

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Aspire Summit Charter Academy

CDS Code: 50-71043-0112292

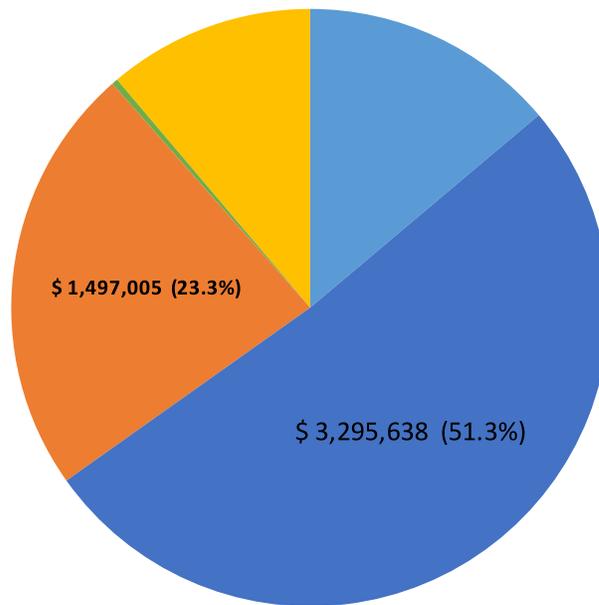
School Year: 2022 – 23

LEA contact information: Zachary Dickinson

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

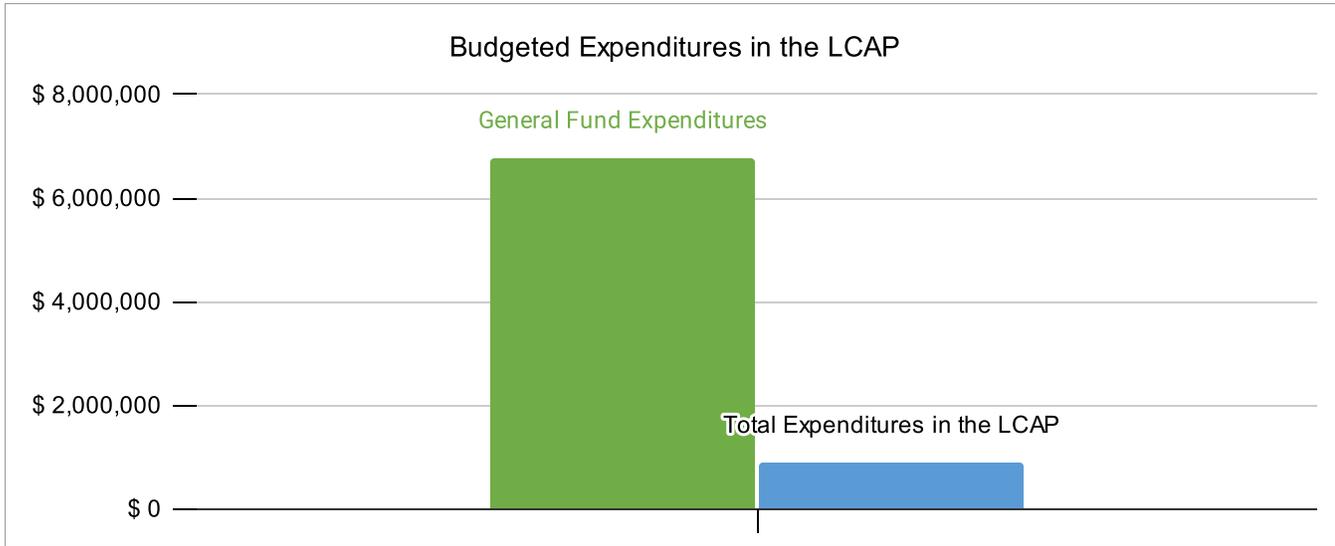
Projected Revenue by Fund Source



This chart shows the total general purpose revenue Aspire Summit Charter 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 Summit Charter Academy is \$6,421,864.00, of which \$4,185,268.00 is Local Control Funding Formula (LCFF), \$1,497,005.00 is other state funds, \$21,538.00 is local funds, and \$718,053.00 is federal funds. Of the \$4,185,268.00 in LCFF Funds, \$889,630.00 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 Summit Charter Academy plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

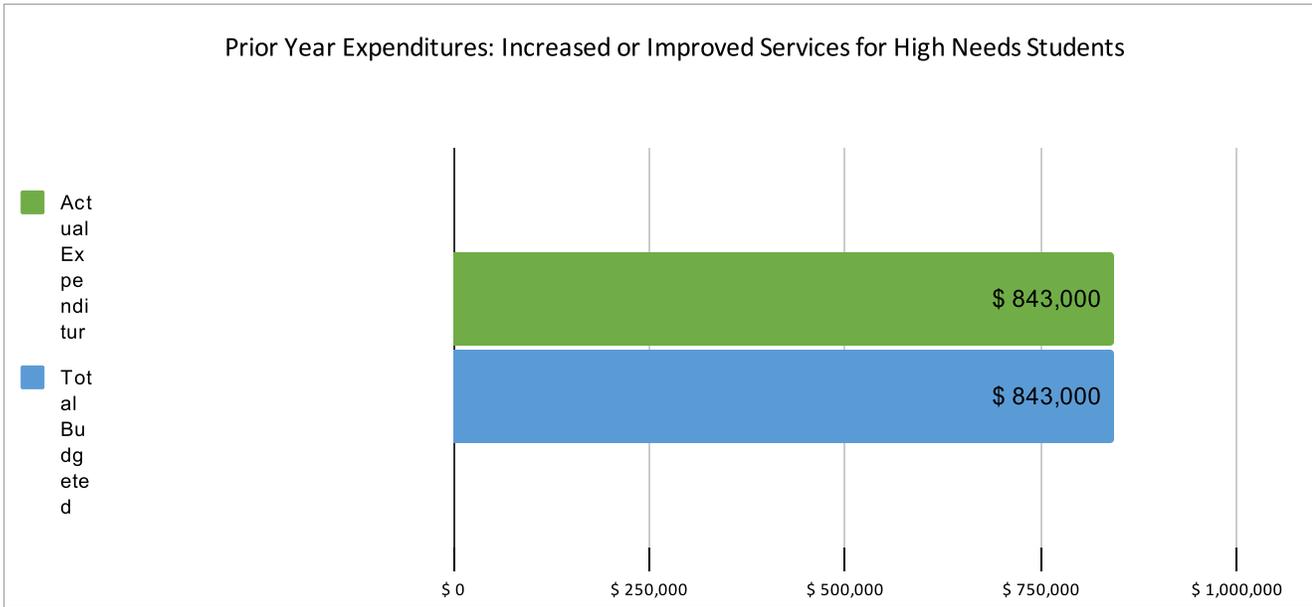
The text description of the above chart is as follows: Aspire Summit Charter Academy plans to spend \$6,773,955.00 for the 2022 – 23 school year. Of that amount, \$891,400.00 is tied to actions/services in the LCAP and \$5,882,555.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

[Respond to prompt here]

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

In 2022 – 23, Aspire Summit Charter Academy is projecting it will receive \$889,630.00 based on the enrollment of foster youth, English learner, and low-income students. Aspire Summit Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Aspire Summit Charter Academy plans to spend \$891,400.00 towards meeting this requirement, as described in the LCAP.

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



This chart compares what Aspire Summit Charter 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 Summit Charter 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 Summit Charter Academy's LCAP budgeted \$843,000.00 for planned actions to increase or improve services for high needs students. Aspire Summit Charter Academy actually spent \$843,000.00 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
Summit Charter Academy	Zack Dickinson	zack.dickinson@aspirepublicschools.org (209) 538-8082

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 **August, September and November** 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. Again, we meet regularly with our educational partners through several venues to monitor our efforts and gather feedback.

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

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

Additional staff will accomplish the following.

1. Increase personnel to
 - maintain small class sizes, especially in early grades
 - increase the intensity and frequency of interventions for our students through additional certificated and classified personnel
 - Multi-lingual support
 - expand summer school

2. Increase mental health supports for students, staff and families through
 - counselors
 - transition supports for elementary to middle to high school
 - improved social emotional curriculum training eg EL Crew, Ruler
 - Provide independent study for students who have opted out of in-person

3. Increase professional development
 - instructional coaching through additional site administration
 - strengthen core instruction curriculum

4. Ensure facilities serve students optimally through
 - additional custodial staff
 - additional campus monitors

5. Increase collaboration with outside organizations to assist with
 - services to students and families around mental health
 - intervention to mitigate learning loss

train staff in curriculum, SEL and academic

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

As noted earlier, we routinely obtain feedback in three primary ways- Surveys, Community Forums, District/ Community Group Meetings- to incorporate our educational partners' beliefs that guide our efforts from high-level perspectives to targeted recommendations. Since the pandemic began, we have focused on physical and emotional safety for our students. Throughout this emergency response, we surveyed families (March 2021), conducted virtual meetings with ELAC (November 2021) and have another meeting planned (February 2022), SSC (November 2021) and have another meeting planned (February 2022), students (July 2021), staff (May and July 2021), and administration (August 2021) and corresponded via web-based tools as we prepared to return to in person learning. Our focus groups, listening meetings, and safety talks resulted in articulating the impact of distance learning on families, students, and staff including social emotional issues as well as academics.

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

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

We built a strong distance learning program in SY 20-21 that prioritized social emotional learning, literacy instruction, 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, and SSC. Additionally, distance learning required that we learn, use, and implement technology to enhance instruction. When we returned, we maintained technology tools that enhance in-person instruction and provide consistent intervention, e.g. iREady, BrainPop ELL, Nearpod, and Reflex

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

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

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

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

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

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

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

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

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

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

Introduction

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Summit Charter Academy	Zack Dickinson	zack.dickinson@aspirepublicschools.org (209)538-8082

Plan Summary 22-23

General Information

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

Aspire Summit Charter Academy (SCA) is a direct-funded countywide benefit charter school located in Stanislaus County. It is chartered through Ceres Unified School District.

Aspire Summit Charter Academy has been serving students in the Ceres/Modesto community since 1999. This school year, we served approximately 400 students. For the 22-23 school year we will continue to serve approximately 400 students in grades TK-5.

Currently, the school’s demographic profile is 68.1% Latino/Latina/Hispanic, 2.1% African American, 7.7% Asian, 8.4% White, 0.3% Native Hawaiian/OtherPacific Islander, 0.3% American Indian/Alaskan Native, 2.9% multiple ethnicities and 9.8% not reported with 66% of the student body eligible for the free and reduced priced meals program. 26 percent of students are classified as English Language Learners and 9% of our students receive Special Education services. Currently, 0% of our students are Foster Youth.

Reflections: Successes

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

Local data indicates that our Student Sense of Safety and School Connectedness as a percentage improved by 1.86%.

Local data indicates that our student group of English Learners improved in grade level proficiency by 6 % in math.

Local data indicates that our student group of Special Education improved in grade level proficiency by 17 % in math.

Additionally, our Educational Partners report on our annual parent survey in regards to safety and school connectedness increased by 1% to 90%.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on data from DataQuest, our RFEP rate from 2019/2020 to 2020/2021 decreased by 7%.

The following are steps that we will take to address the areas of improvement:

1. Designated ELD instruction will switch to a platoon format for improved targeted language proficiency level instruction at their level. See Goal 1 Action 1 and 5

Local data indicates that our English Learner student group showed little to no improvement in Reading. Reading results for English Learners for reading proficiency decreased by 3%.

The following are steps that we will take to address the areas in need of improvement:

1. The steps we are taking can be found in Goal 1, Actions 1 and 2- a continued focus on implementing our ELD programming and refining our practice through peer observation, rubric calibration, and co-planning. Additionally, in Goal 1, Action 3, an increased focus on data analysis in literacy and on going Cycles of Inquiry in Core Foundational topics to foster data based planning and target specific student needs.

Based on a review of California Dashboard indicators 2019/2020 there was a disparity in suspension rates between ALL students at a 1.9% suspension rate (green) and students with disabilities at 2.1% (orange) suspension rate.

The following are steps that we will take to address the areas in need of improvement:

1. Increased the number and frequency of Professional Development opportunities for Special Education Instructional Aides

2. Initiated Functional Behavior Assessments earlier in the Behavior Process Flow at Stage 2.

LCAP Highlights

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

This year's LCAP features a more explicit plan for ELD instruction (Goal 1, Action/s 1 and 2). We are increasing our professional development, observation cycles, and analysis and we have also added 3 instructional aides who will support our designated ELD small group interventions (Goal 1 Action 5). Our Special Education program will also be improved by increased professional development for our Special Educational Instructional Aides that will support services for SPED students (Goal 2, Action 6).

Most of our high quality programs will continue, particularly ones that invest in the social emotional needs of our students, as well as for improved behavior. (Goal 2, Actions 1 and 2) Our expectation and support for teacher development (Goal 3, Actions 3-7) will remain high and the opportunities for family engagement will continue to expand. (Goal 2, Action 4)

Comprehensive Support and Improvement

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

Schools Identified

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

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

MEETING DATES-

LCAP EP Staff: 3/22/22

Admin/Leadership Team: 3/10/22

Community EP Zoom: 12/9/21

SSC: 10/28/21, 3/10/22, 4/28/22 and 5/19/22

ELAC: 10/28/21, 3/10/22, 4/28/22 and 5/19/22

We also conducted a large scale student LCAP survey. In student-friendly terms, students were asked to rate and comment on aspects of our 2021-22 LCAP goal areas that are of most interest and relevance to them. Approximately 200 students in Grades 3-5 completed the survey, with three sections: Academic Achievement, Environment and Learning Conditions, and Climate and Engagement. The data will be reviewed over the summer and shared for site and district analysis early into the 2022-23 school year. Based upon initial observation and feedback from teachers who were present before/after students completed the survey, there was a general appreciation and liking by students in being given the opportunity to share their input. The collective experience and the expectations of anticipated needs as a result, play a significant factor in the reviewing of goals and revising, as needed, of focus areas, actions and services.

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

A summary of the feedback provided by specific educational partners.

Throughout all EP engagement opportunities, feedback on the goal and action areas, strengths, challenges, and needs was collected and discussed. Shared input on both the continuation of actions and services, and the identification and analysis of new considerations took place through multiple rounds of conversation and presentation of ideas. With support from Coherent Educational Solutions Consultants, Principals and Fiscal Services worked closely to align resources to budgetary allocations and projected expenditures.

In April of 2022, we conducted a site- and community-wide survey for the LCAP Annual Update via Google Form. The survey was presented in both English and Spanish, and was publicized via school communications, website and social media postings, and throughout committee and subgroup meetings. For ELAC family input, group administration and Zoom meeting polling were provided, real-time feedback was included as collective input. Responses were submitted and the EP feedback provided by the survey/meetings are summarized below. The results were shared and evaluated during multiple subsequent EP meetings:

SURVEY SUMMARY

Although all EP groups expressed general satisfaction with the learning progress for students in SCA, EPs recognize that support will continue to be needed for the actions we currently have in place in order to maintain the ongoing upward trend of overall student success in English language arts and math. A common theme across all EP groups was a general concern about the social-emotional needs and mental wellness of students, positive behavior support, along with a need for parent education in this area. The School Site Council (SSC) and the English Learner Advisory Committee (ELAC) indicated concern for the general learning loss due to COVID, both from being in distance learning as well as COVID quarantines, and expressed interest in academic acceleration and enrichment activities for students . This committee specifically was concerned with the social-emotional needs of students after being out of school so long, including areas of anxiety and need for learning explicit strategies around social-emotional and behavioral skills. Parents also requested additional support for safety, including concerns regarding drop off and pick up of students, as well as cleaning procedures to continue. Staff EP groups expressed input through staff meetings, committee meetings, and surveys. They indicated appreciation for work already done and identified an interest in completing this work such as identifying common formative assessments to analyze student progress and identify essential standards in other areas such as social-emotional/behavior and English language development (ELD). There was an interest in additional academic intervention. Suggestions also included educating staff on the typical trajectory of an English learner in academic achievement, bullying prevention, as well as support for improved PBIS rollout and assessment throughout the year.

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

Aspects of the LCAP that were influenced by specific EP input were:

- 1. Allocations to increase the number of classified and certificated personnel in the coming years to provide improved attention, services, and support to students, families, and staff.

2. High-quality professional development in support of strengthening research-based, standards aligned instructional delivery with specific focus on improving overall literacy advancement for students.
3. Specialized attention to the actions, services, and supports for students adding English and the development of English and bilingual language proficiency
4. Continuation of professional development and maintenance of equity practices. EP input was significantly utilized to refine the metrics, actions, and prioritization of funds in this Local Control and Accountability Plan (LCAP). Additionally, due to EP input, additional actions were added focusing on PBIS/behavior development of students, supplemental ELD targeted instruction, and continued SEL implementation and refinement . Through the LCAP update process, it became evident that metrics with data commonly accessible to teachers and leadership will be essential to the successful implementation of LCAP actions. For this reason, all metrics identified in this LCAP utilize data easily accessible to teachers, leadership, and staff through our data management systems so teams can monitor progress on the goals in a timely manner. In general, our ability to now disaggregate data by student groups has permitted us to more specifically create goals and actions that will directly impact students from low-income households and students learning English as an additional language. The actions selected are a direct result of both a data review of identified successes and needs, as well as input from various EP groups. English language development (ELD) is one of the focuses of the first LCAP goal in order to highlight the overall need identified through this EP process since students learning English as an additional language are not yet making expected progress. Additionally, the diversity, equity, and inclusion professional learning action was the culmination of building on a previous LCAP goal combined with a variety of EP input recommending anti-bias training for staff.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

The intention of this goal is to transform the disproportionate academic outcomes we see in our school. 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.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4.a SBAC ELA	2019 SBAC DFS 28.7 points below standard	SBAC Data is unavailable as we did not administer SBAC in 20-21			"NA --- baseline data coming in 2022" Decrease our SBAC DFS by 10 points (18.7 points below standard)
4.a SBAC Math	2019 SBAC DFS 34.8 points below standard	SBAC Data is unavailable as we did not administer SBAC in 20-21			"NA --- baseline data coming in 2022" Decrease our SBAC DFS by 10 points (24.8 points below standard)

4.c % of EL students making progress toward ELPAC proficiency	2019-2020-EL Progress 32.3%	ELPI data is unavailable until 2023. Instead we will use ELPAC as a measure for our EL students.	ELPI data is unavailable until 2023. Instead we will use ELPAC as a measure for our EL students.	ELPI data is unavailable until 2023. Instead we will use ELPAC as a measure for our EL students.	Increase % of EL students making progress toward ELPAC proficiency to 45% or higher
4.c % of EL students making progress toward ELPAC proficiency	We revised this measure based on the lack of ELPI data until 2023. Baseline and Year 1 outcome are the same.	2021 ELPAC percentages are: Level 1: 20.30% Level 2: 35.34 Level 3: 33.08 Level 4: 11.28%			2023 ELPAC percentages are: Level 1: 12% Level 2: 33% Level 3: 35% Level 4: 20%
4.d EL Reclassification Rate	2019-2020:RFEP rate 11.5%	Currently published on DataQuest : 3.3%			Increase EL Reclassification rate to 18%
1.b: Sufficient Access to Standard-Aligned Materials	Pull from <u>2019 SARC</u> 100% of students owned an assigned copy of instructional materials and textbooks in all subject areas	100% of students owned an assigned copy of instructional materials and textbooks in all subject areas			Maintain-100% of students owned an assigned copy of instructional materials and textbooks in all subjects areas
2.a: Implementation of academic content and performance standards	100% of classrooms will use standards aligned curriculum and materials	100% of classrooms will use standards aligned curriculum and materials			100% of classrooms will use standards aligned curriculum and materials

<p>2.b: How program and services will enable EL students to access CCSS and ELD standards for gaining EL proficiency</p>	<p>100% of English Language Learners participate in CCSS aligned ELD during designated and integrated ELD.</p>	<p>100% of English Language Learners participate in CCSS aligned ELD during designated and integrated ELD.</p>			<p>100% of English Language Learners participate in CCSS aligned ELD during designated and integrated ELD.</p>
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<p>p. 8 Other academic outcomes (STAR, DIBELS, etc)</p>	<p>2021 i-Ready Math Grades K-5*</p> <p>All:</p> <p>Tier 1: 35%</p> <p>Tier 2: 45%</p> <p>Tier 3: 20%</p> <p>African American:</p> <p>Tier 1: 36%</p> <p>Tier 2: 45%</p> <p>Tier 3: 18%</p> <p>English Learners:</p> <p>(unavailable last year)</p> <p>Tier 1: 26%</p> <p>Tier 2: 45%</p> <p>Tier 3: 30%</p> <p>Latinx:</p> <p>Tier 1: 32%</p> <p>Tier 2: 45%</p> <p>Tier 3: 23%</p> <p>SPED:</p> <p>(unavailable last year)</p> <p>Tier 1: 15%</p> <p>Tier 2: 29%</p> <p>Tier 3: 56%</p>	<p>2022i-Ready Math Grades K-5</p> <p>All:</p> <p>Tier 1: 42%</p> <p>Tier 2: 45%</p> <p>Tier 3: 13%</p> <p>African American:</p> <p>Tier 1: 31%</p> <p>Tier 2: 62%</p> <p>Tier 3: 8%</p> <p>English Learners:</p> <p>Tier 1: 32%</p> <p>Tier 2: 46%</p> <p>Tier 3: 22%</p> <p>Latinx:</p> <p>Tier 1: 36%</p> <p>Tier 2: 48%</p> <p>Tier 3: 16%</p> <p>SPED:</p> <p>Tier 1: 32%</p> <p>Tier 2: 26%</p> <p>Tier 3: 42%</p>			<p>At least 60% of students will score in the Tier 1 range in Math.</p> <p>Decrease Tier 3 level by 10%</p>
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	<p>2021 i-Ready Reading Grades K-5*</p> <p>All: Tier 1: 47% Tier 2: 34% Tier 3: 19%</p> <p>African American Students: Tier 1: 64% Tier 2: 27% Tier 3: 9%</p> <p>English Learners: (unavailable last year) Tier 1: 31% Tier 2: 34% Tier 3: 35%</p> <p>Latinx: Tier 1: 39% Tier 2: 37% Tier 3: 23%</p>	<p>2022i-Ready Reading Grades K-5*</p> <p>All: Tier 1: 45% Tier 2: 38% Tier 3: 17%</p> <p>African American Students: Tier 1: 46% Tier 2: 38% Tier 3: 16%</p> <p>English Learners: Tier 1:28% Tier 2:42% Tier 3: 31%</p> <p>Latinx: Tier 1: 37% Tier 2: 41% Tier 3: 22%</p>			<p>At least 65% of students will score in the Tier 1 range in Reading.</p> <p>Decrease Tier 3 Level by 10%</p>

	<p>SPED: (unavailable last year)</p> <p>Tier 1: 18%</p> <p>Tier 2: 35%</p> <p>Tier 3: 47%</p> <p>*332/390 tests completed at time of reporting.</p>	<p>SPED:</p> <p>Tier 1: 16%</p> <p>Tier 2: 42%</p> <p>Tier 3: 42%</p> <p>*366/367 tests completed at time of reporting.</p>			
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Actions

Action #	Title	Description	Total Funds	Contributing
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1	Continue implementation of Designated ELD Programming.	<p>Teachers will provide daily explicit language instruction to our English language learner students using the adopted ELD curriculum, E.L. Achieve.</p> <ul style="list-style-type: none"> ● Designated ELD instruction will continue by our classroom teachers but will switch to a platoon format to ensure our ELL students are getting targeted language proficiency instruction at their level. ● Purchase additional (all levels) ELD units to provide additional intervention by our Instructional Aides. ● Leadership team will use the cycle of implementation support which includes: <ul style="list-style-type: none"> ○ Determining a focus for each quarter/year. ○ Classroom observations ○ Analyzing evidence in instructional practices ○ Supporting implementation for teachers and students ○ Analyzing impact● Professional learning opportunities/sessions ● Peer Observation with a clear focus ● Lesson study (co-plan, teach and debrief) ● Refining our Practice rubrics to calibrate for instructional practices (continuum of proficiency, oral language production, language objectives, build language competence, metalinguistic awareness and ongoing assessment) 		N
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2	Implementing integrated ELD in content areas.	<ul style="list-style-type: none"> ● Staff will engage in professional development on integrating ELD standards with content specific standards throughout the instructional day. <ul style="list-style-type: none"> ○ Professional development will focus on key instructional strategies/practices ○ Opportunities for collaboration among teachers ○ Creating an asset based culture for our students ○ Using formative data to monitor the language progression of our English language learner students. 	NA	Y
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<p>3</p>	<p>Improve data analysis systems by attending RELAY ILPD Training and Implementation of a plan for Data Chats and COI.</p>	<p>The Principal, Dean of Instruction and Dean of Students will attend Relay Instructional Leadership Professional Development (ILPD) training. Additionally a plan for implementation of learning will be drafted after the training in July of 2021 with the SCA Leadership Team.</p> <p>Description of PD taken from the Relay website:</p> <p>The Instructional Leadership Professional Development program will focus deeply on two key elements of instructional leadership:</p> <p>Data-Informed Decision Making: Learn how to implement school-wide systems for collecting and analyzing student work to ensure that all students meet rigorous expectations.</p> <p>Observation & Feedback: Help your teachers grow to their full potential by building a schedule that supports frequent classroom observations and focused feedback meetings.</p> <ul style="list-style-type: none"> ● i-Ready data utilized to determine specific learning gaps for students. ● DIBELS assessment for early readers to determine specific learning needs. ● On going Cycles of Inquiry in Core Foundational topics to foster data based planning and target specific student needs. ● EL Achieve assessments as prescribed by grade level. ● Analysis of ELPAC data upon completion to determine appropriate instruction based on data 	<p>I-Ready tool</p> <p>\$21,400</p>	<p>Y</p>
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4	Targeted small group instruction with a focus on reading and writing	<p>Focus on data driven, standards aligned differentiated instruction in literacy through targeted small group instruction: foundational skills, reading fluency, decoding, word work, reading comprehension.</p> <p>All teachers assess literacy needs utilizing EL Benchmarks and/or iReady All teachers implement literacy small group instruction b</p> <p>Teachers routinely monitor small group instruction utilizing assessments regularly discussed with admin lead</p> <p>Focus on writing genres of narrative, informational, opinion, and writing to text during writer’s workshop and monitored through grade level on demand writing samples.</p>		N
5	Personnel	<p>To execute actions associated with LCAP Goal #1, hire:</p> <ul style="list-style-type: none"> ● 3 additional Instructional Assistants - \$175,000 ● After School Director - \$0 (NA) DISCONTINUED <p>and retain:</p> <ul style="list-style-type: none"> ● Dean of Instruction - \$117,000 ● 2 Instructional Assistants - \$60,000 ● 3 Education Specialists - \$243,000 ● 5 “Lead Teacher” stipends - \$15,000 	\$610,000	Y

Goal Analysis for 21-22

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.

Despite Covid conditions, we were able to implement our actions with nominal differences. We certainly would have preferred a smoother year because time spent on Covid efforts disrupted implementation but we still implemented the majority of our planned Actions via different venues and adjusted frequency.

Unfortunately, we were unable to hire two of the three Ed. Specialists. Instead, we supported our Special Education Department and students by providing more Special Education Instructional Aides (fluctuating between 4 to 7 additional aides).

Academically, our students scored similar to prior years, with an overall increased performance in math.

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

We were unable to hire an after school director.

Instead of hiring two instructional assistants, we hired three instructional assistants.

We were unable to hire two Education Specialists, we instead outsourced for additional Special Education Instructional Aides.

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

Targeted small group instruction with a focus on ELA and writing was minimally effective in student's growth on our internal iReady assessments.

Our Dean of Instruction met weekly with 65% of our teaching staff to create goals, analyze data, lead professional development, observation/coaching, coordinated induction, and lesson planning.

Instructional Aides, supported ELPAC testing, and supported a variety of other roles during the school year during employee COVID quarantines. Moving forward, Instructional Aides will primarily support small group intervention.

Overall, the specific actions were effective in making progress towards this goal.

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

Discontinued After School Director in action 5

Added two ELD sub-actions to Action 1

Goal

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

An explanation of why the LEA has developed this goal.

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
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<p>6.c Student Sense of Safety and School Connectedness as a Percentage</p>	<p>I feel a sense of belonging at my school: 78%</p> <p>I feel connected to at least one adult at my school: 82%</p> <p>I feel connected to other students at my school: 69%</p> <p>I look forward to school: 79%</p> <p>I feel safe during school: 85%</p> <p>If I have a conflict with a peer, I can get help from an adult: 81%</p> <p>When inappropriate behavior occurs, adults intervene and address the behavior: 77%</p> <p>AVERAGE: 78.71%</p>	<p>I feel a sense of belonging at my school: 77%</p> <p>I feel connected to at least one adult at my school: 87%</p> <p>I feel connected to other students at my school: 82%</p> <p>I look forward to school: 80%</p> <p>I feel safe during school: 79%</p> <p>If I have a conflict with a peer, I can get help from an adult: 84%</p> <p>When inappropriate behavior occurs, adults intervene and address the behavior: 75%</p> <p>AVERAGE: 80.57%</p>			<p>To increase each area measured for student safety and school connectedness to 90%</p>
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<p>6.a Student Suspension Rates as a Percentage</p>	<p>All: 0.7%</p> <p>What percentage of students from each subgroup were suspended</p> <p>n=number of students African American: 0% English Learners: 0% Latinx: 33% Two or more Races: 33% SPED: 0%</p>	<p>All: 1.6% African American: 0% English Learners: 0% Latinx: 0% Two or more Races: 100% SPED: 0%</p>			<p>Maintain 1.5% or less of all students that are suspended.</p> <p>*Not to see subgroups showing disproportionate</p>
<p>5.b Chronic Absenteeism Rate as a Percentage</p>	<p>All: 9.2% African American: 0% English Learners: 13% Latinx: 11% SPED: 10%</p>	<p>All: 56.6% African American: 55.6% English Learners: 31.6 % Latinx: 62.2% SPED: 47.1%</p>			<p>Decrease chronic absenteeism rate to below 10% for all subgroups</p>
<p>3.a: Efforts we make to seek parent input on making decisions</p>	<p>85% of parents responded Strongly Agree or Agree to the family survey question "I am encouraged to share my opinion and feedback in the school decision making process."</p> <p>4% of parents responded Strongly Disagree or Somewhat Disagree.</p>	<p>84% 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."</p> <p>3% of parents responded Strongly Disagree or Somewhat Disagree.</p>			<p>To increase by 5% so that 90% of parents will respond Strongly Agree or Agree to the family survey question "I am encouraged to share my opinion and feedback in the school decision making process."</p> <p>To decrease by 2% or less the parents that will respond Strongly</p>

					Disagree or Somewhat Disagree.
3.b: How we will promote parental participation in programs for EL, Low-Income, and Foster Youth 3.c: How will we 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.	<i>For clarity, the number of baseline (2019-20) opportunities for parent groups is 4 or more times per year.</i> Year 1 - met with parent groups at least 4 times this year			Continue to maintain (4 or more) or increase the number of opportunities for parent engagement and participation in programs for students with special needs, English Learners, Low-Income, and Foster Youth.
5.a: School Attendance Rate	Average School Attendance Rate is 94.1%	Average School Attendance Rate is 86.1%			To increase by 2.9% so that the Average School Rate will be increased to 97%.
6.b: Pupil Expulsion Rates	No SCA students were expelled.	No SCA students were expelled.			Maintain a 0% expulsion rate.
6.d: Surveys of parents to measure safety and school connectedness	I feel welcomed and connected to my child's school: 89% The school provides a safe environment for my child: 94% AVERAGE: 91.5%	I feel welcomed and connected to my child's school: 90% The school provides a safe environment for my child: 93% AVERAGE: 91.5%			To increase each area measured for parent safety and school connectedness to 95%.
1.c: School Facilities in Good Repair	The school is in good condition overall.	The school is in good condition overall.			The school will continue to be maintained and repaired as necessary to remain in good condition.

7 Broad course of study	100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science PE, and Art/Music	100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science PE, and Art/Music			We will continue to ensure that 100% of students, including EL, Low-income, Foster Youth, and students with special needs are offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art/Music.
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Actions

Action #	Title	Description	Total Funds	Contributing
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1	We will create and implement a Social-Emotional Learning Program for our school.	<ul style="list-style-type: none"> ● We will use a scope and sequence for our SEL program to ensure important topics are covered. ● Weekly Town Halls to celebrate student success ● We will modify the scope and sequence and supplement resources based on community needs and stakeholder feedback. ● We will continue to implement all 4 anchors of our RULER curriculum and supplement with Toolbox strategies. ● We will continue to survey families, students, and staff around Social-emotional needs to identify any gaps in need and delivery in order to supplement and use culturally responsive material. ● All teachers will designate time in their schedule to teach social-emotional learning daily. ● We will send out a monthly SEL Family Newsletter (in both English and Spanish). ● SEL walkthroughs with leadership team (monthly) ● Our school counselor will provide coaching and PD in SEL topics throughout the school year ● Restorative Justice practices for conflict resolution 	NA	N
2	School-wide PBIS System	<ul style="list-style-type: none"> ● We will follow a school-wide PBIS plan to foster a positive school culture, promote joy on campus, and maintain a consistent model for all staff and students. <ul style="list-style-type: none"> ○ Reset beginning of the year rollout of PBIS starting during our Summer convening and Back to School Night ● We will gather stakeholder input and feedback around our school-wide PBIS plan. <ul style="list-style-type: none"> ○ 4 x a year PBIS assessment, for staff, students, and families ● All teachers will create and utilize explicit behavior management systems aligned with PBIS which includes a class 	NA	N

		charter, teacher and student relationship building, and student self- monitoring.		
3	Pro-Black Programming	<ul style="list-style-type: none"> ● Enhance inclusion, achievement, and retention of Black students. ● Enhance engagement with, sense of belonging among, and satisfaction of Black students, Black families, and Black staff members. 	NA	N
4	Family Involvement & Engaging Families as Partners	<ul style="list-style-type: none"> ● Enhance frequency and quality of engagement with students, families, staff, and community partners. ● Expand decision-making processes to broaden input from all stakeholder groups ● Family involvement and engagement will be encouraged through multiple means: <ul style="list-style-type: none"> ● Family needs surveys (SEL focus) ● ELAC/SSC ● Student-Led Conferences 2x per year ● Parent Square/Class Dojo communication ● Saturday School ● SEL Skill Building Workshops based on community survey results and identified needs ● Wellness Workshops ● School climate improvement measures and strategy development ● Targeted SEL Skill building to support and improve academic achievement ● Newsletters promoting SEL and integration at home ● Intentional outreach and communication to least responsive families. 	NA	N

5	Personnel	<p>To execute actions associated with LCAP Goal #2, hire: ● 2 Campus Monitors - \$50,000<<--OK to keep</p> <p>...and retain:</p> <ul style="list-style-type: none"> ● Dean of Students - \$110,000 <<-REMOVE Assistant Principal - \$135,000 <<- ADDED IN ● Primarily to support unduplicated pupils <ul style="list-style-type: none"> ○ PBIS ○ SEL ○ MTSS ○ ELAC ● Mental Health Counselor - \$106,000 <<--OK to keep ● Pro-Black Programming Coordinator (stipend) - \$3,000 	\$244,000	Y
6	Special Education Behavior Support	<p>Based on a review of California Dashboard indicators there was a disparity in suspension rates between ALL students at a 1.9% suspension rate (green) and students with disabilities at 2.1% (orange) suspension rate.</p> <ul style="list-style-type: none"> ● Increased the number and frequency of Professional Development opportunities for Special Education Instructional Aides ● Functional Behavior Assessments triggered earlier in the Behavior Process Flow at Stage 2. 		N

Goal Analysis for 21-22

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

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

We were able to implement a majority of our planned actions, but to a lesser extent than we would have preferred. Staffing shortages due to COVID inhibited our ability to do leadership walkthroughs of SEL, so instead of our entire leadership doing walkthroughs, our admin team did

walkthroughs. COVID restrictions in regards to visitor policy shifted our community engagement to online. We sent out surveys, increased our communication via clasdojo, and continued to hold zoom meetings.

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

We were unable to retain our mental health counselor, but were able to outsource to have continued onsite mental health services via a mental health counselor to ensure mental health services were not interrupted.

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

The actions, specifically, Action 1 around SEL, were effective in making progress toward students' sense of safety and school connectedness. While it can be challenging to compare data from a year in which we were in distance learning to a year in person following a pandemic, the increase from 78.71 % to 80.57% for students' overall sense of safety and school connectedness demonstrated the effectiveness of the actions taken. Additionally, Action 4 led to an increased positive response (89% to 90%) from families when asked "I feel welcomed and connected to my child's school"

"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.

In meeting with educational partners, a more robust PBIS system with multiple checkpoints/assessment throughout the year, as well as a stronger more comprehensive rollout at the beginning of the year are two sub actions in (Goal 2, Action 2) that have resulted from a reflection of this year in regards to Goal 2.

Action 6 was added to address a disparity in suspension rates between ALL students at a 1.9% suspension rate (green) and students with disabilities at 2.1% (orange) suspension rate.

We revised Action 5 from retaining a Dean of Students to hiring/retaining an Assistant Principal to help support family engagement, improved SEL, and continued PBIS systems.

Goal

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

An explanation of why the LEA has developed this goal.

Alongside a focus on our scholar's academic, emotional and social well-being, we also wanted to create a goal that is 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
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<p>6.e Teacher Sense of Safety and School Connectedness as a Percentage</p>	<p><u>2020 Teammate Survey Data</u></p> <p>Overall, I am satisfied with Aspire as a place to work.- 100%</p> <p>I am equipped to interrupt implicit bias and racial aggression if I see them at work. - 97%</p> <p>My manager has explicitly prioritized our team attending equity PDs. -94%</p> <p>My workload is sustainable. - 59%</p> <p>The organization is making positive efforts to improve workload sustainability. - 68%</p> <p>Aspire’s professional development and coaching from peers/supervisors have tangible changed my practice in instruction black scholars. -88%</p>	<p><u>2021 Teammate Survey Data</u></p> <p>Overall, I am satisfied with Aspire as a place to work.-87%</p> <p>I am equipped to interrupt implicit bias and racial aggression if I see them at work. - This question is no longer on the Aspire survey</p> <p>My manager has explicitly prioritized our team attending equity PDs. -94%</p> <p>My workload is sustainable. -55%</p> <p>The organization is making positive efforts to improve workload sustainability. -66%</p> <p>Aspire’s professional development and coaching from peers/supervisors have tangible changed my practice in instruction black scholars. - This</p>			<p>Maintain 95% or higher for all indicated survey areas.</p> <p>Increase all areas below 95% by 5 %.</p>
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		question is no longer on the Aspire teammate survey.			
1.a Teacher Credentials	Baseline: 95% of teachers are fully credentialed	95% of teachers are fully credentialed			100% of teachers are fully credentialed

Actions

Action #	Title	Description	Total Funds	Contributing
1	Hire Personal to help drive positive school culture/distributive leadership model and Equity Work	<ul style="list-style-type: none"> • Additional pay for Pro Black Program Coordinator (included in Goal 2) DISCONTINUED • Additional pay for 6 Committee Leads - \$16,200 DISCONTINUED • Additional pay for 1 “Induction Coach” mentor role - \$1,350 DISCONTINUED • Additional pay for 1 mentor roles - \$3,000 REDUCED 	\$3,000	Y

2	Pro Black Programming Coordinator to Oversee Plan for Pro Black Programming	<p>Problack Coordinator:</p> <ul style="list-style-type: none"> ● Support and develop a positive relationship with black staff, students, and families through specific and planned events. ● To coordinate and meet with other Coordinators within the org to continue growth and development towards Black Excellence. ● To plan events at the school to promote and establish black excellence, black wellness, and black history. ● Ensure curriculum and instruction honors varied student groups. ● Specifically look at sub-group data during data talks with team and leadership attendees. 	Duplicate Goal 1	N
3	Aspire CV Equity training	<ul style="list-style-type: none"> ● Affinity Groups ● Staff will attend at least two regional Equity based PDs with colleagues from the region 		N
4	Developing and Supporting Thriving Professionals	All staff members participate in creating their own yearly goals through our Personalized Learning Programs. Teachers choose 3-5 goals for the year. Our principal, deans, and leads support the teachers in working on their PLP goals through observation and feedback, student work analysis, and planning. Additionally, teachers at SCA for less than two years are invited to attend our New Teacher Club, where they receive coaching and support.		N
5	Induction Program	Maintain 2-year Aspire Induction experience for teachers seeking to clear their California Preliminary Teaching Credentials		N

6	Mentor Program	<ul style="list-style-type: none"> ● Collaborate with Alder University to provide a teacher mentor program and participate in the following: ● Work with teacher resident daily to plan and execute effective lessons ● Implement co-teaching strategies ● Plan and execute monthly gradual release ● Plan and facilitate weekly sacred meetings ● Attend monthly mentor seminars ● Participate in ATR alumni events 	\$ 3,000	Y
7	Personnel	<p>To execute actions associated with LCAP Goal #3, fund:</p> <ul style="list-style-type: none"> ● Relay Graduate School of Educational Leader Development-\$10,000 ● Aspire Leadership Development Experience ● Instructional Lead Team Trainings ● Induction Coach Training DISCONTINUED ● Additional Pay/Stipend for 1 “Induction Coach” Roles DISCONTINUED ● Alder GSE Mentor Teacher Training 	\$10,000	Y

Goal Analysis for 21-22

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.

Actions in this area were fulfilled with the exception of not having 100% fidelity with ALL staff completing their Professional Learning Plans. Moving forward this action will be kept as an action next year with the hope that in a less COVID impacted year this goal will be completed with fidelity.

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

Due to staffing changes we did not have an induction coach and we also did not have 2 mentor coaches..

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

Our combined actions supported goal 3, “that all scholars have access to a team of diverse, effective, and thriving professionals who are developed and supported to show up their best and enact culturally responsive and anti-racist practices.” We maintained focus on the Aspire Student Learning Framework and using Affinity Groups to support collegiality. Our teachers reported a slightly decreased sense of satisfaction with working at Aspire. However, in light of the exceptionally challenging year for teachers (and relative to other schools) these metrics can be interpreted as evidence of success with respect to Goal 3. Some of the metrics we had previously used to measure progress towards this goal are no longer a part of the survey.

Added 1.a Teacher Credentials under “Measuring and Reporting results”

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.

Discontinued from Action 1 are the following: induction coach, 1 mentor coach, pro-black coordinator, and 6 committee leads (already reflected in goal 1, action 5)

Discontinued from Action 7: • Induction Coach Training • Additional Pay/Stipend for 1 “Induction Coach” Roles

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$778,326	\$90,884

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
26.99%	0%	\$0	26.99%

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

Required Descriptions

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

We serve a student body comprised of 66% with low income status and 26% multi lingual learners (MLLs). It follows that the majority of students who demonstrate needs *also* qualify as low income. While we offer services to all, we are inherently targeting those in greater need. We know from experience, research and needs assessments that students who demonstrate academic and social gaps need support through interventions, academically and emotionally. Consequently, our Actions are principally directed to our students who qualify as low-income and English learners. We currently do not have Foster Youth students enrolled. Our Actions extend our programs and personnel beyond core levels and are therefore schoolwide.

In **Goal 1** we first plan to focus on purchasing materials to increase the effectiveness of our existing curriculum for all students but especially for students who continue to demonstrate needs, ELLS and LI. To address multiple levels of instruction, we added intervention materials, as well as tools to support monitoring students’ academic progress,iReady diagnostic, DIBELS, and progress monitoring tools. In addition, our Actions identify added staff (Action #5) and tools (Action #) to meet the growing demand for social emotional learning. Students who are identified with academic and emotional needs also qualify for low-income status. We are well aware that families with limited incomes have struggled more than most these past few years. Consequently, we added more staff and/or added hours to strengthen our systematic

response to support students at all levels of the MTSS framework, academically and emotionally. Examples of how we strengthened our framework are as follows:

- Action Point #5 Continue to train lead teachers to support teams with coaching, data analysis, curriculum rollout, and lesson planning.
- Action Point #4 Continue supporting unduplicated pupils with reading intervention through our small group instruction.

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

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

Goal 2 requires different actions but our students' needs were our priority. As described in the Engaging Educational Partners and Metrics sections, our attendance rate dropped and chronic absenteeism rate increased (86.5%, 56.6%, respectively). The majority of our students missing school qualify for low-income status. We know from experience, research and survey results that students respond to incentive programs, such as PBIS, and community outreach coordinators.

As noted earlier, current conditions created a greater need for attention to social emotional learning, especially for students and their families with limited income. First, we plan to hire additional campus monitors to increase the overall safety and well-being of the campus, as well as increase the number of adults who work most closely with students and then implement more intense practices using SEL curriculum and corresponding training with RULER, PBIS, and Restorative Practices.

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

Goal 3

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

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

The minimum proportionality percentage (MPP) by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils is 26.99%. While we implement general education curriculum and coursework, our contributing actions described in the three goals focus on intervening within the general education process. The quantitative and qualitative aspects of interventions, staff, and tools more than meet our MPP.

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

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

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

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

As noted in Prompt 1 and 2, our concentration funds are directed to more personnel for our MTSS and PBIS framework, increased hours for existing staff, and instructional assistants for intervention/classroom support. Additional staffing enables our efforts to focus on students who are learning English, come from low income households or are foster youth.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	[Provide ratio here]	194:1 FTE 0.52%
Staff-to-student ratio of certificated staff providing direct services to students	[Provide ratio here]	18:1 FTE 5.67%

2022-2023 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 891,400	\$ -	\$ -	\$ -	891,400	\$ 854,000	\$ 37,400

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Continue implementation of Designated ELD Programming.	EL					\$ -
1	2	Implementing integrated ELD in content areas.	EL					\$ -
1	3	Improve data analysis systems by attending RELAY ILPD Training and Implementation of a plan for Data Chats and COI.	EL, FRL	\$ 21,400				\$ 21,400
1	4	Targeted small group instruction with a focus on reading and writing	EL, FRL, SPED					\$ -
1	5	Personnel	All	\$ 610,000				\$ 610,000
								\$ -
2	1	We will create and implement a Social-Emotional Learning Program for our school.	All					\$ -
2	2	School-wide PBIS System	All					\$ -
2	3	Pro-Black Programming	Black Students					\$ -
2	4	Family Involvement & Engaging Families as Partners	All					\$ -
2	5	Personnel	All	\$ 244,000				\$ 244,000
								\$ -
3	1	Hire Personal to help drive positive school culture/distributive leadership model and Equity Work	All	\$ 3,000				\$ 3,000
3	2	Pro Black Programming Coordinator to Oversee Plan for Pro Black Programming	Black Students					\$ -
3	3	Aspire CV Equity training	All					\$ -
3	4	Developing and Supporting Thriving Professionals	All					\$ -
3	5	Induction Program	All					\$ -
3	6	Mentor Program	All	\$ 3,000				\$ 3,000
3	7	Personnel	All	\$ 10,000				\$ 10,000
				\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -

2021-2022 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 843,000.00	\$ 843,000.00

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	Continue implementation of Designated ELD P	Yes		
\$ 1	\$ 2	Implementing integrated ELD in content areas.	Yes	\$ -	\$ -
\$ 1	\$ 3	Improve data analysis systems by attending RE	Yes	\$ -	\$ -
\$ 1	\$ 4	Targeted small group instruction with a focus on	Yes	\$ -	\$ -
\$ 1	\$ 5	Personnel	Yes	\$ 600,000	\$ 600,000
				\$ -	\$ -
\$ 2	\$ 1	We will create and implement a Social-Emotion	No	\$ -	\$ -
\$ 2	\$ 2	School-wide PBIS System	No	\$ -	\$ -
\$ 2	\$ 3	Pro-Black Programming	No	\$ -	\$ -
\$ 2	\$ 4	Family Involvement & Engaging Families as Pa	No	\$ -	\$ -
\$ 2	\$ 5	Personnel	Yes	\$ 228,000	\$ 228,000
				\$ -	\$ -
\$ 3	\$ 1	Hire Personal to help drive positive school cultu	No	\$ -	\$ -
\$ 3	\$ 2	Pro Black Programming Coordinator to Overse	No	\$ -	\$ -
\$ 3	\$ 3	Aspire CV Equity training	No	\$ -	\$ -
\$ 3	\$ 4	Developing and Supporting Thriving Profession	No	\$ -	\$ -
\$ 3	\$ 5	Induction Program	No	\$ -	\$ -
\$ 3	\$ 6	Mentor Program	No	\$ -	\$ -
\$ 3	\$ 7	Personnel	Yes	\$ 15,000	\$ 15,000
				\$ -	\$ -
				\$ -	\$ -
				\$ -	\$ -

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)
\$ 4,292,364	\$ 822,918	0.00%	19.17%	\$ 843,000	0.00%	19.64%	\$0.00 - No Carryover	0.00% - No Carryover

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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