LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Aspire University Charter School

CDS Code: 50-71167-0137265

School Year: 2022 – 23

LEA contact information: Laura Thompson

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).
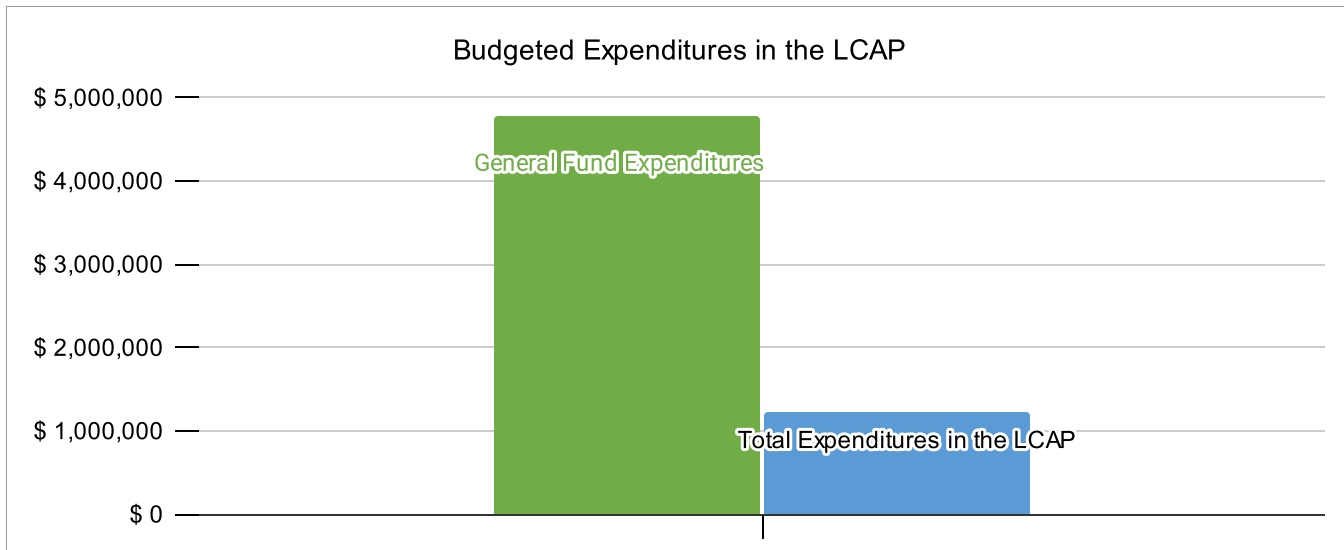
Budget Overview for the 2022 – 23 School Year

Projected Revenue by Fund Source

$ 1,490,560 (21.5%)

$ 3,489,098 (50.3%)
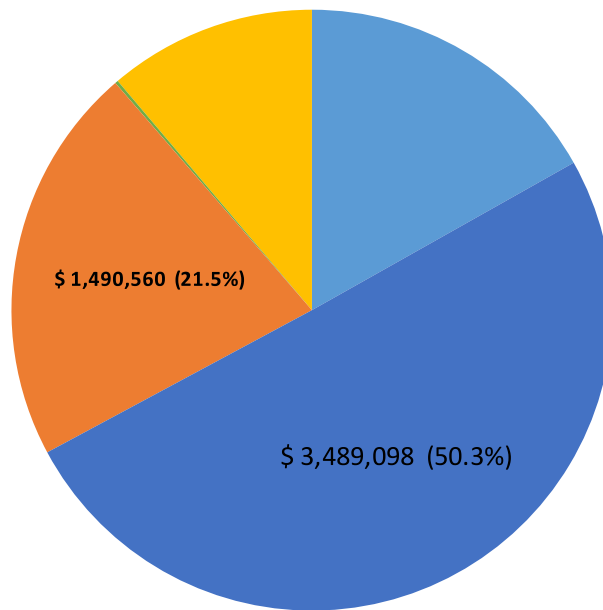
This chart shows the total general purpose revenue Aspire University Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aspire University Charter School is $6,934,357.00, of which $4,656,544.00 is Local Control Funding Formula (LCFF), $1,490,560.00 is other state funds, $11,320.00 is local funds, and $775,933.00 is federal funds. Of the $4,656,544.00 in LCFF Funds, $1,167,446.00 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.

Budgeted Expenditures in the LCAP

[Bar chart showing two bars. Y-axis ranges from $0 to $5,000,000 in increments of $1,000,000. The first bar (green), labeled "General Fund Expenditures," reaches approximately $4,789,074. The second bar (blue), labeled "Total Expenditures in the LCAP," reaches approximately $1,226,200.]

This chart provides a quick summary of how much Aspire University Charter School 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 University Charter School plans to spend $4,789,074.00 for the 2022 – 23 school year. Of that amount, $1,226,200.00 is tied to actions/services in the LCAP and $3,562,874.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

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

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

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

In 2022 – 23, Aspire University Charter School is projecting it will receive $1,167,446.00 based on the enrollment of foster youth, English learner, and low-income students. Aspire University Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Aspire University Charter School plans to spend $1,167,446.00 towards meeting this requirement, as described in the LCAP.

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students
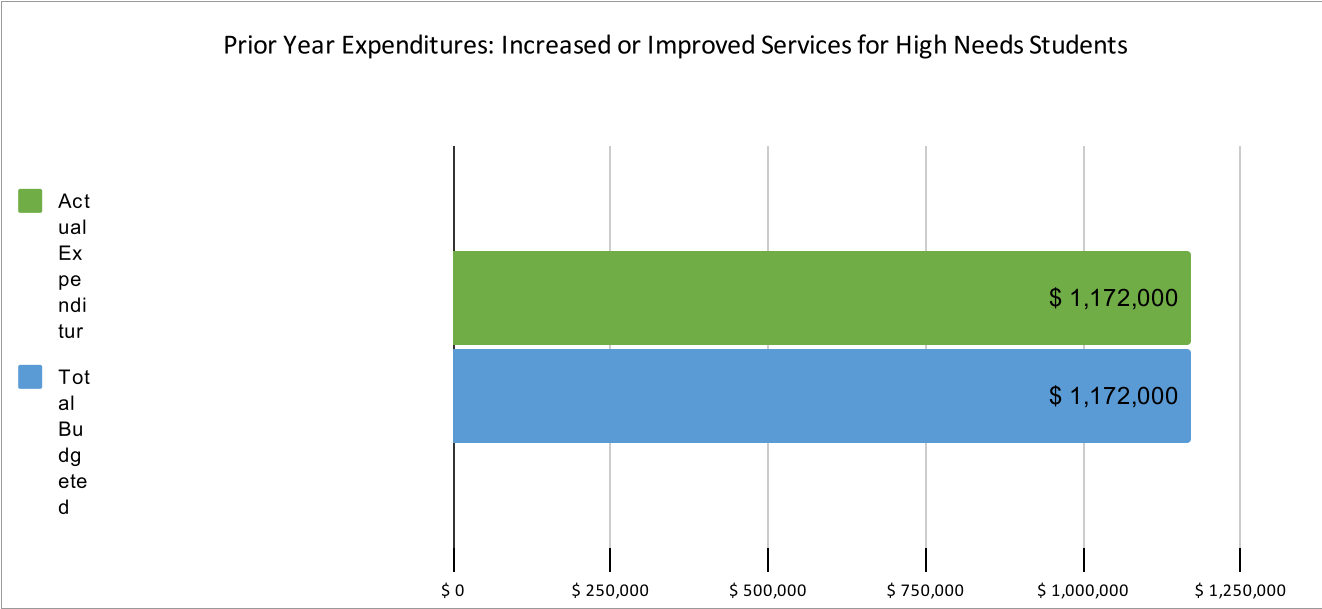
This chart compares what Aspire University Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Aspire University Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021 – 22, Aspire University Charter School 's LCAP budgeted $1,172,000.00 for planned actions to increase or improve services for high needs students. Aspire University Charter School actually spent $1,172,000.00 for actions to increase or improve services for high needs students in 2021 – 22.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Aspire University Charter School	Laura Thompson, Principal	laura.thompson@aspirepublicschools.org 209-471-9772

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 July, August, October, September, November, and December 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 as well as the need for strong academic supports. We funded additional positions for instructional support that provide interventions to increase English language proficiency, reading, mathematics, and address social emotional needs for all students. Again, we meet regularly with our educational partners through several venues to monitor our efforts and gather feedback.

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

      increase the ratio of adult to student support

      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, psychologists

      transition supports for elementary to middle to high school,

      improved social emotional curriculum

      increased access to mental health services

      expanded staffing independent study

      social emotional learning professional development

3. Increase professional development

      instructional coaching through RELAY

      strengthen core instruction curriculum through coaching from EL Education experts

      ELD training and planning days

      virtual learning

4. Ensure facilities serve students optimally through

increasing PPE and materials needed to properly clean facilities if needed due to Covid-19 exposure

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 supports

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-SSC (March 2021), (August 2021), students (August 2021), staff (May and June 2021), and administration (August 2021) and corresponded via web-based tools as we prepared to return to in person learning. Additionally our ELAC-SSC group meets monthly. 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 have 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 access to mental health services via counselors, psychologists, outside agencies, and family resources. We worked to mitigate student learning loss through additional support staff, decreasing small group ratios as well as adding intervention programs, (Iready,EPIC)

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

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

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

technology to enhance instruction. When we returned, we maintained technology tools that enhance in-person instruction and provide consistent intervention, e.g. Iready, RAZ Kids, EPIC

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. We were able to hire two full time intervention teachers, two full time roving teachers to provide release time for ELD planning and data analysis, and three general education IAs.

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/

Funding was used to staff an MTSS team including an MTSS Manager, Two full time intervention teacher, three general education IAs. Additionally, we hired two full time roving guest teachers to provide release time for teaching teams to work with our Aspire Director of MLLs, analyze ELD data, and plan for ELD instruction. Funding was used to ensure we have ample PPE and cleaning supplies specifically for areas in which there was Covid exposure. We replaced and maintained Chromebooks and IPads in order to proved a 1:1 ratio of devices to students. We have been purchasing sets of books in order to provide a diverse library to our students as well as opportunities for book studies. Due to the increased funding this year we have also been able to purchase the materials and supplies needed for the school day including but not limited to individual class supplies (crayons, pencils, scissors, paper, art supplies) as well as incentives for our PBIS program.

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 <u>not</u> included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

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

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Aspire University Charter School	Laura Thompson Principal	laura.thompson@aspirepublicschools.org 209-471-9772

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 University Charter School is a direct-funded countywide benefit charter school located in Stanislaus County. It is chartered through Modesto City Schools District.

Although Aspire University Charter School has been serving students in the Modesto community since 1999, this is only our fourth year in our new location on Sunset Ave. When we opened our doors at the Sunset location for the 2018-2019 school year we grew from approximately 263 students to approximately 332 students. This school year, we served approximately 411 students. For the 22-23 school year we will continue to serve approximately 420 students in grades TK-5.

Currently, the school's demographic profile is 84% Latino/Latina/Hispanic, 2% African American, 3% Asian, 6% White, 0.7% Native Hawaiian/OtherPacific Islander, 0.2% American Indian/Alaskan Native, and 3% multiple ethnicities with 68% of the student body eligible for the free and reduced priced meals program. We believe our FRL numbers are much lower than they are in reality. For context, last year we had 80% of students qualifying for FRL. We believe this is due to families not filling out the FRL applications since the change to lunch being free for all students in California. We are actively reaching out to families in an effort to enlist more parents to fill out the FRL application. Forty-two percent of students are classified as English Language Learners and 10% of our students receive Special Education services.

UCS had 75 students relocate with the school to the new Sunset Avenue location for the 18-19 school year, and had 257 students who were new to the school. During the 18-19 school year we added an additional TK, Kindergarten, first grade, and second grade class. This was an exciting and rewarding year, but also a very big undertaking.

In 19-20 we added an additional section of third grade. In 20-21 we added one more fifth grade class to reach our maximum capacity of 420 students. In March of the 19-20 school year we moved to 100% distance learning due to the Covid-19 pandemic. We started the 20-21 school year in distance learning and did not return for in person learning until March 25, 2021. Even though in person learning was offered, less than a

third of our student population opted in to in person learning. The remainder of the school chose to remain on distance learning.

In 21-22 we returned to full time in person learning. In many ways UCS is continuing to experience the joys and challenges that come with opening a new school. Given that the pandemic increased the number of students with academic skill gaps as well as social emotional skill gaps we know our school systems and programs are not in the place we hoped to be prior to the pandemic. Additionally, we have been short staffed due to the lack of applicants as well as staff being out due to Covid-19. Mid year staff turn over has also been more prevalent than in years past. This has made it difficult to provide consistent supports. We currently have one intervention teacher and three general education IAs providing additional academic instruction and/or behavior support.

Reflections: Successes

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

Despite big challenges faced due to the impact of Covid-19 on our school community UCS has had many successes. We are are happy to be back on campus for full time in person instruction. Our students are excited to be back. Our families have expressed how much their children love coming to school, and our staff is feeling the joy of being able to educate students in person. Seeing the smiles on the faces of our students inspires us to continue facing the challenges with open hearts and open minds.

During distance learning in the 20-21 school year our staff had the opportunity to build stronger systems of communication with families. That communication continued during the 21-22 school year. Eighty-nine percent of UCS families agreed they feel comfortable discussing their child's needs with their teacher and/or other school staff. These survey results increased by 4% from the previous school year. Additionally, 89% of families felt their child is getting a good education. Eighty-seven percent of families felt their child is excited to come to school and the school provides a safe environment. One hundred percent of our teaching staff and 93% of all staff shared they have positive working relationships with families and parents at our school site.

While we know there is much work to be done when it comes to supporting our students academically we did see significant growth from the beginning of the year to mid year. Our 4th grade cohort showed exceptional growth on both Iready Reading and Iready math assessments. Students showed 140% of annual typical growth in reading and 81% of annual typical growth in math. Our third grade students showed 65% of annual typical growth in reading and 71% of annual typical growth in math. Our kindergarten cohort also showed strong math growth with 81% of annual typical growth. Additionally we saw growth across all grade levels in both math and reading. We are excited to see how much growth our students demonstrate on our end of the year assessments.

We were also proud of our implementation of the EL Achieve curriculum in support of our designated ELD instruction. Each teacher was able to have a data analysis and ELD planning day with their grade level team. We also implemented a school wide Language block in order to support platooning for the 22-23 school year.

For the first time, UCS also created and implemented a group SST structure in order to provide multiple families with academic data for their child and resources to support academic success. With limited staffing for individual SSTs we knew we needed to get creative in order to reach more students and families. We plan to continue to strengthen and build this program as part of MTSS at UCS.

Summary of Academic Data:

Mid Year Iready Reading Assessment

Overall Placement
Students Assessed/Total: **354/411**

Most Recent	11%	15%	44%	23%	8%
Window 1	2%	12%	45%	25%	16%

⬤ Mid or Above Grade Level	⬤ Early On Grade Level	⬤ One Grade Level Below	⬤ Two Grade Levels Below	⊘ Three or More Grade Levels Below
38 Students	**52 Students**	**155 Students**	**82 Students**	**27 Students**
(From 7 Students)	(From 41 Students)	(From 159 Students)	(From 89 Students)	(From 58 Students)
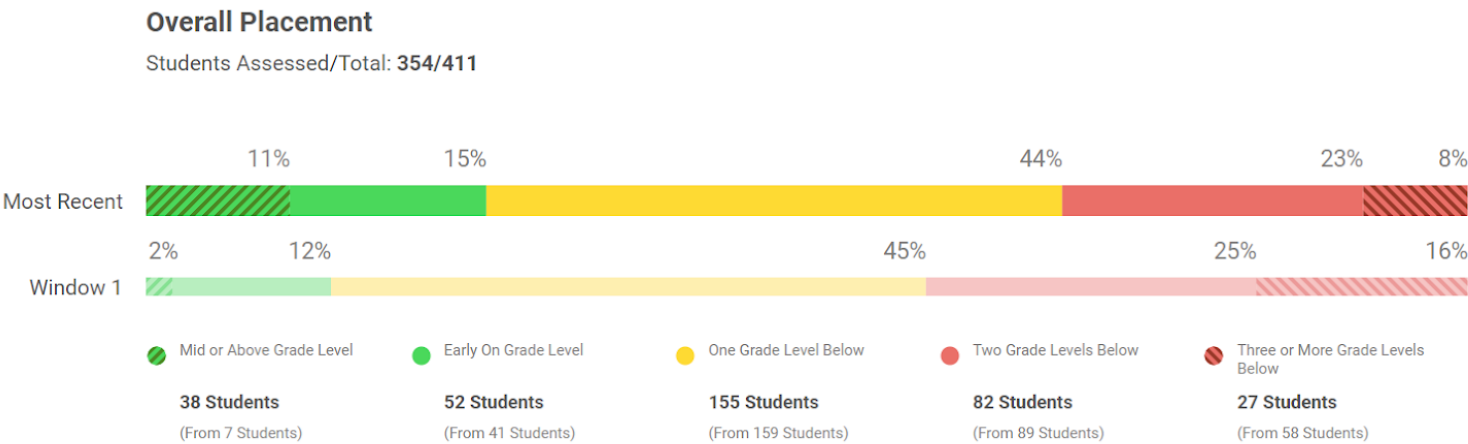
Mid Year Iready Math Assessment

Overall Placement

Students Assessed/Total: **359/411**

	7%	11%		55%		22%	6%

Most Recent

	1%	4%		50%		30%	16%

Window 1

⊘ Mid or Above Grade Level	● Early On Grade Level	● One Grade Level Below	● Two Grade Levels Below	⊘ Three or More Grade Levels Below
24 Students	**38 Students**	**196 Students**	**79 Students**	**22 Students**
(From 3 Students)	(From 14 Students)	(From 179 Students)	(From 106 Students)	(From 57 Students)
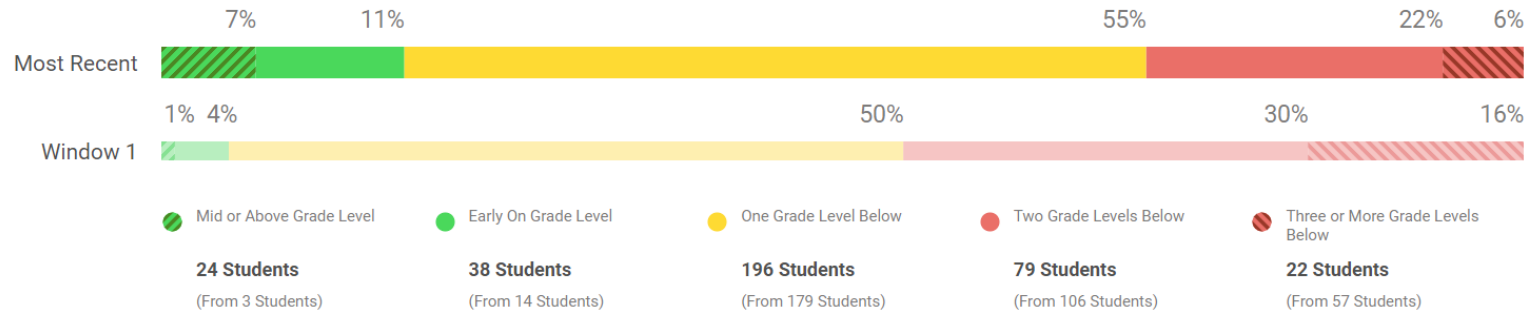
Summary of Iready Success:

58% Growth on Mid Year ELA Iready Assessment

62% Growth Data on Mid Year Math Iready Assessment

Iready mid year Reading showed 4th grade Reading data at 140% annual typical growth and 71% annual stretch growth

Iready mid year Reading showed 3rd grade Reading at 65% of annual typical growth

Iready mid year Math showed 4th grade math data at 81% of annual typical growth.

Iready mid year Math showed 3rd grade math data at 71% of annual typical growth.

Iready mid year Math showed Kindergarten math data at 81% of annual typical growth.

Summary of Success Based on Survey Data

Family Survey:

I intend for my child to attend an Aspire school for the 22-23 school year. 91% of families agreed

My child is getting a good education at this school. 89% of families agreed

I feel comfortable discussing my child's needs with their teacher and/or other school staff. 89% of families agreed

School conferences and materials better equip me to support my child at home with school work. 87% of families agreed

My child is excited to come to school. 87% of families agreed

The school provides a safe environment for my child. 87% of families agreed

Staff Survey:

I have positive working relationships with families and parents at my school site. 100% of teaching teammates agreed and 93% of all teammates agreed

My manager has explicitly prioritized our team attending school site and/or regional equity PDs/Affinity groups. 97% of teammates agreed

I can be my authentic self at work and am comfortable sharing all aspects of my culture and identity (race, sexual orientation, ability, class, language, etc.) 87% of teammates agreed

Overall I am satisfied with my manager. 100% of teammates agreed

My manager sets a vision that helps my team be successful in our core work. 100% of teammates agreed

The goals my manager and I set are clear and measurable. 94% of teammates agreed

My manager resolves differing viewpoints and conflicts in a constructive manner. 94% of teammates agreed.

Student Survey:

Have not experienced online bullying 94%

Have not experienced bullying due to race, ethnicity gencer, immigration status 91%

I would be excited to have this teacher again. 88% of students agreed

This teacher takes time to make sure I understand the material. 85% of students agreed

If I have a conflict with a peer, I can get help from an adult 84% of students agreed

I feel connected with at least one adult at my school. 84% of students agreed

I look forward to going to school. 84% of students agreed.

From LCAP Engagement Stakeholder meetings:

Staff reported success in:

-Thoroughly investigating all behavior and utilizing Restorative Practices for resolution

-Maintaining open lines of communication with families

-Families feeling that our school provides a good education

-Providing translators (student conferences, parking lot conversations with families, family concerns, SSTs, all parent engagement opportunities)

-Having a welcoming school environment

-Our Special Education team being very available to families and providing open communication

Families reported success in:

-Feel comfortable discussing their children's needs with staff

-School providing a good education

-School conferences and materials better equipping families to support their children at home with school work

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.

Our families and staff are concerned about the social emotional learning of students, ensuring our practices are culturally responsive, and meeting the academic needs of our students. During family ELAC-SSC and staff meetings and through stakeholder feedback surveys, it is very clear our entire school community feels a strong MTSS program will be necessary to meet the needs of all learners. The data reflects the number one concern of staff and families is academic achievement. Families also shared they would like more opportunities to be involved on campus, a free afterschool program, and more clubs.

Additionally, UCS planned to implement the EL Achieve curriculum during the 21-22 school year to support our students who are classified as English Language Learners. While we were able to designate a school wide language block and implement the EL Achieve curriculum we know that we were not able to fully implement all aspects of the program including plattooning due to Covid-19 protocols. . For the 22-23 school year we plan to designate monthly planning sessions for teachers to collaborate on data analysis and full implementation of EL Achieve including platooning in all grades in an effort to provide more data driven instruction that is appropriately aligned to each students ELPAC level and performance on internal ELD assessments.

Given that we do not have current CA School Dashboard data, we will be using our local data including STAR Ren, DIBELS, and IReady Reading and Math. The Aspire UCS LCAP plan is due for board approval prior to the closing of the school year. Because of that, we are unable to include end of the year data. I have included IReady data for Window 2. Students were assessed from November-December of the 21-22 school year. We recognize the importance of current and accurate data. We plan to update our academic data in August of the 22-23 school year. However, we know our academic data is low and missing in person instruction had a negative impact on some students. Our action items to address this are outlined in Goal 1.

At Aspire we are working hard to address any inequities on our campuses. We do this by educating ourselves on equity issues through various PD venues, looking at student data, and talking to students, families, and staff to gain perspective on the experiences our students have on campus. We also know this is ongoing and difficult work. It is important to prioritize it every year. Our action items to address this are included in Goal 3.

Summary of Need Based on Survey Data

Family Survey - My child's school provides opportunities for involvement. 73% (down 5% from previous year)

Family comments indicated a need for a free after school program and more sports/clubs on campus.

Student Survey-I can master the hardest topics in my class 42% (up 8% from previous year)

Staff Survey:

The organization is making positive efforts to improve workload sustainability. 50% (down 38% from previous year)

I feel prepared to facilitate accelerated learning, which requires consistently delivering grade-level materials and filling in only the most critical gaps in student knowledge as I go. 56%

IReady Reading Data Window 2

Mid or Above Grade Level: 10%

Early on Grade Level: 14%

One grade Level Below: 46%

Two Grade Levels Below: 23%

Three or More Grade Levels Below: 7%

Iready Math Data Window 2

Mid or Above Grade Level: 7%

Early on Grade Level: 11%

One grade Level Below: 55%

Two Grade Levels Below: 22%

Three or More Grade Levels Below: 6%

LCAP Highlights

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

Given our current school data and knowing the impact the pandemic has had on our school community, both emotionally and academically, we feel it is important to continue to prioritize student, family, and staff emotional wellbeing. We will do this through a strong SEL and PBIS plan,

building an effective and sustainable MTSS program, and building our skills and knowledge in supporting our students who are classified as English language learners by implementing a strong ELD program with fidelity. We have always prioritized data driven instruction at Aspire and UCS, but this year we know it is more important than ever to meet students where they are at so they will feel successful in the classroom. As you review our action items in our LCAP plan you will see that we will continue to use data chats and COI to improve our program, as well as engage in new practices in order to improve how we use data to serve students, families, and staff well. You will find action steps to support the wellbeing of our staff, students, and families as well as a plan for supporting academic instruction with an emphasis on culturally responsive teaching.

Additionally we will have a strong focus on evaluating our current MTSS program using the SWiFT Fidelity Integrity Assessment, setting specific goals based on the assessment, and making improvements to our MTSS systems. Due to additional funding we believe we will be able to partner with the Boys and Girls Club to provide free or low cost after school programs. We will also continue to hold BSU and LSU for students and families. It is our hope our organizations Covid-19 protocols will be adjusted, so that families are allowed on campus. We believe attendance and opportunities for participation in school activities will increase once we make the transition from Zoom to in person.

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.

As a single school district charter school, we are on CSI.

Support for Identified Schools

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

In anticipation of the 22-23 school year we continue to acknowledge the importance of a strong ELD program and the training to implement it well. Our Aspire Instructional Leadership team researched programs to support our students classified as English Language Learners and found EL Achieve was highly recommended. At UCS we also gathered feedback from ELAC-SSC on the EL Achieve program. Our MTSS Manager, Danielle Mejia, was able to pilot the curriculum with small groups of students in the 19-20 school year. Mrs. Mejia also shared the EL Achieve curriculum with our ELAC-SSC groups and solicited feedback. We invited families to come observe ELD instruction and the pilot of EL Achieve in an effort to solicit more feedback and educate families about how they can support English Language Development at home. With the addition of the CSI grant money we were able to hire a part time Senior ELD Site Program Manager for the 21-22 school year. Our ELD Site Program Manager was responsible for overseeing the implementation and professional development for our ELD program, leading the

ELPAC Assessment team, analyzing school data to improve our ELD program,engaging our families during ELAC-SSC meetings, and making purchase recommendations to support our ELD program. During the 22-23 school year we will continue this focus with the support of the Regional Multi-Language Learner Director. We are excited to implement platooning for the 22-23 school year, which will provide additional opportunities for our multi-language learners to engage with English Language Development instruction at their own level based on ELPAC and EL Achieve assessment data.

Monitoring and Evaluating Effectiveness

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

There will be several systems in place to help monitor the progress of our English language learners. As an admin team, there will be monthly walkthroughs and observations of lesson delivery, grade level meetings, whole staff meetings etc. Teachers will have the opportunity to meet with grade level teams to discuss lesson reflections, analyze formative assessments used with the curriculum, and for backwards planning. This will serve the opportunity for teachers to adjust pacing if needed, plan for differentiation for students, and to collaborate with their grade level teams. Lastly, teachers will be documenting the progress of their students' performance and progression with their language development using the weekly and end of unit assessments that are included in the EL Achieve curriculum. For integrated ELD, there will be professional development opportunities where teachers will have the opportunity to engage and implement instructional strategies that will give our students access to core content standards and instruction.

Engaging Educational Partners

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

At Aspire UCS we believe stakeholder engagement is key to supporting the whole child. Families are our partners in education and our student's voices are important to ensuring we create a program that is inclusive and responsive to the current needs of our school community. You will find the feedback gathered from families, students, and staff was utilized to create action steps in each of the four goal areas. Throughout our LCAP development process, we consulted with the following stakeholder groups:

ELAC/SSC: LCAP feedback meeting held 2-3-22. ELAC/SSC meet monthly. The meetings consist of community building as well as a place to inform families of upcoming decisions and events. Families have the opportunity to ask questions and give feedback. We also review ELPAC data with families and solicit feedback on our programs for our multi language learners. School wide SBAC data is also shared yearly.

Planning Meetings:

July 29, 2021

August 19, 2021

September 20, 2021

October 21, 2021

November 16, 2021

December 9, 2021

January 27, 2022

March 24, 2022

ELAC Meetings:

August 23, 2021

September 23, 2021

October 28th

November 18, 2021

December 16th, 2021

February 3, 2022

Upcoming Meetings:

May 12th ELAC Planning Meeting

April 14th ELAC Meeting

May 19th ELAC Meeting

Family Survey: An annual family survey is given. The results and actions as a result of this survey are included in this plan.

Administration/Staff: Survey data was collected via the annual Aspire stakeholder survey. Staff were also given the opportunity to review school wide data and give feedback during an all staff meeting on March 22, 2022 . Staff/Grade Span meetings were held monthly. During staff meetings we engaged in professional development, and we also collected feedback from the team. At the end of every staff meeting staff filled out a survey to provide additional feedback. We use that feedback to improve our PD and our school wide program. The UCS staff also engages in an optional weekly survey to give feedback and ask questions.

Leadership Team: UCS leadership team met monthly to engage in professional development, lift up opportunities for improvement, and give feedback.

Students: Students are also given Surveys throughout the year.

Overall, family, student, and staff feedback including ensuring we are supporting students academically and emotionally, a continued need to focus on and continue to build our skill sets in the areas of social emotional learning and PBIS systems. Stakeholder feedback shows that we must continue to build our MTSS program and provide more opportunities for families to engage in meaningful ways. We also heard that dedicated planning time and observation cycles are important. These things are all addressed in our action items.

A summary of the feedback provided by specific educational partners.

Overall, family, student, and staff feedback including ensuring we are supporting students academically and emotionally, a continued need to focus on and continue to build our skill sets in the areas of social emotional learning and PBIS systems. Stakeholder feedback shows that we must continue to build our MTSS program and provide more opportunities for families to engage in meaningful ways. We also heard that dedicated planning time and observation cycles are important to student success as well as staff workload sustainability. These things are all addressed in our action items.

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

The feedback taken from family and staff LCAP input meetings paired with survey responses from students, families, and staff all indicated a need for a strong academic program that addresses any gaps students may have in their learning. This is addressed in Goal 1.

Additionally all stakeholder input was aligned in the importance of supporting students socially and emotionally as they transition back to a full school day. This is addressed in Goal 2.

Equity, Culturally Responsive teaching, and Anit-Racisit work are all part of our Aspire missions, vision, and values. This year 87% of staff reported . We know it is imperative to the success of both students and staff to continue this work. They can be their authentic self at work and are comfortable sharing all aspects of my culture and identity. Additionally, 97% of staff shared their manager has explicitly prioritized our team attending school site and /or regional equity PDs/Affinity groups. However, only 65% felt our team talks about issues of race frequently. This is addressed in Goal 3.

Student ELPAC data clearly demonstrates the need for a strong ELD program that serves our Multi Language Learners well. This is addressed in Goal 4

Goals and Actions

Goal 1

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

An explanation of why the LEA has developed this goal.

When collecting stakeholder feedback through LCAP engagement staff meetings, family Town Halls, and survey data we heard loud and clear that both families and staff recognize being in distance learning for over a year with a modified academic schedule continues to impact our students academically. In 20-21 we collected baseline student achievement data and created an intervention plan. While our students are making good growth they are still scoring well below grade level. We will continue our focus on our MTSS team structures.

iReady Reading (most recent): 13% 3+ grade levels below, 17% 2 grade levels below, 37% one grade level below, 16% on grade level, 18% mid or above grade level

iReady Math (most recent): 9% 3+ grade levels below, 19% 2 grade levels below, 50% one grade level below, 9% on grade level, 12% mid or above grade level

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 **NA Due to COVID-19** **All:** insert baseline **African American:** insert baseline **English Learners:** insert baseline Latinx: insert baseline **SPED**: insert baseline	No Data due to COVID-19			To be completed following 2022 SBAC results
4.a SBAC Math	2019 SBAC DFS **NA Due to COVID-19** **All**: insert baseline **African American**: insert baseline **English Learners**: insert baseline **Latinx**: insert baseline **SPED**: insert baseline	No Data Due to Covid-19			To be completed following 2022 SBAC results
P.8 Iready Reading (mid year data was used as end of year data was not available prior to the LCAP due date *It should also be noted students took the assessment at home during 20-21 which may have compromised the data.*	2020 -2021 MY **All**: 29% on or near grade level **African American**: 20% on or near grade level **English Learners**: 18% on or near grade level **Latinx**: 25% on or near grade level	2021-2022 MY **All**: 25% on or near grade level **African American**: 29% on or near grade level **English Learners**: 14% on or near grade level **Latinx:** 23% on or near grade level			

	SPED: 16% on or near grade level	**SPED**: 20% on or near grade level			
P. 8 Iready Math *mid year data was used as end of year data was not available prior to the LCAP due date* *It should also be noted students took the assessment at home during 20-21 which may have compromised the data.*	2020-2021 MY **All**: 18% on or near grade level **African American**: 20% **English Learners**: 18% **Latinx**: 25% **SPED**: 16%	2021-2022 My **All**: 18% on or near grade level **African American**: 29% **English Learners**: 14% **Latinx**: 23% **SPED**: 20%			
4.c % of EL students making progress toward ELPAC proficiency	**Summative ELPAC 19-20** *Level 4 = 12.2%* *Level 3 = 40.9%* *Level 2 = 37.4%* *Level 1 = 9.6%*	**Summative ELPAC 20-21** *Level 4 = 6.8%* *Level 3 = 40.1%* *Level 2 = 41.5%* *Level 1 = 1.2%*			Increase students scoring to Level 3 and 4 by 10%
4.d EL Reclassification Rate	**CDE 2019-2020 UCS Data** *RFEP Rate = 19.2%*	**CDE 2020-2021 UCS Data** *RFEP Rate = 2.4%*			The desired outcome for reclassification rate is to grow 10% across the next three years.
1.b: Sufficient Access to Standard-Aligned Materials	100% of classrooms will use standards aligned curriculum and materials.	100% of classrooms will use standards aligned curriculum and materials.			Will insert Actual Outcome in 2021 100% of classrooms will use standards

					aligned curriculum and materials.
2.a: Implementation of academic content and performance standards	100% of classrooms implement standards aligned instruction.	100% of classrooms implement standards aligned instruction.			100% of classrooms will use standards aligned curriculum and materials
2.b: How program and services will enable EL students to access CCSS and ELD standards for gaining EL proficiency	100% of English Language Learners participate in CCSS aligned ELD during designated and integrated ELD.	100% of English Language Learners participate in CCSS aligned ELD during designated and integrated ELD.			100% of English Language Learners participate in CCSS aligned ELD during designated and integrated ELD.

Actions

Action #	Title	Description	Total Funds	Contributing

1	Implementation of Summer School, using the Lavinia Rapid Rise program.	We are offering Summer School for summer of 2021, using a CCSS aligned program designed to address varying academic needs. This program is called the Lavinia Rapid Rise program. Based on family survey data, we will be offering Summer School in-person.
		
		    ● A family survey was sent out inquiring about interest in Summer School.
		        ○ 127 families responded as interested in attending Summer School.
		        ○ 83% preferred in-person instruction, and 17% preferred online instruction.
		    ● Teachers will attend a 3-day professional development on the Lavinia Rapid Rise program.
		        ○ The program is designed for targeted instruction in ELA and Math.
		        ○ Teachers will meet with instructors from the Lavinia program twice per week to analyze data and create lesson plans in response to the data.
		    ● Summer school will take place for 3 weeks, meeting 3 days per week.
		    ● We will have 7 classroom teachers, and one instructional aide for Special Education, supporting students in Summer School.
			No expenses	Y

2	Creation of MTSS team to support student academic achievement through data analysis and intervention services	During the 20-21 school year our MTSS team consisted of one MTSS Manager and 1 part time General Education IA. For the 21-22 school year we will hire two additional full time intervention teachers. Additionally we will use grant money to hire 3 temporary part time IAs to support our MTSS program and one temporary full time onsite teacher sub to provide teacher release time for meetings and planning.	No expenses	Y

3	Improve data analysis systems by attending RELAY ILPD Training and Implementation of a plan for Data Chats and COI.	MTSS Manager, Principal, and Lead Teacher will attend Relay ILPD training. Additionally a plan for implementation of learning will be drafted after the training in July of 2021 with the UCS Leadership Team. - $15,000 **Description of PD taken from the Relay website**: The Instructional Leadership Professional Development program will focus deeply on two key elements of instructional leadership: 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. Observation & Feedback: Help your teachers grow to their full potential by building a schedule that supports frequent classroom observations and focused feedback meetings. ● IReady data utilized to determine specific learning gaps for students. ● DIEBELS 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	ALTERNATE FUNDING	Y

4	Hold regular data analysis and action planning meetings with teachers to support students with academic needs.	The MTSS Manager, intervention teachers, and classroom teachers will hold monthly data analysis and action planning meetings.
		
		Meeting Outcomes:
		
		● Meeting stakeholders will create groups of students with similar academic needs, grounded in Common Core State Standards (CCSS) in ELA and Math.
		● Meeting stakeholders will create action plans based on identified academic needs, with each member of the team being responsible for an action item. Action items can include:
		  ○ Tier 1 and Tier 2 strategies or accommodations
		  ○ Targeted small group lessons
		  ○ Lesson planning for co-teaching content lessons
		  ○ Planned progress-monitoring and assessments specifically for the identified academic need (based off identified CCSS)
		● Meeting stakeholders will decide upon completion of data analysis, student grouping, action planning, and implementation of the action plan, whether or not to move forward in the SST (Student Success Team) process for individual or groups of students.
			No expenses	N

5	Family Engagement	In order to engage families throughout SST and academic intervention processes, we will provide various meeting opportunities, as well as information and resources families can utilize.
		
		● Families will receive resource packets containing information and resources specifically for their student. Packets will be given digitally or in paper format, and in each family's home language. Resource packets will include:
		  ○ Information about the SST process and intervention approaches
		  ○ Explanation of assessments and acronyms
		  ○ Academic data specific to their student
		  ○ Previously or current accommodations or interventions used
			No expenses	N

| | | ○ Academic goals specific to their student's academic needs
○ Next steps for all stakeholders (intervention teachers, classroom teacher, student, and family)
○ Resources for activities or programs families can use at home
to address their student's academic needs.
● The MTSS Manager, intervention teachers, and classroom teachers
will lead group SST meetings for families to participate in. Groups will be formed by common academic needs. All meetings will have translators available. Meetings will consist of:
○ A synopsis of the identified academic need routed from Common Core State Standards, and classroom data.
○ A synopsis of previously and current academic action plans.
○ A synopsis of students' goals, and the general focus of these goals.
○ A general focus for next steps for all stakeholders.
○ Resources and information families can utilize at home.
○ Families can request additional one on one meetings to ask specific questions, or voice concerns for their student.

● A monthly newsletter will be sent out to families with students receiving intervention services each month. Newsletters will be sent digitally or in paper format, and translated in each family's home language. Newsletters will include:

○ Scheduling updates.
○ Student celebrations. | | |

		○ Resources and information about activities families can use at home.		

6	Staff PD	The MTSS Manager will present professional development sessions for staff members around our data analysis and SST process. This includes:
		
		● Data analysis meeting structures and approaches
		● Action planning
		● Assessing and progress monitoring
		● Determining need for SST's, and the SST meeting format
		    ○ Pre-work for SST meetings
		    ○ Steps of implementation of an SST meeting
		    ○ Expectations from each stakeholder on the SST team
		    The MTSS Manager will also present professional development sessions about MTSS structures, including:
		
		● Implementation of Tiers of support: Tier I, II, and III strategies, approaches, accommodations/modifications
		
		○ Strategies and approaches include work with Culturally Responsive Teaching and Universal Design for Learning
		
		● MTSS Umbrella: all our academic and socio-emotional programs and approaches are intertwined under the umbrella of MTSS.
			No expenses	N

7	Personnel	To execute actions associated with LCAP Goal #1, hire: • 3 General Education Instructional Aides - $83,000 • 2 Intervention Specialists - $240,000 • 1 Teacher, On-site Sub - $83,000 ...and retain: • MTSS Manager - $124,000 • 6 Leadership Team Teachers/Teammates (stipends) - $18,000 • 4 Education Specialists - $320,000 ...and fund: • Summer School Program - $3,200 • Curriculum Purchases - $10,000	$891,200	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.

Due to staffing shortages the team was unable to consistently attend RELAY training or implement a bi-weekly observation cycle. We did implement regular data chat meetings with grade span teams.

While we were able to provide resources to families during the implementation of group SSTs monthly newsletters were not sent to all students receiving intervention. There were also gaps in services due to staff turn over mid year.

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

No material differences

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

While there is still a lot of work to be done in closing gaps in academic skills, our students have shown growth in both ELA and math on the Iready assessments. According to mid year Iready ELA data students scoring at or above grade level showed a 12% increase since the assessment was given at the beginning of the school year. Additionally, there was a 10% decrease in students scoring two or more grade levels below. In math on grade level student scores increased by 13%. Students who scored two or more grade levels below decreased by 18%. Staff were trained in the SST process and data chats. Grade level teams consistently engaged in data discussions. UCS also held our first group SSTS that included student celebrations, creation of a goal based on academic need, a plan for how the school would support, as well as resources for families to support at home.

Additionally, we had one full time intervention teacher and one IA who consistently provided intervention services throughout the year. When our second intervention teacher resigned mid-year we were able to plan creatively to provide services for students. One of our veteran teachers began to teach targeted small group reading instruction for students within her classroom as well as additional students in grades 3-5. This allowed our intervention teacher to continue her focus on grades 2-3 as well as provide training for an IA we hired mid year to provide reading intervention services for K-1. We also initiated weekly intervention team check ins to review data and ensure we were meeting the needs of as many students as possible.

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.

For the 22-23 school year we will continue to offer summer school, but we will partner with the Boys and Girls Club as well as create our own SEL and academic program based on student data. We will also form an MTSS team that is more representative of the different roles on campus including special education representation, general education representation, and support staff. The MTSS team will engage in reflection and planning using the SWiFT Fidelity Integrity Assessment. Due to budget constraints we will only be able to fund one general education IA position and one onsight sub position. We will be able to fund two full time intervention teachers and an MTSS Manager.

Goal 2

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

An explanation of why the LEA has developed this goal.

In our second goal, we will focus our attention on the social-emotional and well-being of our students as we welcome everyone back to campus. We will continue our efforts to ensure our students, families, and staff feel safe on campus. This includes implementing safety

measures for both mental and physical well-being. We will continue to develop our SEL program for both adults and students alongside a culturally responsive MTSS program that includes family engagement.

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

Measuring and Reporting Results

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

| 6.c Student Sense of Safety and School Connectedness as a Percentage | **Pull baseline from most recent student survey data on Aspire data portal**

Student sense of belonging: 67%

Student sense of connectedness to adults: 73%

Student sense of connectedness to other students: 61%

Students who reported looking forward to school: 72%

Student sense of safety: 73%.

can get help from adult if conflict occurs 78%

When inappropriate bx occurs, adult intervenes and address bx 69%

Safety Avg 73.33% | Student sense of belonging: - 81%

Student sense of connectedness to adults: 84%

Student sense of connectedness to other students: 81%

Students who reported looking forward to school: 84%

Student sense of safety: 79%.

can get help from adult if conflict occurs 84%

When inappropriate behavior occurs, adult intervenes and addresses the behavior 79%

Safety Avg: 81% | | | To increase each area measured for student safety and connectedness to 90%. |

6.a Student Suspension Rates as a Percentage	**19-20 Suspension Rates from Aspire <u>Data Portal</u> or <u>CDE Data Quest</u>** All: 1.4% African American: 0% English Learners: 1.6% White: 1.9% Latinx: 1.3% SPED: 2.2%	**21-22 Suspension Rates from Aspire <u>Data Portal</u> or <u>CDE Data Quest</u>** All: 2.9% African American: 0% English Learners: 1.4% White: 0% Latinx: 2.1% SPED: .47%			Maintain 2% or less of students that are suspended.
5.b Chronic Absenteeism Rate as a Percentage	**Use 19-20 Chronic Absenteeism Rates from <u>Aspire Data Portal</u>** All: 6.8% African American: .4% English Learners: 1.2% Latinx: 5.3% SPED: 1.9%	**Use 19-20 Chronic Absenteeism Rates from <u>Aspire Data Portal</u>** All: 53.5% African American: 1.4% English Learners: 20.6% Latinx: 42.8% SPED: 6.3%			Maintain a chronic absenteeism rate of less than 10%.

3.a: Efforts we make to seek parent input on making decisions	77% 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." *31.5% of families took the survey	77% 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." *22% of families took the survey (93 responses)			Increase 13% so that 90% of our parents respond that they Strongly Agree or Agree to the family survey question "I am encouraged to share my opinion and feedback in the school decision making process." Increase total respondents from 31.5% to 90% of families. Increase messaging around engagement opportunities including the importance of giving feedback so we can use that data in relation to decision-making processes.
3.b: How we will promote parental participation in programs for EL, Low-Income, and Foster Youth 3.c: How we will promote parental participation in programs for students with special needs?	Maintain (at least one meeting monthly) 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.	ELAC-SSC meetings were held monthly via Zoom during the 21-22 school year. Participation was considerably lower than during the 19-20 school year when families were able to visit campus in person.			Continue to maintain or increase the number of opportunities for parent engagement and participation in programs for students with special needs, English Learners, Low-Income, and Foster Youth.
5.a: School Attendance Rate	Use 20-21 data as baseline pulled from Data	Average school attendance rate is 87.5%			Attendance rate will be increased by 2.2% to

	Portal (as of May 2021) Average school attendance rate is 94.8%				maintain a 97% attendance rate.
6.b: Pupil Expulsion Rates	No UCS Students were expelled.	No UCS Students were expelled.			Maintain a 0% expulsion rate.
6.d: Surveys of parents to measure safety and school connectedness	**Pull baseline data from 20-21 Family Survey Data on <u>data portal</u>** Safety 90% School welcomed and connectedness 82%	**21-22 Family Survey Data on <u>data portal</u>** Safety 87% School welcomed and connectedness 86%			Increase the percentage of Families feeling welcomed and connected to 90%. This will increase our current rate by 8%.
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 will special needs are offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art/Music

6.c Student Sense of Safety and School Connectedness as a Percentage	**Pull baseline from most recent student survey data on Aspire data portal** Student sense of belonging: 67% Student sense of connectedness to adults: 73% Student sense of connectedness to other students: 61% Students who reported looking forward to school: 72% Student sense of safety: 73%. can get help from adult if conflict occurs 78% When inappropriate bx occurs, adult intervenes and address bx 69% Safety Avg 73.33%	Student sense of belonging: 81% Student sense of connectedness to adults: 84% Student sense of connectedness to other students: 81% Students who reported looking forward to school: 84% Student sense of safety: 79%. can get help from adult if conflict occurs 84% When inappropriate behaviors occurs, adult intervenes and addresses behaviors 79% Safety Avg 81%			To increase each area measured for student safety and connectedness to 90%.

Actions

Action #	Title	Description	Total Funds	Contributing

1	We will create and implement a Social-Emotional Learning Program for our school.	- 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	Expenses included in Action 9	
2	School-wide PBIS System	- We will follow a school-wide PBIS plan (<u>draft linked here</u>) to foster a positive school culture, promote joy on campus, and maintain a consistent model for all staff and students. - We will gather stakeholder input and feedback around our school-wide PBIS plan. - All teachers will create and utilize explicit behavior management systems aligned with PBIS which includes a class charter, teacher and student relationship building, and student self-monitoring.	Expenses included in Action 9	n

| 3 | Staff Professional Development | To ensure achievement of LCAP Goal #2, we will deliver staff professional development in the areas of:

• Educational Equity
• Pro-Black Programming
• Multi-Tiered Systems of Support including:

SEL

Focus on building continued understanding, commitment, and ownership of the implementation of Social Emotional Learning (SEL) competencies to support mental and emotional well-being.

Staff will engage in PD opportunities that extend beyond the initial session, and will be given many opportunities to practice SEL, obtain feedback, collaborate with peers, and receive ongoing support throughout the year.

PBIS

Outlined above

PD's will be guided and improved by:

• Identifying PD needs of staff
• Choosing approaches most likely to be effective
• Implementing approaches with quality and fidelity
• Assessing PD outcomes and using data to drive future PD | Expenses included in Action 9 | n |

4	Family Involvement & Engaging Families as Partners	• 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: • Family needs surveys (SEL focus) • ELAC/SSC • Student-Led Conferences 2x per year • Parent Square 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. • Parent to staff accountability measures incorporated within procedural structure (i.e. safe classrooms checklist, and additional checklist including but not limited to: sst, attendance,behavior and counseling referrals)	Expenses included in Action 9	n
5	School Culture Working Group	• Meet bi-weekly to discuss, plan, and implement school-wide positive culture activities • Sunshine Committee	Expenses included in Action 9	n

6	Attendance	• We will create an attendance committee that meets bi-weekly to look at attendance trends, discuss concerns, and plan ways to best support our students and families individual and unique needs. • We will use best practices (attendance works playbook) when implementing family engagement strategies that are adjusted for our specific community. • We will implement the processes, systems, and protocols developed by our Home Office to track and respond to absences at predetermined benchmark timelines. • We will meet with families to address the root causes of the attendance issues and refer, assist and support accordingly • We will engage with families around the importance of strong attendance. • We will provide incentives and rewards for high attendance rates.	Expenses included in Action 9	y
7	Pro-Black Programming	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.	Expenses included in Action 9	n
8	Equity Working Group	• Bi-weekly meetings led by our Equity Driver (details outlined below)	Expenses included in Action 9	n

| 9 | Personnel | To execute actions associated with LCAP Goal #2, hire:

● 1 Campus Monitors - $24,000

…and retain:

● Mental Health Counselor - $105,000
● Pro-Black Programming Coordinator (stipend) - $3,000
● Assistant Principal - $135,000
● MTSS Manager - included above in Goal 1
● 6 Lead Teacher/Teammates - included above | $267,246 | Yes |

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.

UCS, like most schools in the 21-22 school year, faced many staffing challenges. Due to these challenges we were unable to hold monthly SEL walk-throughs. We also did not meet our bi-weekly meeting goal for the Attendance Committee, Equity Working group and School Culture working group meetings. Additionally we did not send our PBIS families to families for feedback or send a monthly SEL newsletter. We were able to offer SEL PD at the beginning of the school year to staff and engage in an SEL walk through with our SEL Director for the Central Valley and Superintendent. Our teachers received SEL resources targeted to their specific grade level to implement during their daily SEL block.

We felt it was important to protect as much staff planning time as possible on Wednesday afternoons in order to provide teachers time to plan for standards based instruction that also met the needs of a high number of students with gaps in learning as well as planning that met the social emotional needs of students coming back from a year of distance learning.

Additionally, family engagement was difficult over Zoom. We held monthly ELAC-SSC meetings, but did not hold the Saturday school event due to the constraints of Zoom. This did not impact funding as we held a School Wide Jog-a-thon even after school in lieu of Saturday School. Next year we will hold two in person Saturday school events.

Additionallur Covid-19 protocols had a significant impact on student attendance. Regular attendance meetings should resume for the 22-23 school year.

UCS did have an Equity Lead and Pro Black Programming Coordinator for the 21-22 school year who led the staff in PD sessions and rallied the team to share resources for heritage months. Our Equity Lead/Pro Black Programming Coordinator also helped plan and MC the CV Black Excellence Celebration.

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

No material differences

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

Our student survey data reflects increases in all areas. Student sense of belonging increased from 67% to 81%. Our staff was intentional around creating opportunities for joy and building positive relationships with our students. This paired with being together as a community on campus was reflected in our student survey results.

Our suspension rate doubled from 19-20 to 21-22. We speculate this is due to the difficulty in transitioning from being in school in an online platform to being in person. However, the increase in suspension does speak to the need for opportunities for our school to help educate and partner with families around the dangers of social media, social media bullying, and substance use/abuse. Additionally, we need to strengthen our Tier 3 behavior interventions/supports.

Family survey data remained consistent with the previous year, but participation in the survey dropped. We also saw a decrease in attendance at our ELAC-SSC meetings. We believe we can increase parent participation and increase our family survey results through in person opportunities for families We are hopeful we will be able to hold ELAC-SSC in person for the 22-23 school year, and that families will be invited on campus to volunteer in their children's classrooms.

Attendance was one of our biggest challenges. Due to the way in which we structured contact tracing and Covid-19 safety protocols students were required to stay home for extended periods of time. This was especially difficult for families with multiple children. While we offered independent study packets and Zoom check ins, completing work at home was an unrealistic expectation for some families. As we move from a pandemic to an endemic we believe our attendance rates will increase significantly. However, our attendance committee plans to meet regularly during the 21-22 school year in order to support students who are chronically absent.

Our school counselor took on the role of supporting staff with SEL observations, resources, and feedback. Our Pro-Black Programming Coordinator co-led our CV regional Black Excellence Celebration and held BSU meetings for students, staff, and families. One of our lead teammates with the help of another teacher started the first UCS LSU. There was a lot of learning, joy, and sense of belonging in all of the LSU and BSU meetings. Our MTSS manager led the intervention team successfully in implementing group family SSTs for students. She

also provided training to staff on SST processes and structures. Additionally our MTSS manager co-created our system and forms for data chats with the input from our Leadership team and teachers.

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.

For the 22-23 school year we will form an MTSS team that is more representative of the different roles on campus including special education representation, general education representation, and support staff. The MTSS team will engage in reflection and planning using the SWiFT Fidelity Integrity Assessment. Due to budget constraints we will only be able to fund one general education IA position and one onsite sub position. We will be able to fund two full time intervention teachers and an MTSS Manager. This is listed in Goal 1 and funds are allocated within Goal 1, not Goal 2.

We also want to provide opportunities for parent education in the areas of online awareness including social media dangers as well as parent education around vaping.

Mid year our Mental Health Counselor created an advisory system for supporting students to build social skills as well as tools for self regulation. We will continue to build on this system during the 22-23 school year, and add it to our action steps.

Goal 3

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

An explanation of why the LEA has developed this goal.

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

The intention of this goal and all goals found in this year's LCAP, is to transform the disproportionate outcomes we see in our education systems, and which were exacerbated by the disproportionate learning loss and trauma experienced during the pandemic. When combined

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.aTeacher Credentials	Pulled from the 2019 SARC 82% of teachers were fully credentialed in 2019 18% of teachers were not fully credentialed. (18 teachers with full credentials 4 teachers without full credentials)	90% of teachers are fully credentialed (18 teachers with full credentials 2 teachers without full credentials)			100% of teachers are fully credentialed.
6.e Teacher Sense of Safety and School Connectedness as a Percentage	2020 Teammate Survey Data Overall, I am satisfied with Aspire as a place to work.- 100% I am equipped to interrupt implicit bias and racial aggression if I see them at work. - 92% My manager has explicitly prioritized	Overall, I am satisfied with Aspire as a place to work - 75% Overall, I am satisfied with my manager.- 100% Overall, I am satisfied with my principal. - 96% I am equipped to interrupt implicit bias and racial aggression if			Maintain 85% or higher for all indicated survey areas. Increase all areas below 85% by 5 %.

	our team attending equity PDs. -88% My workload is sustainable. - 88% The organization is making positive efforts to improve workload sustainability. - 70% Aspire's professional development and coaching from peers/supervisors have tangible changed my practice in instruction black scholars. -67%	I see them at work. - This question is no longer on the Aspire teammate survey. My manager has explicitly prioritized our team attending equity PDs.- 97% My workload is sustainable. - 50% The organization is making positive efforts to improve workload sustainability. - 63% Aspire's professional development and coaching from peers/supervisors have tangible changed my practice in instruction black scholars. - This question is no longer on the Aspire teammate survey.			

1.aTeacher Credentials	Pulled from the 2019 SARC 82% of teachers were fully credentialed in 2019 18% of teachers were not fully credentialed. (18 teachers with full credentials 4 teachers without full credentials)				100% of teachers are fully credentialed.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Hire Personal to help drive positive school culture and Equity Work	• Additional pay for Equity Driver • Additional pay for Pro Black Program Coordinator • Additional pay for School Culture Lead • Additional pay for Grade Span Leads	$3,000	n

| 2 | Equity Driver/ Equity working Group Actions | **Equity Driver**:

In charge of the operation of the Equity Working group and stand as a support for the members of the group. To ensure the members of the group have a voice and feel like their efforts are appreciated and valued. A direct communication to Admin to ensure communication is consistent, timely, and maintained. To ensure that all areas of diversity and equity are embodied in the culture of the campus and the community. To collaborate with others in the organization tied to equity to continue the growth of knowledge and experience around all things equitable. The Equity Driver's mission is to make students, staff, and families feel included, heard, accepted and or respected by UCS. To represent UCS professionally in all areas of the position.

Equity Working Group:

- Each member will support an equity need at the school in collaboration with other staff members. Topics for equity needs could include: BSU/Problk Coordinator support, Latin X community; families, students, etc, Special Education, LGBTQ, etc.
- The Equity Working Group will be responsible for: Staff and School correspondences about events and news, Possible PD spotlights in staff meetings, helping with school events, serving as a liaison for an equity topic group to the equity working group team.
- Equity Working Group Meetings will include: discussion of important topics pertinent to equity needs at the school, celebrations of equity work, time to reflect on success and opportunities, collaboration on Equity focused PD facilitation. | NA | n |
| 3 | Pro Black Programming Coordinator to Oversee Plan for Pro Black Programming | **Problack Coordinator**: | NA | n |

		• 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. • Continue BSU for Students and Families • Ensure curriculum and instruction honors varied student groups. • Specifically look at sub-group data during data talks with team and leadership attendees.		
4	Aspire CV Equity training	• Affinity Groups • Staff will attend at least two regional Equity based PDs with colleagues from the region	NA	n
5	Grade Span Leadership Development	• Leadership team will conduct observation/coaching/feedback cycles with team members as a group to build our knowledge of using the ASLF and ELD Observation tools to give effective feedback and coaching to our teaching team. Specific focus will be given to the Culturally Responsive Teaching portion of the ASLF rubric. • Leadership team will collaborate with the MTSS team to analyze data and improve MTSS systems. • Leadership team will continue to build our leadership skills by engaging in a book study: Brene Brown, Dare to Lead	NA	y
6	Staff Professional Development on the Social Justice Standards	• Social Justice standards will be met with an inclusive and diverse SEL scope and sequence • Standards will be addressed and inclusive in SEL PD's for staff • Staff and students will be explicitly taught skills to reduce prejudice and increase action taking • Admin and staff will model standards and expectations through speech and actions	NA	n

		Reference guides will be created for ease of use for all staff that indicate the crosswalk and integration of SEL, Social justice standards, Restorative practices, Equitable practices through singular but inclusive phrases and actions.		
7	Implementation of SEL for Adults - Module 6	Adult internalization will be prioritized and reinforced by integration within procedural framework and processes i.e. ● Bi Weekly SEL PD opportunities that will focus on Adult internalization and use (lead team meetings, PLC's) ● MTSS integration, Observations, classroom safety checklists ● Staff SEL needs survey to identify areas of growth and target resources on identified needs ● Tools and resources for professional use based on needs. ● Continue use of RULER core routines ● SIte specific confidential surveys, ensuring safe environment to practice and use skills acquired	NA	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.

The equity working group took on a different approach than in previous years. Our, Equity driver took on most of the responsibility for the action plan while giving staff space in meetings to collaborate with each other around resources and culturally responsive teaching. The Equity Driver also switched focus from the Social Justice Standards to a focus on resources for lifting up and celebrating heritage months. We felt this approach would be more supportive of the need for staff to have more planning time with their grade spans. UCS did hold BSU and LSU meetings and participated in the annual Aspire Black Excellence Awards Ceremony. Additionally the leadership team was unable to conduct regular observation and coaching cycles due to staffing shortages. We were unable to provide as many release days for staff in order to participate in ASLF coaching cycles, ELD observation cycles, and MTSS team 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.

No material differences

UCS staff continued to participate in affinity groups and equity education through our regional pds. There were opportunities for staff to engage in discussions about how culturally responsive teaching looks in the classroom and at our school. There is room for improvement on our teammate survey results and specifically how we support teammates to thrive. Staffing shortages, Covid-19 anxiety, increased academic gaps paired with an increase in negative student behaviors made the school year difficult. We had a lot of joy and a lot of success this school year, but that was because of the commitment of our team to students and families. When a staff member saw a need on campus they rallied around to help support and find solutions.

Staff have shared there is a need for consistent collaborative planning days, especially for addressing learning gaps and planning for ELD. Staff also gave input that more frequent coaching would be helpful, and clarity on our SEL practices and curriculum.

Our leadership team met regularly to engage in professional development, plan professional development for staff, as well as problem solve the needs of our school. Our leadership team developed a strong bond and was very effective in identifying challenges and solutions to those challenges. When our team saw a need they stepped in to help.

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 an effort to increase workload sustainability as well as increase student achievement scores UCS will prioritize monthly planning days for data analysis and lesson planning for grade level teams. There will also be a larger focus on the creation of MTSS improvements utilizing the SWiFT Fidelity Integrity Assessment. UCS will continue to have grade span lead teachers and an Equity Driver. We may add a School Culture lead position in the 22-23 school year.

Goal 4

Goal #	Description
4	UCS will continue to strengthen the ELD program for English language learners in grades Tk-5th.

There is a need to continue to improve our ELD programming based on multiple assessments. Primarily, the summative ELPAC assessment measures the proficiency growth for our EL students yearly. This assessment has indicated that our EL students need support in acquiring the English language. There are other data points that UCS references which are STAR REN, ERD and math performance assessments.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPAC	**Summative ELPAC 19-20** Level 4 = 12.2% Level 3 = 40.9% Level 2 = 37.4% Level 1 = 9.6%	**Summative ELPAC 20-21** **Summative ELPAC 20-21** *Level 4 = 6.8%* *Level 3 = 40.1%* *Level 2 = 41.5%* *Level 1 = 1.2%*			Increase students scoring to Level 3 and 4 by 10%
Designated ELD	A ELD standards aligned curriculum (EL Achieve) will be implemented with 100% fidelity via walkthroughs and classroom observation. Furthermore, admin will observe and monitor all materials,implementation and monitor all district assessments	UCS implemented EL Achieve in 100% of classrooms. Due to Covid-19 protocols we were unable to implement platooning. We will update our goal to reflect platooning as part of our 22-23 LCAP plan			Continue to maintain 100% implementation of ELD Standards curriculum (EL Achieve) and that it will be implemented with 100% fidelity via walkthroughs and classroom observation. Furthermore, admin will observe and monitor all materials,implementa

	to ensure that all is aligned to ELD standards.				tion and monitor all district assessments to ensure that all is aligned to ELD standards.
Integrated ELD	Implement Instructional practices and guidelines that integrate ELD standards along with other content standards with 100% fidelity so that our English language learners have access to core content.	100% of teachers taught integrated and designated ELD.			Continue to Implement Instructional practices (Language objectives, structured talk and complex text) and guidelines that integrate ELD standards along with other content standards with 100% fidelity so that our English language learners have access to core content.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Hire ELD Program Manager position Hire Full Time Temporary Teacher	ELD Program Manager will support implementation of ELD programming at UCS, supporting monitoring progress of English language learners and will continue to help bridge the school community for all stakeholders (leadership, staff, students and parents).	Expenses included in Goal 1 Action 7	y
Action #2	Continue implementation of Designated ELD Programming.	Leadership team, ELD Program Manager and teachers will provide daily explicit language instruction to our English language learner students using the adopted ELD curriculum, E.L. Achieve.	No expenses	y

		- Leadership team will use the cycle of implementation support which includes: - 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). Hire temporary teacher onsite sub - Provide release time to teaching staff to analyze MLL data - Provide release time to teaching staff to observe ELD instruction and improve the delivery of integrated and designated ELD.		
Action #3	Implementing integrated ELD in content areas.	- Staff will engage in professional development on integrating ELD standards with content specific standards throughout the instructional day. - 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.	No expenses	y

Action #4	Purchasing of materials to foster professional development for teachers and ELD instruction.	• Book, materials, software and licenses - $20,000 (CSI) and $40,000 GenEd • UCS will allocate and spend funds on purchasing culturally responsive books for students. • UCS will allocate and purchase professional learning materials focusing on fostering an asset-based environment for all students. • Purchase additional ELD curriculum for designated ELD (e.g., consumable student language portfolios, support kits, etc.)	ALTERNATE FUNDING	Y
5	Personnel	To execute actions associated with LCAP Goal #4, fund: • Site Senior English Language Development Program Manager - Included above	Expenses included in Goal 1 Action 7	Yes

Goal 4 Analysis 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.

While we completed most of our action items in goal 4 we were unable to have consistent observation cycles including peer observations of designated and integrated ELD. We were also unable to platoon, which is an integral part of ensuring students have ELD instruction at their ELPAC level, due to Covid-19 protocols. We plan to implement platooning and EL Achieve with fidelity in the 22-23 school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Our Site Senior Language Development Program Manager resigned mid year due to obtaining another ELD position serving the entire CV region. Due to this UCS did not pay her salary for the entire school year, but she did continue to work with and support our school.

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

Teams were given release time to engage in ELD data analysis and planning. We were able to implement a school wide language block. We also purchased additional supporting materials for the EL Achieve program and books to supplement our classroom libraries with a wide range of topics and diverse characters. Having the additional EL Achieve resources has allowed us to provide more visual support to students during integrated and designated ELD instruction. Providing books to students that are culturally responsive creates more enthusiasm and better buy in for reading and learning.

Teachers engaged in ELD training on:

August 10, 2021

October 26, 2021

Additionally, All teachers engaged in at least two days of ELD data analysis and ELD planning with grade level teams. Multi iLanguage Learner PD Meetings were held monthly. The Site/Regional Director of MLLs attended.

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

We do not have additional funding for the Site Senior English Language Development Program Manager position. UCS will receive support in this area from the Regional Language Development Program Manager. Action 5 will be deleted.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$1,029,156	$138,290

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
33.46%	0%	$0	33.46%

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 68% with low income status and 42% 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, English learners, and foster youth. Our Actions extend our programs and personnel beyond core levels and are therefore schoolwide.

In **Goal 1** we first plan to focus on to increase the effectiveness of our MTSS structures for all students but especially for students who continue to demonstrate needs, MLLs and LI. To address multiple levels of instruction, we added release time to enable our MTSS, Intervention team, Special Education team, and General Education team to plan for deep data analysis, collaborative planning based on student achievement data, and tiered supports, 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 #2,#7) and tools (Action #4, #6) 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 than in the 20-21 school year to our current MTSS members to strengthen our systematic response to support students at all levels of the MTSS framework, academically and emotionally. Examples of how we strengthened our MTSS framework are as follows:

- Action #2- Creation of MTSS team and identification of tiered supports

-Action #3, #$- Release time for data analysis and targeted planning of instruction based on achievement data

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. The majority of our students missing school qualify for low-income status. We know from experience, research and survey results that students respond to incentive programs, personal outreach such as a school mental health counselor, and mentorship.

As noted earlier, current conditions created a greater need for attention to social emotional learning, especially for students and their families with limited income. First, we funded a full time mental health counselor and then implement more intense practices using SEL curriculum and corresponding training such as advisory lessons, RULER, PBIS, Restorative Practices.

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

Goal 3

We find our students with limited resources struggle to stay engaged during class due to multiple barriers. Students who experience poverty often come to school with anxiety around physical and emotional safety 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 whave allocated funding for two full time intervention teachers and one part time General Educaiton IA. Additionally we will hire one full time

onsite sub to support teachers in the classroom for release time for data analysis and planning. 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 33.46%. 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. Intervention teachers 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 from the 20-21 to support SEL and well-being, improving our MTSS and PBIS programs, and improving the services provided by our APs, Ed Specialist, Instructional Assistants, Counselors, and Intervention specialists.

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 personnel for our MTSS and PBIS framework, custodial staff to mitigate anxiety levels and maintain cleaning practices established during Covid. Additional staffing enables our efforts to focus on students who are learning English, come from a low income household or are foster youth.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	[Provide ratio here]	201:1 FTE 0.50%
Staff-to-student ratio of certificated staff providing direct services to students	[Provide ratio here]	16:1 FTE 6.22%

2022–23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,170,446	$ 75,750	$ -	$ -	1,246,196	$ 1,133,246	$ 52,200

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Implementation of Summer School, using th	EL, FRL					$ -
1	2	Creation of MTSS team to support student a	EL, FRL					$ -
1	3	Improve data analysis systems by attending	EL, FRL		$ 15,750			$ 15,750
1	4	Hold regular data analysis and action planni	All					$ -
1	5	Family Engagement	All					$ -
1	6	Staff PD	All					$ -
1	7	Personnel	All	$ 891,200				$ 891,200
								$ -
2	1	We will create and implement a Social-Emot	EL, FRL					$ -
2	2	School-wide PBIS System	All					$ -
2	3	Staff Professional Development	All					$ -
2	4	Family Involvement & Engaging Families as	All					$ -
2	5	School Culture Working Group	All					$ -
2	6	Attendance	All					$ -
2	7	Pro-Black Programming	Black Students					$ -
2	8	Equity Working Group	All					$ -
2	9	Personnel	EL, FRL	$ 276,246				$ 276,246
								$ -
3	1	Hire Personal to help drive positive school c	All	$ 3,000				$ 3,000
3	2	Equity Driver/ Equity working Group Actions	All					$ -
3	3	Pro Black Programming Coordinator to Over	All					$ -

3	4	Aspire CV Equity training	All						$ -
3	5	Grade Span Leadership Development	EL						$ -
3	6	Staff Professional Development on the Social	All						$ -
3	7	Implementation of SEL for Adults - Module 6	All						$ -
3	8	Personnel	EL, FRL						$ -
									$ -
4	1	Hire ELD Program Manager position Hire Full Time Temporary Teacher	EL, FRL						$ -
4	2	Continue implementation of Designated ELD	EL, FRL						$ -
4	3	Implementing integrated ELD in content area	EL, FRL						$ -
4	4	Purchasing of materials to foster professiona	EL, FRL		$ 60,000				$ 60,000
4	5	Personnel	EL, FRL						$ -
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
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				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -

2022–23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 3,489,098	$ 1,167,446	33.46%	0.00%	33.46%	$ 1,167,446	0.00%	33.46%	**Total:**	$ 1,167,446
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide	$ 1,167,446

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Implementation of Summer School, using th	Yes	Schoolwide	All	Elementary	$ -	0.00%
1	2	Creation of MTSS team to support student a	Yes	Schoolwide	All	Elementary	$ -	0.00%
1	3	Improve data analysis systems by attending	Yes	Schoolwide	All	Elementary	$ -	0.00%
1	4	Hold regular data analysis and action planni	No	Schoolwide		Elementary	$ -	0.00%
1	5	Family Engagement	No	Schoolwide		Elementary	$ -	0.00%
1	6	Staff PD	No	Schoolwide		Elementary	$ -	0.00%
1	7	Personnel	Yes	Schoolwide	All	Elementary	$ 891,200	0.00%
						Elementary	$ -	0.00%
2	1	We will create and implement a Social-Emot	Yes	Schoolwide	All	Elementary	$ -	0.00%
2	2	School-wide PBIS System	No	Schoolwide		Elementary	$ -	0.00%
2	3	Staff Professional Development	No	Schoolwide		Elementary	$ -	0.00%
2	4	Family Involvement & Engaging Families as	No	Schoolwide		Elementary	$ -	0.00%
2	5	School Culture Working Group	No	Schoolwide		Elementary	$ -	0.00%
2	6	Attendance	Yes	Schoolwide	N/A	Elementary	$ -	0.00%
2	7	Pro-Black Programming	No	Schoolwide		Elementary	$ -	0.00%
2	8	Equity Working Group	No	Schoolwide		Elementary	$ -	0.00%
2	9	Personnel	Yes	Schoolwide	All	Elementary	$ 276,246	0.00%
							$ -	0.00%
3	1	Hire Personal to help drive positive school c	No	Schoolwide		Elementary	$ -	0.00%
3	2	Equity Driver/ Equity working Group Actions	No	Schoolwide		Elementary	$ -	0.00%
3	3	Pro Black Programming Coordinator to Over	No	Schoolwide		Elementary	$ -	0.00%
3	4	Aspire CV Equity training	No	Schoolwide		Elementary	$ -	0.00%

3	5	Grade Span Leadership Development	Yes	Schoolwide	English Learners	Elementary	$ -	0.00%
3	6	Staff Professional Development on the Socia	No	Schoolwide		Elementary	$ -	0.00%
3	7	Implementation of SEL for Adults - Module 6	No	Schoolwide		Elementary	$ -	0.00%
3	8	Personnel	Yes	Schoolwide	All	Elementary	$ -	0.00%
							$ -	0.00%
4	1	Hire ELD Program Manager position Hire Full Time Temporary Teacher	Yes	Schoolwide	All	Elementary	$ -	0.00%
4	2	Continue implementation of Designated ELD	Yes	Schoolwide	All	Elementary	$ -	0.00%
4	3	Implementing integrated ELD in content area	Yes	Schoolwide	All	Elementary	$ -	0.00%
4	4	Purchasing of materials to foster professiona	Yes	Schoolwide	All	Elementary	$ -	0.00%
4	5	Personnel	Yes	Schoolwide	All	Elementary	$ -	0.00%
							$ -	0.00%
							$ -	0.00%
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							$ -	0.00%

2021–22 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,177,000.00	$ 1,177,000.00

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	Implementation of Summer School, using the Lavinia Rapid Rise program.	Yes	$ -	$ -
1	2	Creation of MTSS team to support student academic achievement through data analysis and intervention services	Yes	$ -	$ -
1	3	Improve data analysis systems by attending RELAY ILPD Training and Implementation of a plan for Data Chats and COI.	Yes	$ 15,000	$ 15,000
1	4	Hold regular data analysis and action planning meetings with teachers to support students with academic needs.	No	$ -	$ -
1	5	Family Engagement	No	$ -	$ -
1	6	Staff PD	No	$ -	$ -
1	7	Personnel	Yes	$ 855,000	$ 855,000
				$ -	$ -
2	1	We will create and implement a Social-Emotional Learning Program for our school.	Yes	$ -	$ -
2	2	School-wide PBIS System	No	$ -	$ -
2	3	Staff Professional Development	No	$ -	$ -
2	4	Family Involvement & Engaging Families as Partners	No	$ -	$ -
2	5	School Culture Working Group	No	$ -	$ -
2	6	Attendance	Yes	$ -	$ -
2	7	Pro-Black Programming	No	$ -	$ -
2	8	Equity Working Group	No	$ -	$ -
2	9	Personnel	Yes	$ 242,000	$ 242,000
				$ -	$ -
3	1	Hire Personal to help drive positive school culture and Equity Work	No	$ 5,000	$ 5,000
3	2	Equity Driver/ Equity working Group Actions	No	$ -	$ -
3	3	Pro Black Programming Coordinator to Oversee Plan for Pro Black Programming	No	$ -	$ -
3	4	Aspire CV Equity training	No	$ -	$ -
3	5	Grade Span Leadership Development	Yes	$ -	$ -
3	6	Staff Professional Development on the Social Justice Standards	No	$ -	$ -
3	7	Implementation of SEL for Adults - Module 6	No	$ -	$ -
3	8	Personnel	Yes	$ -	$ -
				$ -	$ -
4	1	Hire ELD Program Manager position	Yes	$ -	$ -
4	2	Continue implementation of Designated ELD Programming.	Yes	$ -	$ -
4	3	Implementing integrated ELD in content areas.	Yes	$ -	$ -
4	4	Purchasing of materials to foster professional	Yes	$ 60,000	$ 60,000
				$ -	$ -
				$ -	$ -
				$ -	$ -
				$ -	$ -
				$ -	$ -
				$ -	$ -

2021–22 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,013,170	$ 1,002,000	$ 1,152,000	$ (150,000)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Implementation of Summer School, using the Lavinia	Yes			0.00%	
1	2	Creation of MTSS team to support student academic	Yes			0.00%	
1	3	Improve data analysis systems by attending RELAY II	Yes	$ 15,000	$ 15,000.00	0.00%	0.00%
1	4	Hold regular data analysis and action planning meetin	No	$ -	$ -	0.00%	0.00%
1	5	Family Engagement	No	$ -	$ -	0.00%	0.00%
1	6	Staff PD	No	$ -	$ -	0.00%	0.00%
1	7	Personnel	Yes	$ 705,000	$ 855,000.00	0.00%	0.00%
				$ -	$ -	0.00%	0.00%
2	1	We will create and implement a Social-Emotional Lea	Yes			0.00%	
2	2	School-wide PBIS System	No	$ -	$ -	0.00%	0.00%
2	3	Staff Professional Development	No	$ -	$ -	0.00%	0.00%
2	4	Family Involvement & Engaging Families as Partners	No	$ -	$ -	0.00%	0.00%
2	5	School Culture Working Group	No	$ -	$ -	0.00%	0.00%
2	6	Attendance	Yes			0.00%	
2	7	Pro-Black Programming	No	$ -	$ -	0.00%	0.00%
2	8	Equity Working Group	No	$ -	$ -	0.00%	0.00%
2	9	Personnel	Yes	$ 242,000	$ 242,000.00	0.00%	0.00%
				$ -	$ -	0.00%	0.00%
3	1	Hire Personal to help drive positive school culture and	No	$ -	$ -	0.00%	0.00%
3	2	Equity Driver/ Equity working Group Actions	No	$ -	$ -	0.00%	0.00%
3	3	Pro Black Programming Coordinator to Oversee Plan	No	$ -	$ -	0.00%	0.00%
3	4	Aspire CV Equity training	No	$ -	$ -	0.00%	0.00%
3	5	Grade Span Leadership Development	Yes			0.00%	
3	6	Staff Professional Development on the Social Justice	No	$ -	$ -	0.00%	0.00%
3	7	Implementation of SEL for Adults - Module 6	No	$ -	$ -	0.00%	0.00%
3	8	Personnel	Yes			0.00%	
				$ -	$ -	0.00%	0.00%
4	1	Hire ELD Program Manager position	Yes			0.00%	
4	2	Continue implementation of Designated ELD Program	Yes			0.00%	
4	3	Implementing integrated ELD in content areas.	Yes			0.00%	
4	4	Purchasing of materials to foster professional	Yes	$ 40,000	$ 40,000.00	0.00%	0.00%
				$ -	$ -	0.00%	0.00%

2021–22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 4,484,596	$ 1,013,170	0.00%	22.59%	$ 1,152,000	0.00%	25.69%	$0.00 - No Carryover	0.00% - No Carryover

Instructions

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])

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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:

  o **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.

  o **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.

  o **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%).

    o 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)

    o   This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o   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)

    o   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

    o 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)

    o 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

    o 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)

    o 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 (%)

    o This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

    o 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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