Significantly. When compared to the State DFS, JCA is closer to the Distance from Standard at -23.5 compared to the State at -36.4. JCA increased Significantly and the State Maintained. When looking at the subgroups of English Language Learners, Latino, Socioeconomically Disadvantaged and Students with Disabilities, Aspire Junior Collegiate Academy scored well. In 2018 all subgroups with the exception of Students with Disabilities Increased Significantly in the Change Level and scored higher than the State. Students with Disabilities showed a very little change of only 1.0 and Maintained in the 5X5 similar to the State, however the DFS for JCA was closer with -111.5 compared to the State with -125.3.

In 2019 all subgroups did well again with the exception of English Learners. English Learners maintained because the change was less -1



but still was at -22.3. The State had -68.6 therefore, JCA's DFS was closer than that of the State and scored higher. The positive news in 2019 was that Students with Disabilities had a change of 11.7 compared to the previous year when the change was only 1.0, this subgroup had a higher change than the State and got closer to the DFS compared to the State.

Aspire JCA plans to continue having data cycles to reflect on instructional practices and supports needed for all students. JCA will focus specifically on students with disabilities and English language learners. In the 2022-2023 school year JCA will maintain the special education team of 3 Education Specialists. JCA will partner with a consultancy to support the development of professional development and instructional practices to support english language learners.

Family Engagement: Aspire JCA has focused on increasing parent engagement in the last 4 years. The goal is to have JCA parents be engaged on and off campus through school communication, school events and opportunities for being involved in a JCA classroom. This will ensure that parents become partners in their child's educational experience. In order to support family engagement JCA will adjust their practice in communication and involvement with stakeholders. According to the Winter 21-22 Student Family Survey only 80% of families stated they had opportunities for involvement, that was a 8% drop from the previous year before the pandemic. We acknowledge that this was also due to restrictions this school year in response to COVID. JCA is planning to have more in person opportunities for the 22-23 school year with the support of our Parent Coordinator. JCA's greatest strength was in the area of Belonging scoring favorably at 90%; however, only 80% of families stated that the school provided opportunities for involvement.

In the 2019-2020 school year Aspire Los Angeles shifted all schools TK-12 to a Quarter and Semester calendar. JCA took advantage of this shift to make changes to family engagement in response to the 2018-2019 survey that stated that only 45% of families met in person with teachers. JCA provided a Quarter 1 progress report parent meeting; the goal was to inform families of student progress towards the Semester 1 goals. In the 2021-2022 school year JCA provided an additional opportunity to connect with families by adding Quarter 3 progress report parent meetings. We wanted to make sure that families felt that they were informed and that there was a partnership in supporting the learning of their child.

Prior to school closures and COVID In the 2019-2020 school year JCA held two brand new events to support school culture and sense of belonging. JCA held our very first "Latino Heritage Celebration" to much success and excitement. Multiple families participated and volunteered. JCA in response to Coffee with the Principal, parent feedback and the EL data held the first "JCA Saturday Workshop". The workshop focused on engaging families in strategies that can be implemented at home; the strategies focused on reading and math. Families attended 4 sessions, took notes and won books to support with reading.

In 2021-2022 students participated in celebrations that supported school culture and sense of belonging; the plan for 2022-2023 is that we will be able to hold these events with parents in person.



In the 2021-2022 school year Aspire JCA continued to support family engagement virtually throughout the school year. Restrictions did not allow us to meet in person.

Multiple virtual workshops and meetings were held throughout the school year which included:

- Monthly Coffee with the Principal
- Quarterly workshops with the Counselor
- ZOOM office hours with the school Counselor
- Virtual SSC and ELAC meetings
- Coffee with SPED
- Virtual parent meetings for IEPs, 504s and SSTs
- Quarterly Awards Assemblies
- Winter Virtual Showcase
- Summer Book Club with the Principal
- Spanish Book Club with the Parent Coordinator.

Planning ahead in 2022-2023 JCA would like to host two family learning workshops; one in semester 1 and another in semester 2. We will leverage student free days/ teacher work days to plan and execute these workshops.

Additionally, JCA plans on organizing the mobile livescan day to encourage school involvement. JCA will continue to hold meetings virtually and when allowable in person. Finally, JCA will continue to build on the “Latino Heritage Celebration” and “Black History Month Celebration”.

## 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.

Instructional Program: Aspire JCA noticed that the challenge in adopting a new curriculum is the lack of experience for educators. The administrative team created professional developments to support teacher learning. We are aware that the start involved a lot of trial and error; we were prepared to make shifts and support all educators with those shifts. When adopting a new curriculum teachers must first become familiar with the curriculum and throughout the implementation will slowly gain knowledge to implement into differentiated instruction for students with disabilities and english language learners. In 2019-2020 teachers began to roll out the curriculum and encountered challenges such as appropriate instructional minutes; lessons tended to go over the allotted time which then extended lessons and made it difficult to get through modules and also found it difficult to understand what appropriate supports were needed to help students meet objectives. In 2020-2021 teachers had to adjust the use of the ELA curriculum to be able to deliver instructions virtually. As a school we encountered multiple challenges that included: poor connection, in-home adult support, time to deliver lessons, check for understandings

needing to be digital. Students struggled to be engaged and to retain information. In 2021-2022 teachers were able to refine their practice and begin to shift into support for students with disabilities, however; the support for english language learners was still minimal and beginning to develop.

It is for this reason that Aspire JCA is partnered with a consultancy to support the development of professional development and instructional practices to support english language learners. Through the 21-22 partnership, teachers have been able to develop their skills in supporting our English language learners. According to our iReady data our ELs are progressing appropriately. The hope is that by identifying and addressing this need JCA will be able to see growth in this subgroup just as it did with the student with disabilities subgroup.

## LCAP Highlights

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

This year’s LCAP maintains the school focus on providing all students with the educational climate and support they need to be successful. From building capacity leadership through professional development for the administrative and leadership team to ensuring a standards-based, high quality and consistent educational program. Furthermore, Aspire Junior Collegiate Academy recognizes the importance of engaging the community to ensure all students have the support they need to be successful. To address this, Aspire Junior Collegiate Academy is increasing family engagement events and offering more workshops to support families with strategies to assist students at home.

In addition, Aspire Junior Collegiate Academy is focusing heavily on serving its subgroups—especially our English Language Learners and our Students with Disabilities and their families. Students with disabilities, English Learners, and students who are from low-income, homeless, or foster families will receive additional supports to help them reach their potential. These include additional professional learning for teachers and staff implementing a school-wide social-emotional curriculum. Professional development will be centered around equitable practices in supporting students with disabilities, english language learners and social emotional learning.

## 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 Junior Collegiate Academy believes that the partnership between the school and all stakeholders is vital to the success of all students. JCA has navigated through multiple pathways to engage stakeholders. Throughout our LCAP development process, we consulted with the following stakeholders:

- School Site Council
- English Learner Advisory Council
- Staff: Meetings and survey
- Leadership Team
- Families: Coffee with the Principal and survey

The LCAP engagement sessions began in January of 2020 before the COVID School Closure; they paused for a moment and restarted in the fall of the 2020-2021 and continued in the 2021-2022 school year. These sessions varied across multiple settings such as JCA's Leadership Team retreat, Staff meetings, Multiple Coffee with the Principal Parent Meetings and both ELAC and SSC.

A summary of the feedback provided by specific educational partners.

The leadership team noticed that Students with Disabilities had a significant decline in attendance and participation during the 2020-2021 school year during virtual learning. The leadership team recognized that in the 2021-2022 school year our students with disabilities would need additional support to feel academically and socially successful. For this reason they shared that to continue to support our students with disabilities and remain full inclusion we would need to adjust our Special Education Team. In 2021-2022 JCA hired a 3rd Education Specialist. In 2021-2022 students with disabilities have received their services and additional support which has allowed general education teachers to also be intentional with their supports. Reflecting on iReady data students with disabilities showed 92% growth by the end of year in Math and 72% growth in ELA. JCA will continue to maintain 3 Education Specialists for the 2022-2023 school year..

For the 2021-2022 school year JCA increased the Special Education team by adding an additional Education Specialist. This has supported JCA's full inclusion model and co-teaching in classrooms. Students are receiving targeted support and are demonstrating growth in both Math and ELA. For the 2022-2023 school year JCA will maintain three Education Specialists. JCA worked with a SELPA consultant to provide speech and language services to our scholars as Aspire was unable to hire an in-house SELPA for the majority of the 2021-2022 school year. This ensured that service minutes were being provided and IEP meetings were occurring. For the 2022-2023 school year JCA will have an in-house SELPA that will work closely with our special education team. The in-house SELPA will be able to build relationships with our scholars and families. Families reflected on how they felt supported with the team structure and requested that we maintain our current program.

Families reflected on the lack of growth for english language learners. Parents shared that they believe after school tutoring dedicated to English language learners would support academic growth and reclassification. They engaged in the idea of additional staff because they felt that the work is a lot for just the classroom teacher. Families also requested workshops specifically targeted at supporting families of english language learners; the hope is that families can learn strategies to support at home.

Families shared the need for a Parent Coordinator to support parent engagement and partnership such as sharing resources and creating parent groups to develop relationships within families. A parent coordinator would be able to increase parent participation in workshops, events, and communication with classrooms.

In ELAC meetings it was shared the agenda section IV Items scheduled for discussion and decision; parents were able to share the areas of concerns they had in regards to supporting their child at home. Parents engaged in the idea of having resources available to them that supported reading strategies at home. Parents understood and agreed that Title III funds could be allocated to support the purchase of materials to support reading at home.

In SSC meetings families shared during the “items for discussion and decision” section that they would like to see Art as one of the additional programs offered to all students at JCA. They shared that Art is a great outlet for students to express themselves. In SSC it was shared that now that Science is shifting explicitly in the classroom as a designated time there was an opportunity to explore a different form of enrichment for students at JCA. Families agreed that a second language focus would support language and agreed that Spanish would be a focus for JCA next year. This would be responsive to the school and community culture and needs.

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.

Aspire JCA will partner with Ensemble Learning to develop a comprehensive plan to support English language learners. Through the partnership JCA will be able to make education equitable for English learners; this will include professional development for the instructional team, identifying trends and creating a plan to address those needs. Through Ensemble JCA hopes to be able to support parents with strategies that can transfer to the home. Partnering with a consultancy that explicitly focuses on English language learners will allow JCA to develop teachers, support families and support English language learners across all content areas. Our educational partners shared that our English language learners were struggling academically across all content areas and they needed additional support beyond their designated ELD time. These supports/strategies would support their speaking and listening skills and that would then translate into their reading and writing.

Aspire JCA will continue to support our Students with Disabilities by maintaining the Special Education Team. Aspire JCA recognizes that with COVID, virtual learning for about a year and half and then transitioning back to in person our students with disabilities have encountered

challenges and we want to ensure that our scholars feel supported as they return to school with in-person services. JCA will maintain the adjusted Special Education team by keeping three Education Specialists. By having three Education Specialists JCA will be able to narrow their focus on grade spans and familiarize themselves with standards and content. This will also promote more collaboration with the General Education teacher and the Education Specialist. A larger team will support backlogged services and productive parent collaboration. Our educational partners shared that they noticed a difference in the growth and progression of our students with disabilities when services were virtual. Multiple students were not able to navigate virtual learning and found it challenging to complete tasks or attend virtual classes. They recognize that maintaining a larger team will allow JCA to not only manage caseload but support instruction in an all inclusive model.

In response to the over the year closure Aspire JCA will maintain the number of Instructional Assistants on site. The instructional assistants will support teachers with academic acceleration, tutoring and english language learner support. Our educational partners shared that our students were struggling with completing tasks, understanding the material and receiving additional support from their teacher because of the virtual setting. When students returned to in person instruction they needed additional support because they were lacking prerequisite skills to continue onto the next grade level. Our educational partners shared that they believed instructional aides in the classroom would support both teachers and students in providing additional support during lessons and independent work time.

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

Aspire JCA will continue to work on student and family engagement by having a parent coordinator that will focus on family engagement, resources and family communication. Aspire JCA will have a Parent Coordinator supporting family engagement. Engagement will range from workshops, school events, resources, book clubs and communication. Our educational partners shared that during the 2021-2022 school year they felt that the parent coordinator supported families in being informed and involved, however; part-time created challenges in community engagement throughout the week. Our educational partners also shared that they felt supported having a parent coordinator communicate and support their classroom culture. For this reason JCA will have a full-time parent coordinator in the 2022-2023 school year.

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.

Aspire JCA will support all staff through professional developments focused on instruction, social emotional learning, and culture. Aspire JCA will leverage Ensemble Learning, Amplify RULER and professional readings. Our educational partners expressed that having experts deliver professional development supported them in successfully delivering lessons, supporting students and growing as educators.

# 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 was not only rigorous, but standards aligned and culturally responsive in order to accelerate learning for our scholars. Throughout the 2021-2022 school year, we heard from our stakeholders that when we returned to in-person instruction, scholars needed extra support to accelerate learning from a year of online instruction. We have dedicated resources to providing an intervention program with a focus on our scholars furthest from the center. We have accelerated learning opportunities through rigorous standards aligned instructional guidelines in addition to increasing science instructional minutes and going through a vetting process to adopt a new science curriculum. JCA has also implemented designated social studies and history time into our instructional program by leveraging the HSS content standards. 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. We made sure to have additional resources such as instructional aides and on-site substitute teachers to support student learning. Feedback from stakeholders shared that the additional adult resources had a positive impact on student learning and school culture. Students and Educators saw growth in academics and it made a positive impact as we transitioned back to in person instruction.

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 DFS All: 23.4 pts below AA: NA	Testing Suspended due to COVID-19 in 2019-20: No comparable data			All: 2 pts above AA: NA Latinx: 1 pt above EL: 15.8 pts below

	Latinx: 22.2 pts below EL: 35.8 pts below SPED: 107.2 pts below	2022 data to be reported when available			SPED: 87.2 pts below
4.a SBAC Math	2019 SBAC DFS All: 19.2 pts below AA: NA Latinx: 19.1 pts below EL: 22.3 pts below SPED: 112.3 pts below	Testing Suspended due to COVID-19 in 2019-20: No comparable data  2022 data to be reported when available			All: 5 pts above AA: NA Latinx: 5 pts above EL: 2 pts below SPED: 80.3 pts below
4.c % of EL students making progress toward ELPAC proficiency	35.3% of EL students making progress toward ELPAC 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 and fall in medium range (45%-55%)
4.c % of EL students making progress toward English proficiency based on ELPAC assessments	We revised this measure based on the lack of ELPI data until 2023. Baseline and Year 1 Outcome are the same.	2021 ELPAC percentages are: Level 1: 19.9% Level 2: 45.45% Level 3: 32.32% Level 4: 3.03%			2023 ELPAC percentages are: Level 1: 15% Level 2: 35% Level 3: 35% Level 4: 15%
4.d EL Reclassification Rate	Reclassification Rate 6.9%	Currently published on <a href="#">DataQuest</a> : 16.1%			Increase reclassification rate to about 15-20%
1.b: Sufficient Access to Standard-Aligned Materials	100% of students will have access to standard-aligned materials	100% of students will have access to standard-aligned materials			Maintaining



2a. 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			Maintaining
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.			Maintaining
p. 8 Other academic outcomes (STAR, DIBELS, etc)	Star Reading: Above: 2.8% At: 19.9% Below: 46% Sig. Below: 31.3%	We no longer administer the STAR	We no longer administer the STAR	We no longer administer the STAR	We no longer administer the STAR
p. 8 Other academic outcomes (STAR, DIBELS, etc)	We administered iReady instead of STAR in the fall of 2021	iReady ELA: Above: 0.3% At: 28.2% Below: 40.9% Sig. Below: 30.6%			Increase students percentage in: Above: 10% At: 25%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Hiring <b>(Maintained)</b> 3rd Education Specialist	Aspire Junior Collegiate Academy will expand ( <b>maintain</b> ) their Special Education Program by increasing the number of Education Specialists from the current two to three. All three Education Specialists will be fully credentialed and highly qualified. By adding a third Ed. Specialist JCA will be able to provide services and accommodations according to students' IEPs ranging from Kindergarten to 5th grade. The increase in Education Specialists will also allow JCA to practice co-teaching, hold purposeful IEP meetings and support academic acceleration.	\$105,000	Y

2	Hiring additional instructional assistants	Aspire JCA will retain instructional assistants. Instructional assistants will support in every classroom with student small group support, support teachers in managing live streaming lessons, and provide supports to students participating in distance learning	\$130,000	Y
3	Hiring 3 on-site substitutes	<b>Revised to 3 on-site substitutes (previously 4)</b> Aspire Junior Collegiate Academy will hire temporary on-site substitute teachers. Having an on-site substitute provides consistency to teachers and students in the event that a teacher is absent. The on-site substitute becomes familiar with school culture and expectations and therefore is better suited to support students. The on-site substitute will also support teacher coverage for things such as data cycle meetings, IEP meetings, SST meetings, 504 meetings, observing other teachers and having planning days.	\$250,000	Y
4	Computer Programs Subscription for Subgroups	Aspire Junior Collegiate Academy will purchase computer program subscriptions to support Students with Disabilities and English Language Learners. These two programs are “Freckle” for students with disabilities and “BrainPop ELL” for English language learners. Freckle differentiates instruction across Math, ELA, Social Studies and Science. BrainPop ELL is a Proficiency-based English language learning program appropriate for all ages.	\$10,000	Y
5	IReady	Purchasing of iReady tools in order to support our school teams in determining students current progress and with creating next steps to support academic acceleration.	\$5,000	Y
6	Technology	Purchasing computers and streaming equipment to support simultaneous learning and intervention programs. Maintain one Ed Tech Specialist to support with tech.	\$80,000 (Equipment); \$50,000 (ETS)	Y
7	Professional Development	Aspire Junior Collegiate Academy will engage in professional development focused on: <ul style="list-style-type: none"> <li>• Data analysis: ELA and Math while also looking at student subgroups.</li> <li>• Student strategies to support in ELA and Math</li> </ul>	ALTERNATE FUNDING	N

- |  |                                                                                                                                                                                                                                                       |  |  |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|  | <ul style="list-style-type: none"> <li>• Student subgroup support</li> <li>• Culturally Responsive teaching</li> <li>• Delivery of Designated ELD curriculum: EL Achieve</li> <li>• English Language Learner support across content areas.</li> </ul> |  |  |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

## 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.

Aspire Junior Collegiate Academy was able to expand their instructional assistant team. Aspire JCA used stimulus funds to hire 10 temporary instructional assistants, however by the second semester JCA was only able to maintain 6 instructional assistants from the 10 originally hired. This was due to staff finding full-time employment elsewhere. We experienced difficult staffing issues when looking for part-time instructional aides. Instructional assistants have been able to support in every classroom with student small group support, student work time and supporting classroom management. Aspire Junior Collegiate Academy had less than 5% participating in independent studies; therefore instructional assistants did not need to support teachers in managing livestreaming lessons or providing support to students participating in distance learning. Due to COVID restrictions in regards to large group gatherings, the instructional assistants supported classroom supervision in the morning before the school day started. Therefore, Instructional Assistants were not able to provide tutoring afterschool.

Aspire Junior Collegiate Academy purchased two computer program subscriptions to support Students with Disabilities and English Language Learners. These two programs are “Freckle” for students with disabilities and “BrainPop ELL” for English language learners. Freckle differentiates instruction across Math, ELA, Social Studies and Science. BrainPop ELL is a Proficiency-based English language learning program appropriate for all ages. JCA Education Specialists have utilized “Freckle” to create their small group intervention lessons, communicate with families about student progress and engage students in different activities. “BrainPop ELL” was purchased as a continued support for ELL students based on their previous experiences during the 20-21 school year in virtual learning. With transitioning back to in person learning students have not used the program because they are receiving designated ELD four times a week for 40 minutes each session; teachers have not seen the benefits of the virtual program while teaching in person.

The focus of Aspire JCA’s professional development centered around English Language Learner support across content areas and the iReady diagnostic tool to support student interventions and academic acceleration. Teachers were able to engage in data analysis for both ELA and Math while also looking at student subgroups. IReady provided teachers with student strategies to support students in both ELA and math. Lead teachers engaged in professional development focused on culturally responsive teaching and the delivery of designated ELD using EL Achieve. JCA did not focus on “simultaneous teaching” because we had less than 5% of students participating in independent studies.

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 shared in Prompt 1, we experienced difficult staffing issues, most notably with Instructional Aides. We were unable to hire the entire planned team of 10 and sustained a team of 6 (Action 1.2) Although we were successful in hiring two temporary on-site substitute teachers there were unplanned coverages that were not accounted for; two classroom teachers went on maternity leave and the on-site substitutes were placed in those classrooms. Therefore we had to book daily substitute teachers using an outside substitute contracting company. Considering the continuous need for providing consistency we hired a third on-site substitute teacher for the remaining school year (Action 1.3). The difference between budgeted and estimated actual expenditures, therefore, was limited and consequently, so was the difference between planned and estimated actual percentages of improved services.

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

We are pleased with the addition of a third Education Specialist. Aspire Junior Collegiate Academy was able to expand their Special Education Program by increasing the number of Education Specialists from the current two to three. All three Education Specialists are fully credentialed and highly qualified.

As a result of adding a third Education Specialist JCA was able to provide services and accommodations according to students' IEPs ranging from Kindergarten to 5th grade. The third Education Specialist ensured that case management was sustainable and that students were receiving their services with additional support to help with accelerating student learning due to the 20-21 school year being virtual. The increase in Education Specialists has allowed JCA to practice co-teaching, hold purposeful IEP meetings and support within class academic interventions.

Aspire Junior Collegiate Academy used stimulus funds to hire two temporary on-site substitute teachers. Having an on-site substitute teacher provided consistency to teachers and students in the event that a teacher was absent. The on-site substitute became familiar with school culture and expectations and therefore was better suited to support students. The on-site substitute was also able to support teacher coverage for things such as data cycle meetings, IEP meetings, SST meetings, 504 meetings, observing other teachers and having planning days. The on-site substitute teacher was able to deliver high quality instruction in the absence of the classroom teacher because they attended professional development, team planning meetings and teachers had the opportunity to communicate directly with the classroom teacher in preparation for their absence. Aspire Junior Collegiate Academy utilized on-site substitute teachers when there was no need for coverage as additional support in classrooms. On-site substitute teachers were able to provide student support with academics and in class intervention groups.

Aspire Public Schools purchased the diagnostic assessment tool "iReady" in order to support our most vulnerable students who need robust progress monitoring to intervene academically. iReady is a contributing cost meant for low-income, MLL and/or foster youth. The purchase of "iReady" in conjunction with professional development support for staff was beneficial this school year. Teachers were guided by the iReady team to understand how to navigate reports and plan groups for students. Teachers were able to support students in both Math and ELA using iReady, the school was able to see progress for all students, subgroups and grade levels.

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.

There are no substantive changes to our Actions.

Reflecting on Goal 1: Ensuring all scholars are meaningfully engaged in rigorous, standards-aligned, culturally responsive academic programming; there were many successes and areas for improvement. Aspire Junior Collegiate recognizes the difficulties Special Education has experienced after returning to in person instruction. Therefore, Aspire JCA will maintain a team of three Education Specialists (Action 1.1); there are still assessments and services that need to be provided and this can only be accomplished if the team can sustain the work. (Action 1.2) During the 21-22 school year we noted that attendance in the primary grades was challenging, therefore Instructional aides would still be needed to support student learning. Based on this we plan to maintain 6 instructional aides for the next school year with a bigger focus on student differentiation and tutoring support for our younger students. (Action 1.3) Based on the 21-22 school year we acknowledge that there were challenges the school faced with teacher coverages for illness and family events. Having three on-site substitute teachers (Action 1.3) next year will ensure that students receive high quality instruction in the event of their teachers' absence. The on-site substitute teacher also provides sustainability to classroom teachers when it comes to planning, data collection and attending IEPs, 504s, and SST meetings. Last, we revised Action 7 due to alternative funding source.

## Goal 2

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

An explanation of why the LEA has developed this goal.

In our second goal, we will focus our attention on 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 at JCA: 66% Connected to at least one adult at JCA: 71% Connected to another student at JCA: 63% Students look forward to school: 65% Feeling safe: 76% (Data as measured by Aspire Student Family Survey)	Sense of belonging at JCA: 80% Connected to at least one adult at JCA: 85% Connected to another student at JCA: 80% Students look forward to school: 81% Feeling safe: 79% (Data as measured by Aspire Student Family Survey)			Sense of belonging at JCA: 75% Connected to at least one adult at JCA: 80% Connected to another student at JCA: 70% Students look forward to school: 80% Feeling safe: 80%
6.a Student Suspension Rates as a Percentage	19-20 Suspension Rates All: 0% African American: 0% English Learners: 0% Latinx: 0% SPED: 0%	Suspension Rates All: 0% African American: 0% English Learners: 0% Latinx: 0% SPED: 0%			Maintain 0%
5.b Chronic Absenteeism Rate as a Percentage	19-20 Chronic Absenteeism Rates All: 5.6% English Learners: 8.1% Latinx: 5.7%	21-22 Chronic Absenteeism Rates All: 45.2% English Learners: 44.6% Latinx: 44.9%			All: 3.5% English Learners: 6% Latinx: 3.7% SPED: 5%

	SPED: 7.1%	SPED: 46.9%			
3.a: Efforts we make to seek parent input on making decisions	20-21 Family Survey 88% 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."	21-22 Family Survey 90% of parents responded Strongly Agree or Agree to the family survey question "I am encouraged to share my opinion and feedback in the school decision making process."			90% of parents responded Strongly Agree or Agree to the family survey question "I am encouraged to share my opinion and feedback in the school decision making process."
3.b: How we will promote parental participation in programs for EL, Low-Income, and Foster Youth 3.c: How we will promote parental participation in programs for students with special needs?	Maintain or increase the number of opportunities for parent engagement and participation in programs for students with special needs, English Learners, Low-Income, and Foster Youth. Engagements will range from workshops, school events, resources, book clubs and communication.	Maintained a minimum of 6 coffee with the principals across the school year with 10+ parents attending virtually. Held 1 workshop per quarter to support subgroups (ELs, SPED and SEL). Held SSC and ELAC virtually with 8+ parents attending.			Maintain a minimum of one meeting per month Average 20+ parents attending meetings (coffee with the principal OR workshops) Average 15+ parents attending SSC meetings Average 10+ attending ELAC meetings
5.a: School Attendance Rate	20-21 Attendance Rate 94.5%	21-22 Attendance Rate 89.3%			Increase Attendance rate of 96% or higher
6.b: Pupil Expulsion Rates	19-20 expulsion data 0 Expulsions	0 Expulsions			Maintain

6.d: Surveys of parents to measure safety and school connectedness	20-21 Family Survey School Connectedness: 87% Safety: 96% (As measured by the Aspire Family Survey)	Maintain & Increase School Connectedness: 90% Safety: 86%			Maintain & Increase School Connectedness: 90% Safety: 96%
1.c: School Facilities in Good Repair	2019 SARC ● Satisfactory as measured by our SARC report	● Satisfactory as measured by our SARC report			Maintain
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

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Goal 2: Hiring a Health Technician	Aspire Junior Collegiate Academy will hire a temporary Health Technician. Having a Health Technician ensures that students are taken care of appropriately when they are ill, become ill or have a medical emergency. Health Technicians are trained to provide appropriate care to students with medical needs.	DISCONTINUED	
2	Goal 2: Hiring a Parent Coordinator	Aspire Junior Collegiate Academy will hire a temporary Parent Coordinator (maintained for 22-23). Having a Parent Coordinator will	\$45,000	Y



		support family engagement, communication and support creating an inclusive environment for all stakeholders.		
3	Goal 2: Hiring a Custodian	Aspire Junior Collegiate Academy will hire a temporary part-time custodian. Having an additional custodian will support the cleanliness and sanitary needs of the school. The custodian will be present during the afterschool program. The custodian will be able to support creating a safe learning environment for staff and students.	NA	N
4	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 (OA to support)	Y
5	Professional Development	Aspire Junior Collegiate Academy will engage in professional development focused on: <ul style="list-style-type: none"> <li>• Data analysis: ELA and Math while also looking at student subgroups.</li> <li>• Simultaneous Teaching</li> <li>• Student subgroup support</li> <li>• Culturally Responsive teaching</li> <li>• RULER (SEL curriculum)</li> <li>• School Culture</li> <li>• Strategies to connect with families</li> </ul>	Duplicate goal 1	
6	Saturday Family workshops (Revised to non-student day)	Aspire Junior Collegiate Academy will offer two Saturday Family Workshops. The two Saturday workshops will be held one in each semester. We will offer in-person, if safe, as well as stream the meetings via zoom to allow more families to attend. Resources will be sent home. Toolkit, Resources, supplies,	\$5,000	Y
7	Social Emotional Behavior Learning curriculum (RULER)	Aspire Junior Collegiate Academy will be in stage 1 of implementation of the RULER curriculum to provide Social Emotional Behavior Learning (SEBL). Teachers will begin professional learning in year one of implementation.	\$5,000	Y
8	COVID Response	<ul style="list-style-type: none"> <li>• Mask wearing based on LA County guidance</li> <li>• Ongoing Mandatory testing for staff and optional to students based on LA County guidance</li> </ul>	DISCONTI NUED	Y

		<ul style="list-style-type: none"> <li>Physical distancing protocols based on LA County guidance</li> </ul>		
9	MTSS Team	<p>Aspire Junior Collegiate Academy will have an MTSS team composed of the Principal, Assistant Principal, Counselor and Attendance Clerk. JCA plans to increase family incentives, student incentives and classroom incentives for positive student attendance. Aspire JCA will increase the incentives for positive change in behavior to celebrate students and families who demonstrate a positive change in attendance. Meetings will be held weekly to review data and create next steps to support students.</p>	\$100,000 (Counselor), \$145,000 (AP)	Y
10	Committees and parent meetings	<p>Aspire Junior Collegiate Academy will host the following meetings to ensure outreach for all families, especially families of most vulnerable students.</p> <ul style="list-style-type: none"> <li>4 SSC/ELAC meetings to review LCAP, progress towards academic goals, and overall academic performance</li> <li>Agenda will be shared on Parent Square, and resources will be shared after the meetings has been completed</li> <li>Minimum of 6 Coffee with the Principal</li> </ul> <p>Parent workshops hosted by school counselor and focused on SEL</p>	\$10,000	Y
11	Parents of MLL Students	Reading resources for parents of MLL students, I Read, You Read	\$5,000	Y
12	Spanish Language Instruction	Our parents requested additional language instruction to be more inclusive of our MLL students and demonstrate the value of multi-lingual learners.	\$85,000	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.

Covid caused unprecedented circumstances that prohibited in-person gatherings. We returned to in-person instruction but our group meetings were restricted. Actions (2.6 and 2.10) address immediate and extended community engagement. Our planned Saturday Family Workshop did not happen; however we continued to hold committee and parent meetings virtually on ZOOM. JCA planned a minimum of 6 "Coffee with the Principal" and held a total of 7 meetings. In addition, our Education Specialist, General School Counselor and the Assistant Principal held virtual workshops for families.

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 was a substantive expenditure difference in both (Action 2.1 and 2.3) JCA was unable to hire an additional custodian and was unable to maintain a health technician for the entire school year. We experienced difficult staffing issues. The reduced cost of the Health Technician and Custodian offset the increased costs of moving the Parent Coordinator from part-time to full-time (Action 2.2).

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

Aspire Junior Collegiate Academy was able to use funds to hire a temporary part-time Parent Coordinator. The Parent Coordinator moved from part-time to full-time after the Health Technician resigned. Having a Parent Coordinator has supported JCA with family engagement, communication and support creating an inclusive environment for all stakeholders. We were thankful for a Parent Coordinator given an increase in our Chronic Absenteeism numbers. The Parent Coordinator has found ways to bridge both home and school during an unprecedented school year.

Aspire Junior Collegiate Academy was able to host virtual meetings via ZOOM. JCA held both SSC and ELAC during the school year. The virtual platform did allow more parents to join as they could join from their own personal device from any location. However, the engagement from virtual to in-person was limited. Coffee with the Principal was successful with having the opportunity to record presentations and share with families that were unable to attend.

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 did not add metrics or actions in Goal 2.

Reflecting on Goal 2: Cultivating communities that foster inclusive, joyful, and safe learning environments there were successes as well as areas for improvement.

(Action 2.1 and 2.3) JCA was not able to maintain the health tech position and then backfill this school year; we did however restructure our office team and student supervision team to ensure that JCA had a staff member that could attend to student health needs. This upcoming school year we will continue with the new structure as it has positively impacted school culture as well as students well-being. This upcoming school year will offer a full-time custodial position in hopes that we have success in staffing. However, we did not include our sole custodian as contributing.

(Action 2.6) We were unable to host the "Saturday Family Workshop". After meeting with Stakeholders (teachers and families) we determined that it would be best to offer a family workshop day on a non-student/ teacher work day, this way we can plan ahead for a specific date and plan ahead for both possibilities of either in-person or online depending on the restrictions for this upcoming school year.

(Action 2.8) The Aspire organization received a professional development grant that will support select PD efforts next year.

(Action 2.9) Aspire JCA held weekly MTSS meetings to discuss student behavior, attendance and support. The Principal, Assistant Principal, School Counselor and Office Assistant would meet to discuss and plan next steps. By having these meetings we were able to target concerns and plan ahead so that students and staff felt successful this school year. After reflecting on those working closely to support students we decided that next year we would have the Campus Safety Manager join the meetings as he oversees the supervision team for students.

(Action 2.10) Aspire Junior Collegiate Academy was successful in this action and upon reflection realized that the engagement piece was lacking because we were not in person. It was difficult to build community via an online platform. If restrictions are lifted next year we will host our committee and parent meetings in person while still providing the opportunity for parents to log on virtually. We added Action 11 and Action 12 to be more inclusive of our families of MLL students, specifically we will focus on outreach to parents of MLL students through literacy activities and then to engage students in Spanish language instruction.

### Goal 3

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

An explanation of why the LEA has developed this goal.

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

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.a Teacher Credentials	100% of all teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching.	100% of all teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching.			Maintain
6.e Teacher Sense of Safety and School Connectedness as a Percentage	20-21 Staff Survey Positive working relationships parents and families: 100% Well being in the operational decisions to make it through COVID: 67% (As measured by the Aspire Family Survey)	Positive working relationships parents and families: maintain at 100%  Well being in the operational decisions to make it through COVID: 64%			Positive working relationships parents and families: maintain at 100% Well being in the operational decisions to make it through COVID: 75%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Instructional Staff	100% of all teachers are 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	
2	Coaching	100% of team members will create and reflect on goals throughout the school year	No additional cost	

3	Professional Development	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	
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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.

There were no substantive differences noted in goal 3.

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

There were no material differences or planned percentages noted in goal 3.

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

- (Action 3.1) 100% of teachers were appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Classroom teachers are fully credentialed and working on clearing their credential through an Induction Program. Education Specialists are fully credentialed and the third hired Education Specialist is working on clearing their credential through an induction program. Educators participated in bi-weekly meetings with the principal to receive coaching and feedback on instruction. Educators with less than 2 years of experience meet with the Principal weekly.
- (Action 3.2) All Educators created and reflected on goals throughout the year, the system for creating goals was created by the school principal and utilized during bi-weekly or weekly meetings.
- (Action 3.3) All staff were able to engage in professional development around culturally responsive teaching practices and pedagogy and anti racist practices through weekly team meetings facilitated by Lead Teachers and by attending Aspire Regional Professional Development days facilitated by Aspire Public School Leadership. The Aspire JCA Leadership team met weekly to discuss school culture specifically how to be culturally responsive to our students as we transition back to in person learning.

All staff will engage in professional reading supporting equity practices.

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 did not add metrics or actions in Goal 3.

Reflecting on Goal 3: Ensuring 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.. There are opportunities to support all JCA staff members; JCA will look into professional reading for all staff focusing on their own development so that they are effective in supporting all scholars.

**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 2022-23

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$996,096	\$101,723

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
38.06%	0%	\$0	38.06

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

## Required Descriptions

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

Unduplicated funds will be principally directed to low-income and English Learners, the majority of our student body. The student body is 98% unduplicated students, therefore the needs of English learners and low-income students comprise the needs of the majority of our students and represent the focus of our actions. The funds will be effective in increasing and improving the level of academic support and interventions, professional development, data analysis, SEL supports, and continue to build our robust MTSS system. We will use funds to hire and maintain personnel that oversee programs to increase and improve the support systems students receive. The Actions highlighted in this year's LCAP are being provided on a school-wide basis and we expect that all students will benefit from the implementation of supports and interventions, PD, support from additional personnel, and the continued implementation and focus on SEL and learning strategies and interventions for our Multi Language Learners.

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

The minimum proportionality percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils is 38.06%. This proportionality percentage will be met through a combination of targeting the increased LCFF funds towards supports that disproportionately target unduplicated pupils. Each goal's intent is to focus our services toward our unduplicated



pupils as we believe centering our work on our students furthest from the center will benefit all students. These services are highlighted by principally directing our actions toward our unduplicated populations, which include improving and increasing our intervention and acceleration services, increasing staff to support SEL and well-being, improving our MTSS and PBIS programs, and improving the services provided by our Deans, Ed Specialist, Instructional Assistants, Counselors, and Intervention specialists. In addition, Aspire will increase the amount and rigor of the EL professional development provided to teachers enabling all staff to increase their ability to provide a rigorous, culturally relevant, and ELD standards aligned curriculum.

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

We know from multiple meetings that our community members were impacted emotionally by the conditions of virtual learning and the pandemic itself. We are dedicating time and financial support for increased access to mental health services and workshops via counselors, psychologists, outside agencies, and family resources. We plan to mitigate student learning loss through additional support staff, decreasing small group ratios as well as developing our intervention program through a robust SST process. As noted earlier, our concentration funds are directed to more personnel for our Sped Program, intervention program and to continue to build our school community and positive culture. Additional staffing enables our efforts to focus on students who are classified as English Learners and Students with Disabilities, come from a low income household or are foster youth.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	[Provide ratio here]	163:1 FTE; .61%
Staff-to-student ratio of certificated staff providing direct services to students	[Provide ratio here]	15:1 FTE; 6.75%

2022-2023 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,090,000	\$ -	\$ -	\$ -	1,090,000	\$ 970,000	\$ 120,000

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Hiring 3rd Education Specialist	All	\$ 105,000	\$ -	\$ -	\$ -	\$ 105,000
1	2	Hiring additional instructional assistants	All	\$ 130,000	\$ -	\$ -	\$ -	\$ 130,000
1	3	Hiring two on-site substitutes	All, SPED	\$ 250,000	\$ -	\$ -	\$ -	\$ 250,000
1	4	Computer Programs Subscription for Subgrc	All	\$ 10,000	\$ -	\$ -	\$ -	\$ 10,000
1	5	IReady	All	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000
1	6	Technology	All	\$ 130,000	\$ -	\$ -	\$ -	\$ 130,000
1	7	Professional Development	All	\$ -	\$ -	\$ -	\$ -	\$ -
2	1	Hiring a Health Technician	All	\$ -	\$ -	\$ -	\$ -	\$ -
2	2	Hiring a Parent Coordinator	All	\$ 45,000	\$ -	\$ -	\$ -	\$ 45,000
2	3	Hiring a Custodian	All	\$ -	\$ -	\$ -	\$ -	\$ -
2	4	Stakeholder Surveys	All	\$ 60,000	\$ -	\$ -	\$ -	\$ 60,000
2	6	Saturday Family workshops	All	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000
2	7	Social Emotional Behavior Learning curriculum	All	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000
2	8	COVID Response	All	\$ -	\$ -	\$ -	\$ -	\$ -
2	9	MTSS Team	All	\$ 245,000	\$ -	\$ -	\$ -	\$ 245,000
2	10	Committees and parent meetings	All	\$ 10,000	\$ -	\$ -	\$ -	\$ 10,000
3	1	Instructional Staff	All	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000
3	2	Coaching	All	\$ 85,000	\$ -	\$ -	\$ -	\$ 85,000

## 2022-2023 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 2,884,504	\$ 1,097,819	38.06%	0.00%	38.06%	\$ 1,090,000	0.00%	37.79%	<b>Total:</b>	\$ 1,090,000
								<b>LEA-wide</b>	\$ -
								<b>Limited</b>	\$ -
								<b>Schoolwide</b>	\$ 1,085,000

[illegible]

## 2021-2022 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 990,000.00	\$ 1,042,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Hiring 3rd Education Specialist	Yes	\$ 90,000	\$ 112,000.00
1	2	Hiring additional instructional assistants	Yes	\$ 215,000	\$ 135,000.00
1	3	Hiring four on-site substitutes	Yes	\$ 120,000	\$ 235,000.00
1	4	Computer Programs Subscription for Subgroups	Yes	\$ 10,000	\$ 10,000.00
1	5	IReady	Yes	\$ 5,000	\$ 5,000.00
1	6	Technology	Yes	\$ 125,000	\$ 125,000.00
1	7	Professional Development	Yes	\$ 10,000	\$ 10,000.00
2	1	Hiring a Health Technician	Yes	\$ 45,000	\$ 45,000.00
2	2	Hiring a Parent Coordinator	Yes	\$ 25,000	\$ 30,000.00
2	3	Hiring a Custodian	Yes	\$ 25,000	\$ 25,000
2	4	Stakeholder Surveys	Yes	\$ 55,000	\$ 60,000.00
2	5	Professional Development	Yes	\$ -	\$ -
2	6	Saturday Family workshops	Yes	\$ -	\$ -
2	7	Social Emotional Behavior Learning curriculum	Yes	\$ 5,000	\$ 5,000.00
2	8	COVID Response	Yes	\$ 35,000	\$ -
2	9	MTSS Team	Yes	\$ 220,000	\$ 240,000.00
2	10	Committees and parent meetings	Yes	\$ -	\$ -
3	1	Instructional Staff	Yes	\$ -	\$ -
3	2	Coaching	Yes	\$ -	\$ -
3	3	Professional Development	Yes	\$ 5,000	\$ 5,000.00
				\$ -	\$ -

## 2021-2022 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 995,223	\$ 945,000	\$ 997,000	\$ (52,000)	0.00%	0.00%	0.00% - No Difference

[illegible]

2021-2022 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 3,526,461	\$ 995,223	0.00%	28.22%	\$ 997,000	0.00%	28.27%	\$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](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

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

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

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

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

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

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

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

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

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



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

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

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

## Plan Summary

### Purpose

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

### Requirements and Instructions

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

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

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

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

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

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

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

## Engaging Educational Partners

### Purpose

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

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

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

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

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

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

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

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

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

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

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

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

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

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

## Goals and Actions

## Purpose

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

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

## Requirements and Instructions

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

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

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

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

## ***Focus Goal(s)***

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

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

## ***Broad Goal***

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

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

## ***Maintenance of Progress Goal***

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

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

## ***Required Goals***

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

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

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

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

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

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

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

### ***Measuring and Reporting Results:***

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

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

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

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

Complete the table as follows:

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



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

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

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

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

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

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

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

### **Goal Analysis:**

Enter the LCAP Year.

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

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

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

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

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

***Required Descriptions:***

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

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

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

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

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

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

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

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

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

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

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

### **For School Districts Only:**

#### **Actions Provided on an LEA-Wide Basis:**

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

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

#### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

## Action Tables

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

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

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

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

## Data Entry Table

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

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

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

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



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

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

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

## LCFF Carryover Table

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

## Calculations in the Action Tables

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

### ***Contributing Actions Table***

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

## ***Contributing Actions Annual Update Table***

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

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

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

### ***LCFF Carryover Table***

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

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

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

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

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