

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Aspire Vanguard College Preparatory Academy

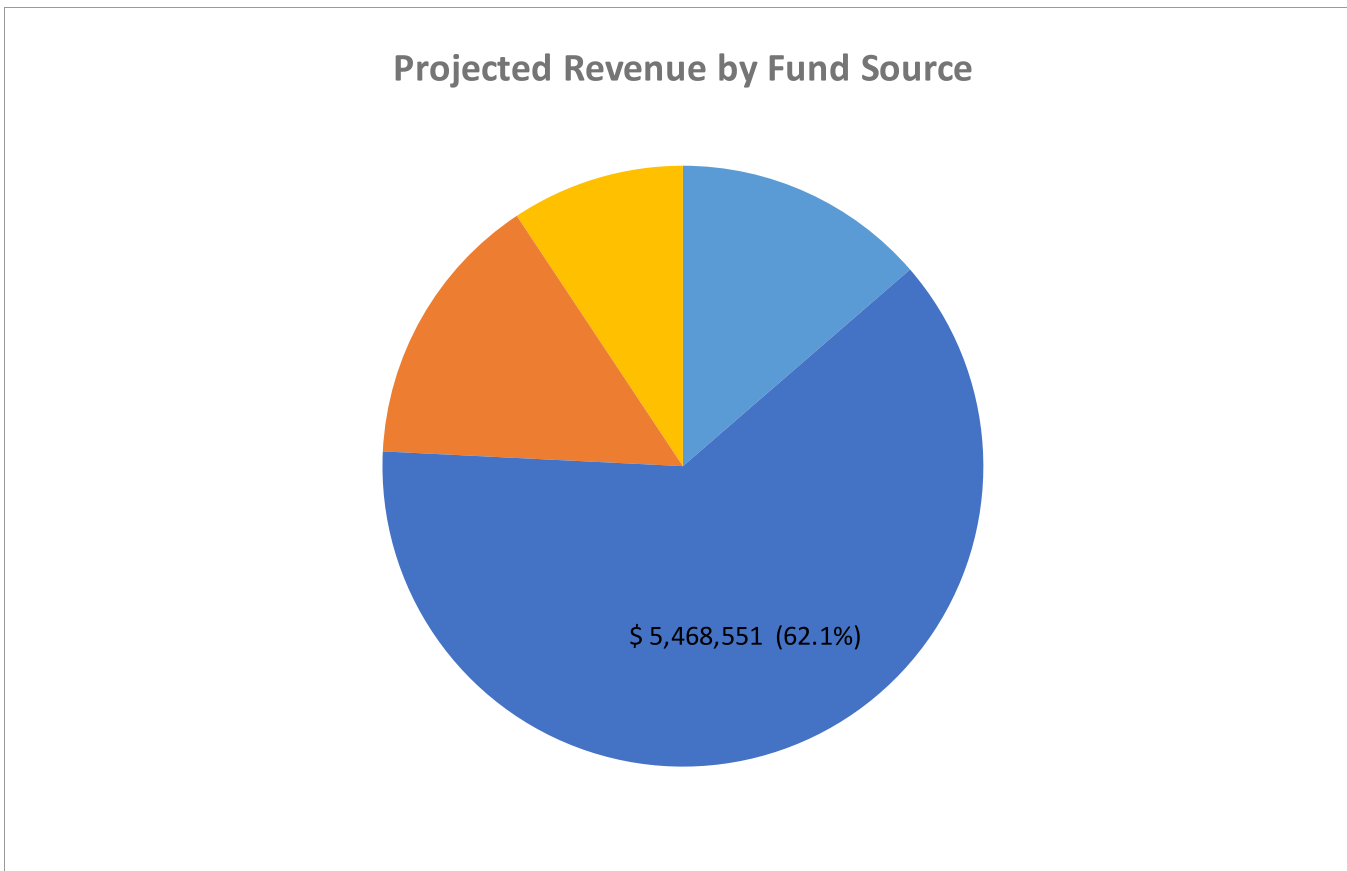
CDS Code: 50-71175-0120212

School Year: 2022 – 23

LEA contact information: Jacob Weiler

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

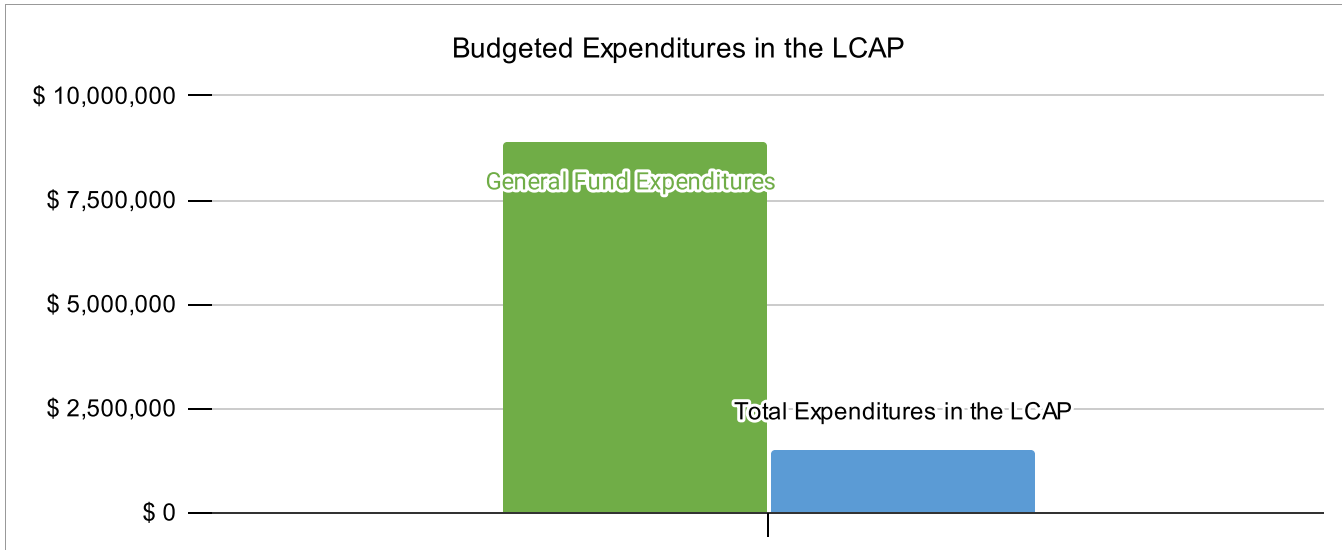
Budget Overview for the 2022 – 23 School Year



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

The text description for the above chart is as follows: The total revenue projected for Aspire Vanguard College Preparatory Academy is \$8,800,722.00, of which \$6,669,344.00 is Local Control Funding Formula (LCFF), \$1,310,640.00 is other state funds, \$0.00 is local funds, and \$820,738.00 is federal funds. Of the \$6,669,344.00 in LCFF Funds, \$1,200,793.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



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

The text description of the above chart is as follows: Aspire Vanguard College Preparatory Academy plans to spend \$8,895,272.00 for the 2022 – 23 school year. Of that amount, \$1,515,000.00 is tied to actions/services in the LCAP and \$7,380,272.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

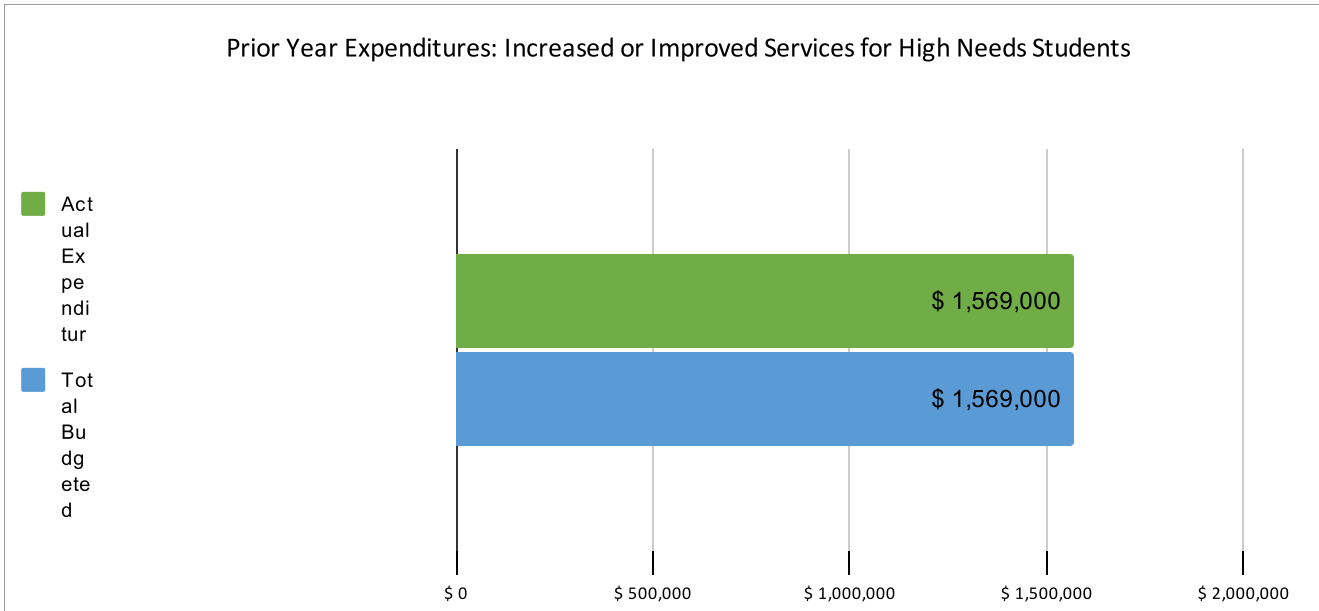
General fund budget expenditures not included in the LCAP are divided into two main categories - salaries & benefits, and operating.

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

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

In 2022 – 23, Aspire Vanguard College Preparatory Academy is projecting it will receive \$1,200,793.00 based on the enrollment of foster youth, English learner, and low-income students. Aspire Vanguard College Preparatory Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Aspire Vanguard College Preparatory Academy plans to spend \$1,515,000.00 towards meeting this requirement, as described in the LCAP.

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



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

The text description of the above chart is as follows: In 2021 – 22, Aspire Vanguard College Preparatory Academy 's LCAP budgeted \$1,569,000.00 for planned actions to increase or improve services for high needs students. Aspire Vanguard College Preparatory Academy actually spent \$1,569,000.00 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 Vanguard College Preparatory Academy | Jacob Weiler, Principal | jacob.weiler@aspirepublicschools.org (209) 521-3010 |

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, Family Cafe Con Leche, staff, and administrator group in **June, August and September** as we prepared to return to in-person learning. Our focus groups discussed safe, in person learning and ways to mitigate learning loss. Our educational partners emphasized the need to support related LCAP actions by increasing personnel to ensure the safety and well-being of staff and students. We funded additional positions for instructional support that provide interventions to increase English language proficiency, address safety and social emotional needs, support students participating in COVID-related independent study, and provide expanded learning opportunities for all students. Again, we meet regularly with our educational partners through several venues to monitor our efforts and gather feedback.

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

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

Additional staff will accomplish the following.

1. Increase personnel to
 - reduce class sizes, especially in transitional grades (6th and 9th)
 - increase the intensity and frequency of interventions for our students through additional certificated and classified personnel
 - provide multi-lingual support
 - expand career pathways programming
 - expand summer school
 - provide wrap-around services
2. Increase mental health supports for students, staff and families through
 - added counseling staff
 - expanded social emotional curriculum
 - increased access to mental health services
3. Increase professional development through
 - instructional coaching via additional site administration
 - strengthening of core curricula
 - culturally responsive teaching
4. Ensure facilities serve students optimally through
 - additional custodial staff
5. Increase collaboration with outside organizations to assist with
 - services to students and families around mental health

intervention to mitigate learning loss

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 and SSC (March, April, May 2021), staff (May and June 2021), and administration (May and June 2021) and corresponded via web-based tools as we prepared to return to in person learning. Our focus groups, listening meetings, and safety talks resulted in articulating the impact of distance learning on families, students, and staff including social emotional issues as well as academics.

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

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

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

Thanks to the communication and structures we adopted during distance learning, we maintained a comparable attendance rate. We were able to continue communication efforts seamlessly when we returned to in-person instruction and engage our school community continuously. As funds became available we used our standing outreach efforts to obtain input from all aspects of our community- students, staff, parents, ELAC, and SSC. Additionally, distance learning required that we learn, use, and implement technology to enhance instruction. When we returned, we maintained technology tools that enhance in-person instruction and provide consistent intervention (e.g. IXL, GoGuardian, PearDeck, Edgenuity).

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

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

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

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

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

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

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

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

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

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

Introduction

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021

Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|-------------------------|--|
| Aspire Vanguard College Preparatory Academy | Jacob Weiler, Principal | jacob.weiler@aspirepublicschools.org // 209-521-3010 |

Plan Summary 22-23

General Information

A description of the LEA, its schools, and its students.

Aspire Vanguard College Preparatory Academy (commonly known as Vanguard or VCPA) is a direct-funded charter school in Modesto, California. It is a part of Aspire Public Schools, a charter management organization that operates 36 schools in California, 10 of which are secondary schools. In 2019, Modesto City Schools reauthorized Vanguard’s charter for a 5-year term. In 2020, ASC WASC accredited Vanguard for a 6-year term. In the fall of 2022, we anticipate an enrollment of approximately 615 students.

Our Mission

Aspire Vanguard College Preparatory Academy is an inclusive community dedicated to the belief that all young people deserve an education that inspires excellence, nurtures resilience, sparks joy, and paves the way for collegiate, professional, and personal success.

Our History and Context

Vanguard was founded in 2009 as a “spin-off” of Aspire Summit Charter Academy in nearby Ceres, CA. In its first year, Vanguard served 200 students in grades 6-9; it added grades 10-12 in the three successive years. In 2018, Vanguard relocated from its original campus in Empire, CA to a new facility on the west side of Modesto.

As of May 2022, salient characteristics of Vanguard’s student population include:

Ethnicity

- Hispanic/Latinx: 76%
- White: 8%
- Asian: 4%
- Black: 4%
- Multi-Racial: 3%

- Not Disclosed: 5%

Eligible for Free or Reduced-Price Lunch: 59% confirmed (note: pandemic disruptions and introduction of universal school lunch have made it difficult to verify families' socio-economic status, leading to apparently artificial declines in FRL rates %; based on trends from previous years and from our feeder schools, we believe the actual proportion of FRL-eligible students is closer to 73%.)

Eligible for Special Education Services: 15%

Multi-Language Learner: 21%

Experiencing Homelessness: 2%

Foster Youth: 0%

Reflections: Successes

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

Based on the review of COVID-19 and Data Reporting at DataQuest, we experienced positive 20-21 outcomes in the areas of:

- Graduation Rate of 100% and 71% of students completing UC/CSU requirements (vs. 32% meeting requirements county-wide)
- Suspension Rate of 0% (vs. 0.4% county-wide)

Local 21-22 data indicate that:

- On our spring iReady reading assessment, the overall student proficiency rate improved to 31%, an 11% improvement vs. Fall of '21. FRL-eligible students improved by 7% and African-American students improved by 14%.
- On our spring iReady math assessment, the overall student proficiency rate improved to 21%, a 10% improvement vs. Fall of '21. FRL-eligible students improved by 6% and African-American students improved by 15%.

Additionally, our Educational Partners report on our annual survey that:

- 91% of Vanguard’s staff members agree or strongly agree with the statement, “Aspire leadership is moving the organization toward achieving the priorities for this year (academic acceleration, re-opening, and resilience).”
- 100% of parent LCAP survey respondents agreed or strongly agreed with the statement, “The school helps English Language Learners to develop their English language skills as quickly as possible.”

Reflections: Identified Need

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

Based on the review of COVID-19 and Data Reporting at DataQuest, we have determined that improvement is needed in the area of Chronic Absenteeism. 20-21 data show that 9.2% of Vanguard students were chronically absent, due in some part to the impacts of school campus closure and the COVID-19 pandemic generally. Irrespective of the cause, attendance is an important area of focus moving forward.

Additionally, local data from 21-22 indicate that:

- 5% of English Learners achieved proficiency in our spring iReady READING assessment (vs. 31% schoolwide), a growth of 3% since Fall ‘21 (vs. +11% schoolwide). 2% of English learners achieved proficiency on our spring iReady MATH assessment (vs. 21% schoolwide), a growth of 0% (vs. 10% schoolwide).
- 7% of students with IEPs achieved proficiency on our spring iReady READING assessment (vs. 31% schoolwide), a growth of 5% since Fall ‘21 (vs. +11% schoolwide). 14% of students with IEPs achieved proficiency on our spring iReady MATH assessment (vs. 21% schoolwide), a growth of 11% since Fall ‘21 (vs. +10% schoolwide).
- 44.8% of students with IEPs are designated as chronically absent (vs. 40.3% of non SPED students). 47.8% of African American students are designated as chronically absent (vs. 41% overall).
- The annual suspension rate for 21-22 is 7.6% as of April 2022. Latinx students are over-represented by 6.3%. English Learners are over-represented by 7.5%.

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

1. Maintain staffing plans and PD plans that enable us to focus on social-emotional learning, PBIS, and overall sense of belonging at school.
2. Maintain and expand focus on MTSS, especially with respect to differentiated academic and behavioral supports.
3. Maintain and expand focus on English Language Development programming in both “designated” and “integrated” contexts, accompanied by PD for staff members.

LCAP Highlights

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

Most of our high quality programs will continue. Through the process of engaging our educational partners, we have identified a few actions that will be particularly important to our community in the year ahead. Among them:

- Action 1.4 | An emphasis on integrated and designated English Language Development for multi-language learners (MLLs; aka ELs)
- Actions 1.3, 2.2, and 3.2 | Programming for students and professional development for staff that addresses supports for students with IEPs, equity & culturally responsive pedagogy, pro-Black programming, and SEL.
- Action 2.4 | Multi-Tiered Systems of Support (inclusive of PBIS) that deliver effective, systematized, data-based, pro-active supports to students and families in the domains of academics, social-emotional wellbeing, and engagement/belonging
- Action 2.5 | Expanded efforts to engage educational partners in school planning and operations, as well as expanded opportunities to participate in extracurricular activities, celebrations, and novel learning experiences.

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.

Aspire Vanguard College Preparatory Academy

Support for Identified Schools

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

Vanguard is a single-school LEA, authorized by Modesto City Schools and operated by Aspire Public Schools charter management organization. Aspire and Vanguard have collaborated extensively to develop CSI plans by way of these actions:

- Generation and disaggregation of multi-year school achievement data sets
- Development of strategies and tools for engaging stakeholders, including students, families, and staff
- Analysis of stakeholder feedback and development of specific action items that align with CMO priorities, WASC school improvement priorities, and LCAP goals
- Review of expenditure plans to ensure compliance with CSI regulations

Monitoring and Evaluating Effectiveness

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

Aspire Public Schools and Vanguard will collaborate to monitor and evaluate the CSI plan in the following ways:

- 4 quarterly “step-back” progress monitoring events attended by LEA senior leaders; these step-backs will review real time student achievement against outcomes articulated in this LCAP document.
- minimum 4 quarterly School Site Council meetings to review school progress and solicit feedback on any needed adjustments to school improvement action items

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 Vanguard College Preparatory Academy we believe stakeholder engagement is the most effective way to improve our school. Moreover, we believe we cannot fulfill our mission to serve historically marginalized individuals and communities without meaningful, sustained stakeholder engagement.

Before finalizing the Local Control and Accountability Plan (LCAP), Educational Partner (EP) engagement played a key role in the identification of progress noted and progress needed in multiple aspects of past and current experiences. EP surveys, community meetings and information sessions, and ongoing correspondence with parents/family members, certificated & classified staff, principals and district

administration, Special Education Local Plan Area (SELPA), students, and community partners took place throughout the spring of 2021 and the 2021-22 school year.

Across all EP groups, representation from Special Education, English Learners, Homeless & Foster Youth, and Socio-Economically Disadvantaged Students (parents, staff, and students) were included in meetings, forums, and surveys. Specifically for the purpose of revising the LCAP, additional EP engagement took place at committee meetings such as our English Language Advisory Council and Instructional Leadership Team Meetings. Additionally, a community wide LCAP EP survey commenced on 3/27/22 to collect input for the 2021-22 LCAP annual update.

MEETING DATES-

Community EP Zoom (aka "Cafe con Leche"): 8/18/21, 9/15/21, 10/13/21, 11/17/21, 12/15/21, 1/12/22, 2/16/22, 3/9/22, 4/13/22

Vanguard Instructional Leadership Team Meetings: 10/21, 11/20, 12/1, 1/5, 2/2, 4/6, 5/4

Admin Team Stepback Data Analysis and Action Planning: 9/30/21 and 2/3/22

ELAC: 8/26, 9/23, 10/28, 11/18, 12/16, 2/3, 4/21

In February 2022, we also conducted large scale surveys of students, families, and teammates. This effort generated thousands of responses, including responses from every high-priority subgroup. The quantitative and qualitative data derived from these surveys played a key role in the reviewing of goals and revising, as needed, of focus areas, actions and services.

Aspire Vanguard College Preparatory Academy is proud of the EP input process used to guide the review and updating of our LCAP. Parents, leadership, teachers, staff, students, and the Board of Trustees all have opportunities to provide input to the LCAP Annual Update through committee meetings, consultation meetings, site meetings, Board meetings, and surveys.

Vanguard site administrators sought additional input from staff at weekly staff meetings and from parents at Saturday School events, during Student Led Conferences (in Fall and Spring), and via ParentSquare communications. Regional Leadership discussed the LCAP for updates and input several times, and the Aspire-Wide Leadership Team was provided opportunities to hear updates on the LCAP development, ask questions, and provide input.

A summary of the feedback provided by specific educational partners.

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

In February 2022, we conducted surveys of students (285 unique responses), families (100 unique responses) and staff (52 unique responses) Additionally, in March and April, we conducted a site- and community-wide survey for the LCAP Annual Update via Google Form, and we received 19 unique responses. The surveys were presented in both English and Spanish, and were publicized to all students, families, and staff members via ParentSquare communications. The EP feedback provided by the survey is summarized below. The results were shared and evaluated during multiple subsequent EP meetings:

SURVEY SUMMARY

Although all EP groups expressed general satisfaction with the learning progress for students at Vanguard, EPs recognize that support will continue to be needed for the actions we currently have in place in order to maintain the ongoing upward trend of overall student success in English language arts and math. A common theme across all EP groups was a general concern about two interrelated issues: (1) the social-emotional needs and mental wellness of students, and (2) the diminished “sense of belonging” among students and families, relative to pre-COVID trends.

The English Learner Advisory Committee (ELAC) indicated enthusiasm for Vanguard’s designated ELD program, but also expressed concern for the academic progress of multi-language learners due to COVID. The ELAC also communicated concerns about campus safety, and shared a desire to see PBIS efforts manifest more clearly.

More broadly, on the family survey, 75% of parents and guardians, agreed or strongly agreed that “my child is getting a good education at this school”. However, this group was 24 percentage points less likely than last year to agree that the school provided a safe environment for their child; and the group was 27% less likely to agree that their child was excited to come to school. Families in various venues also expressed a desire for more frequent and more comprehensive school-to-family communication mechanisms.

Students echoed the perceived need for additional supports pertaining to social-emotional wellbeing, and also reported diminished feelings of campus safety relative to pre-pandemic trends. Students notably expressed a desire to feel more connected to the school via more and enhanced extra-curricular activities.

Staff EP groups expressed input through staff meetings, committee meetings, and surveys. They indicated overwhelming satisfaction with Vanguard as a place of work and deep investment in the mission of the school. 98% of staff members feel they have positive working relationships with parents and families. However, staff members continue to express concerns about: workload sustainability; the need for academic acceleration following the pandemic; the need for enhanced MTSS practices and differentiated supports; a desire for more robust PBIS programming and preventative (vs. reactive) culture-building; the need for expanded extra-curricular opportunities; and, among

teachers, more targeted coaching and professional development, particularly in the areas of integrated ELD, differentiation for students with disabilities (including co-teaching), and integrated SEL and classroom management.

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

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

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

Goals and Actions

Goal 1

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

An explanation of why the LEA has developed this goal.

As we continue in the school year 2022-2023 to recover from the effects of the COVID-19 pandemic, it is vital that we focus on instruction that is not only rigorous, but standards aligned and culturally responsive. Throughout the 2021-2022 school year, we heard from our stakeholders that our scholars need extra support to accelerate learning, strengthen executive functioning skills, engage in rich discourse, and transition effectively between collaborative and independent modes. To this end, we will dedicate resources to the ongoing development of rigorous standards aligned instructional guidelines for teachers, the refinement of our MTSS methodologies, and the adoption of a new, student-centered and rigorous science curriculum. The intention of this goal and all goals found in this year's LCAP, is to transform the disproportionate outcomes we see in our education systems, which were exacerbated by the disproportionate learning loss and trauma experienced during the pandemic. We are using the following instructional materials: EL Education (ELA grades 6-8), English 3D (ELD), Eureka Math (Math grades 6-8), CPM (math grades 9-12) Open Sci Ed (Science grades 6-8), Ruler (SEL) and we use teacher-created Units of Study for History/Social Studies, Science (grades 9-12), Foreign Language, and Health. We also use iReady as an intervention support. When combined with our organizations' anti-racist Core Values, these Goals and Actions will drive us to achieve greater racial, social, and gender equity across our school and communities.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|--|--|--|---|
| 4.a SBAC ELA | NA Due to COVID-19 Baseline data coming spring 22 | SBAC ELA TBD | | | 3 year outcome pending baseline data Spring '22 |
| 4.a SBAC Math | NA Due to COVID-19 Baseline data coming spring 22 | SBAC ELA TBD | | | 3 year outcome pending baseline data Spring '22 |
| 4.c % of EL students making progress toward ELPAC proficiency | 2019-2020 Baseline Data % of students making progress towards English Language Proficiency. | ELPI data is unavailable until 2023. Instead we will use ELPAC as a measure for our EL students. | ELPI data is unavailable until 2023. Instead we will use ELPAC as a measure for our EL students. | ELPI data is unavailable until 2023. Instead we will use ELPAC as a measure for our EL students. | Changed to: 25% of students achieve an overall score of 4 on ELPAC |

| | | | | | |
|---|--|---|--|--|---|
| | (*Testing suspended due to COVID) | | | | |
| 4.c % of EL students making progress toward ELPAC proficiency | We revised this measure based on the lack of ELPI data until 2023. Baseline and Year 1 outcome are the same. | 2021 ELPAC percentages are: Level 1: 15.73% Level 2: 29.21 Level 3: 37.08 Level 4: 17.98% | | | 2023 ELPAC percentages are: Level 1: 12% Level 2: 35% Level 3: 33% Level 4: 20% |
| 4.d EL Reclassification Rate | 2019-2020 School Year 7.3% Reclassification Rate (*Testing suspended due to COVID) | 2.7% Reclassification Rate from DataQuest | | | 15% Reclassification Rate |
| 5.e High School Graduation Rate as a Percentage | 100% (19-20 4-year Adjusted Cohort Grad Rate) | 100% (20-21 4-year Adjusted Cohort Grad Rate) | | | 100% |
| CA School Dashboard: College and Career Readiness as a percentage | 54.2% | Data not provided on CA School Dashboard for 2020 or 2021. | | | 75% |
| 1.b: Sufficient Access to Standard-Aligned Materials | “Good Quality and Availability” in All Core Content Areas on 2019-20 SARC | “Good Quality and Availability” in All Core Content Areas on 2020-21 SARC | | | “Good Quality and Availability” in All Core Content Areas |
| 2.a: Implementation of academic content and performance standards | 100% of classrooms will use standards aligned curriculum and materials | 100% of classrooms will use standards aligned curriculum and materials | | | 100% of classrooms will use standards aligned curriculum and materials |
| 2.b: How program and services will enable EL | 100% of English Language Learners | 100% of English Language Learners participate in | | | 100% of English Language Learners participate in |

| | | | | | |
|--|--|--|--|--|--|
| students to access CCSS and ELD standards for gaining EL proficiency | participate in CCSS aligned ELD during designated and integrated ELD. | CCSS aligned ELD during designated and integrated ELD. | | | CCSS aligned ELD during designated and integrated ELD. |
| 4.b: % of pupils who successfully completed A-G | 88.9% on the 2020 CA School Dashboard College and Career Indicator | 71.1% on the 2021 CA School Dashboard College and Career Indicator | | | 100% |
| 4.e: % of students who passed AP exam with score of 3 or higher | 0 AP tests attempted in 19-20 per Data Quest | 0 AP tests attempted in 20-21 | | | 20% |
| p. 8 Other academic outcomes (STAR, DIBELS, etc) | <p>2020-21 iReady End of Year Diagnostic Results (disaggregated data not available as of May '21)</p> <p>Reading</p> <p>Tier 1: 27%</p> <p>Tier 2: 20%</p> <p>Tier 3: 54%</p> <p>Math</p> <p>Tier 1: 23%</p> <p>Tier 2: 18%</p> <p>Tier 3: 59%</p> | <p>We administered iReady to grades 6-8 instead of STAR. Our Spring 2022 iReady data is:</p> <p>READING</p> <p>All: 31% proficient (+11% vs. Fall '21)</p> <p>EL: 5% proficient (+3% vs. Fall '21)</p> <p>FRL Eligible: 22% proficient (+7% vs. Fall '21)</p> <p>FY: (NA)</p> <p>African-American: 47% proficient (+14% vs. Fall '21)</p> <p>Latinx: 24% proficient (+8% vs. Fall '21)</p> <p>SPED: 7% (+5% vs. Fall '21)</p> <p>MATH</p> | | | <p>23-24 i-Ready</p> <p>READING</p> <p>All: 45% proficient</p> <p>EL: 20% proficient</p> <p>FRL Eligible: 30% proficient</p> <p>FY: (NA)</p> <p>African-American: 66% proficient</p> <p>Latinx: 40% proficient</p> <p>SPED: 25% proficient</p> <p>MATH</p> <p>All: 40% proficient</p> <p>EL: 15% proficient</p> <p>FRL Eligible: 35% proficient</p> <p>FY: (NA)</p> <p>African-American: 50% proficient</p> <p>Latinx: 35% proficient</p> <p>SPED: 30%</p> |

| | | | | | |
|--|--|--|--|--|--|
| | | <p>All: 21% proficient (+10% vs. Fall '21)</p> <p>EL: 2% proficient (+0% vs. Fall '21)</p> <p>FRL Eligible: 13% proficient (+6% vs. Fall '21)</p> <p>FY: (NA)</p> <p>African-American: 36% proficient (+15% vs. Fall '21)</p> <p>Latinx: 16% proficient (+7% vs. Fall '21)</p> <p>SPED: 14% (+11% vs. Fall '21)</p> | | | |
|--|--|--|--|--|--|

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-----------|--|-------------|--------------|
| 1.1 | Personnel | <p>To execute actions associated with LCAP Goal #1, hire:</p> <ul style="list-style-type: none"> • After School Program Director (ELO-P) - \$92,000 • 2nd Academic Counselor - \$93,000 • Instructional Coach (CSI) - \$80,000 <p>...and retain:</p> <ul style="list-style-type: none"> • 1 English Language Development Teacher - \$110,000 • 3 additional Education Specialists - \$260,000 • 2nd Assistant Principal - \$116,000 • 5 "Lead Teacher" - \$15,000 | \$686,000 | Yes |

| | | | | |
|-----|------------------------------|--|----------|-----|
| 1.2 | Professional Development | <p>To ensure achievement of LCAP Goal #1, deliver staff professional development in the areas of:</p> <ul style="list-style-type: none"> • Special Education, with an emphasis on Co-Teaching • Designated and Integrated English Language Development • Academic Acceleration • High Quality and Culturally Responsive Instructional Practices • Curriculum Orientation and Internalization • Induction (for novice teachers with preliminary credentials) | NA | No |
| 1.3 | Special Education | <p><i>This action aligns to our Special Education Plan (SEP).</i></p> <p>Enhance inclusion and academic achievement of Students With Disabilities by introducing a Co-Teaching framework and enhancing practices in the areas of:</p> <ul style="list-style-type: none"> • Co-Planning • Data Collection and Analysis • Goal Setting • Specialized Academic Instruction • Modified Academic Programming (for students with moderate-to-severe disabilities). • Transition Planning | NA | No |
| 1.4 | English Language Development | <p>Enhance inclusion and academic achievement of Multi-Language Learners by enhancing practices in the areas of:</p> <ul style="list-style-type: none"> • Designated ELD instruction • Integrated ELD instruction • ELPAC awareness and readiness | NA | Yes |
| 1.5 | Curricular Programming | <p><i>This action aligns to our 2020 WASC Accreditation Schoolwide Growth Area #4</i></p> <p>With special emphasis on serving historically marginalized student groups, enhance curriculum practices and programming in the following areas:</p> | \$20,000 | Yes |

| | | | | |
|-----|-------------------------|---|----|-----|
| | | <ul style="list-style-type: none"> • Master Scheduling • Curriculum Selection - \$50,000 (CSI - \$10,000) • Curriculum Internalization • Vertical Articulation Within Content Areas • Horizontal Articulation Within Grade Levels • Course Mapping/Planning | | |
| 1.6 | Instructional Practices | <p><i>This action aligns to our 2020 WASC Accreditation Schoolwide Growth Area #1 and Schoolwide Growth Area #2.</i></p> <p>With special emphasis on serving historically marginalized student groups, enhance instructional practices in the following areas:</p> <ul style="list-style-type: none"> • Data-Driven Instruction • Unit Planning and Lesson Planning • Engagement • Rigor • Culturally Responsive Teaching • Equitable & Effective Grading | NA | Yes |

Goal Analysis for 2021-22 LCAP Year

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

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

After we welcomed scholars back to campus for in person instruction in the fall of 2021, it quickly became apparent that many of our students needed a great deal of support re-adjusting to pre-COVID learning structures. Accordingly, some of our planned professional development around unit planning and vertical alignment of course outcomes was reduced to create more time and capacity for professional development in the areas of classroom engagement strategies, culturally responsive teaching, and integrated SEL. We look forward to revisiting PD on course planning and unit planning in years 2 and 3 of this LCAP cycle.

Like most other schools, we experienced an unprecedented number of teacher absences this year due to COVID illnesses and quarantines. In some cases, we shifted resources to allow for the hiring of two on-site substitute teachers who could be a consistent daily presence and who could provide better guest teacher instruction for students because they were familiar with our school and our students.

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

As noted in Prompt 1, we experienced difficult staffing issues and atypical levels of teacher absences. We reduced the number of instructional assistants from 2 to 1 (Action 1.1) so that we could add an on-site substitute teacher. We also found that AmeriCorps could recruit only 1 MathCorps volunteer, rather than 3, so unspent allocations for that were used instead for PD and associated stipends associated with Action 1.6. The difference between budgeted and estimated actual expenditures, therefore, was limited and consequently, so was the difference between planned and estimated actual percentages of improved services.

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

As evidenced by our iReady data (see table above for end of year vs. beginning of year proficiency rates), we are making progress toward meeting our goal of all “scholars meaningfully engaged in rigorous, standards-aligned, culturally responsive academic programming”. We provided multiple curriculum materials to meet the varied needs of our students. We infused technology for seamless curriculum delivery, and ensured just-in-time interventions with targeted materials aligned to StudySync (ELA), Eureka Math, and CPM Math, and engaged assessment monitoring via iReady and MAP. Implementing varied materials enabled us to fully realize academic content, provide full access to CCSS and ELD materials for English Learners, and ensure all students engaged with standards aligned materials.

Ensuring effective staff also ensures student learning. Staff members engaged in professional learning to optimize the curriculum materials noted above as well as designated and integrated ELD, integrated SEL, and anti-racism. With some re-calibrated priorities, we were able to meet our professional development actions.

As noted in Prompt 1, Covid disrupted schedules. We plan to re-emphasize Action 1.5 in conjunction with adopting an NGSS aligned science curriculum. Providing training and intervention via content areas for English Learners has proven to be very successful.

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

While we met with only partial success during a very difficult year, we believe the actions associated with this goal continue to be appropriate. We did, however make some changes to Action 1.1: to capitalize on new Expanded Learning Program emphasis from the state, we plan to hire an After School Program Director; to assist with important work of academic recovery, we plan to hire a second academic counselor; to ensure teachers are robustly supported, we plan to hire an instructional coach. Goal description updated to reflect targeted year.

Goal 2

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

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|--|----------------|----------------|---|
| 6.c Student Sense of Safety and School Connectedness as a Percentage | 72% of students “agree” or “strongly agree” with the statement “I feel safe at school” on the 20-21 Student Survey | 59% of students “agree” or “strongly agree” with the statement “I feel safe at school” on the 21-22 Student Survey | | | 90% of students “agree” or “strongly agree” with the statement “I feel safe at school.” |
| 6.a Student Suspension Rates as a Percentage | 19-20 Suspension Rates from <u>CDE Data Quest</u> All: 2.7% African American: 5% English Learners: 4.8% | 20-21 Suspension Rates All: 0% African American: 0% English Learners: 0% FRL Eligible: | | | Suspension rate of 3% or lower for all student groups |

| | | | | | |
|--|--|---|--|--|---|
| | Latinx: 3.1% SPED: 5.9% | Latinx: 0% SPED: 0% | | | |
| 5.b Chronic Absenteeism Rate as a Percentage | 19-20 Chronic Absenteeism Rates from <u>Aspire Data Portal</u> All: 6.2% African American: 5.3% English Learners: 2.6% Latinx: 4.3% SPED: 4.3% | 21-22 Chronic Absenteeism Rates as of April '22 All: 41.1% African American: 47.8% English Learners: 30.9% FRL Eligible: 41.6% Latinx: 40.9% SPED: 44.2% | | | Chronic Absenteeism rate of 3% or lower for all student groups |
| 3.a: Efforts we make to seek parent input on making decisions | On 20-21 Family Survey, 85% of parents responded Strongly Agree or Agree to the question "I am encouraged to share my opinion and feedback in the school decision making process." | On 21-22 Family Survey, 62% of parents responded Strongly Agree or Agree to the question "I am encouraged to share my opinion and feedback in the school decision making process." | | | <i>95% of parents respond Strongly Agree or Agree to the family survey question "I am encouraged to share my opinion and feedback in the school decision making process."</i> |
| 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? | 2020-2021 Baseline Family Engagement Events: 4 SSC Meetings 4 ELAC Meetings 8 Admin and Family Chats | 2021-2022 Family Engagement Events: 7 ELAC Meetings 8 Admin and Family Chats ("Cafe con Leche") 1 Black/AA Family Engagement Event 2 Student Led Conferences Events 1 Saturday School Event | | | 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 | 95.9% as of May 2021 | As of April 2022 All: 89.4% African American: 90.9% English Learners: 91.3% FRL Eligible: 89% Latinx: 89.1% SPED: 89.6% | | | 97% for all subgroups |
| 5.c&d: Middle and High School Drop Out Rate | 0% | 20-21 Dropout Rate 0% | | | 0% |
| 6.b: Pupil Expulsion Rates | 19-20 Expulsion Rate 0% | 20-21 Expulsion Rate 0% | | | 0% |
| 6.d: Surveys of parents to measure safety and school connectedness | On 20-21 Family Survey, 87% of parents responded Strongly Agree or Agree to the question "The school provides a safe environment for my child." | On 21-22 Family Survey, 64% of parents responded Strongly Agree or Agree to the question "The school provides a safe environment for my child." 74% of parents responded Strongly Agree or Agree to the question "I feel welcomed and connected to my child's school." | | | 95% of parents responded Strongly Agree or Agree to the question "The school provides a safe environment for my child." 90% of parents responded Strongly Agree or Agree to the question "I feel welcomed and connected to my child's school." |
| 1.c: School Facilities in Good Repair | Overall School Facility Rating of "Good" on 2019 SARC | Overall School Facility Rating of "Good" on 20-21 SARC | | | Overall School Facility Rating of "Good" |

| | | | | | |
|-------------------------|---|--|--|--|--|
| 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. | | | 100% of students, including EL, Low-income, Foster Youth, and students with special needs are offered a broad course of study including ELA, Math, Science, Social Science PE, and Art/Music |
|-------------------------|---|--|--|--|--|

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--------------------------|--|-------------|--------------|
| 2.1 | Personnel | <p>To execute actions associated with LCAP Goal #2, retain:</p> <ul style="list-style-type: none"> • Dean of Students - \$137,000 • 1st and 2nd Mental Health Therapists - \$198,000 • 3rd Mental Health Therapist (CSI) - \$100,000 • 2 Campus Monitors - \$104,000 • Culture and Climate Specialist - \$132,000 • Community Outreach Manager - \$112,000 | \$783,000 | Yes |
| 2.2 | Professional Development | <p>To ensure achievement of LCAP Goal #2, deliver staff professional development in the areas of:</p> <ul style="list-style-type: none"> • Educational Equity • Pro-Black Programming • Multi-Tiered Systems of Support, including Social Emotional Learning, Response To Instruction and Intervention, and Positive Behavioral Intervention and Supports | NA | No |

| | | | | |
|-----|-------------------------------------|---|----|-----|
| 2.3 | Pro-Black Programming | <p>Enhance inclusion, achievement, and retention of Black students.</p> <p>Enhance engagement with, sense of belonging among, and satisfaction of Black students, Black families, and Black staff members.</p> | NA | No |
| 2.4 | Multi-Tiered Systems of Support | <p><i>This action aligns to our 2020 WASC Accreditation Schoolwide Growth Area #5 and Schoolwide Growth Area #6.</i></p> <p>With special emphasis on equity and service to historically marginalized student groups, enhance MTSS practices and related programming, including:</p> <ul style="list-style-type: none"> • Continuous Cycles of Improvement • RTI² • SEL • PBIS • Attendance Works (Positive Attendance) • Suspension Prevention | NA | Yes |
| 2.5 | Stakeholder Outreach and Engagement | <p><i>This action aligns to our 2020 WASC Accreditation Schoolwide Growth Area #3</i></p> <p>Enhance frequency and quality of engagement with students, families, staff, and community partners.</p> <p>Expand decision-making processes to broaden input from all stakeholder groups.</p> <p>Increase the number of celebration and community building events for students and families.</p> | NA | No |
| 2.6 | Schoolwide Learner Outcomes | <p><i>This action aligns to our 2020 WASC Accreditation Schoolwide Growth Area #7</i></p> | NA | No |

| | | | | |
|--|--|--|--|--|
| | | <p>Expand understanding of Vanguard’s SLOs and their role in monitoring and refining school programming.</p> <p>Utilize SLO proficiency scales to measure attainment of Schoolwide Learner Outcomes.</p> | | |
|--|--|--|--|--|

Goal Analysis for 2021-22 LCAP Year

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

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

Covid caused unprecedented circumstances that prohibited in-person gatherings. We returned to in-person instruction but our group meetings were restricted. Actions 2.3 and 2.5 address immediate and extended community engagement, and many of our planned in-person engagement activities had to be postponed or substantially modified.

Action 2.4 (MTSS) and 2.6 (Schoolwide Learner Outcomes) unfortunately received less than anticipated focus because we had to adjust for the high degree of social-emotional and academic support that students needed as they resumed whole-school in-person learning. Accordingly, we increased one-to-one counseling, expanded our SST programming, and provided software resources for self regulation.

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

There were no substantive expenditure differences. In this area, we were able to staff all planned positions.

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

Our actions, together, support goal 2, to cultivate communities that foster inclusive, joyful, and safe learning environments. Although some key metrics indicate trends in the wrong direction, we believe that our concerted efforts in the area of school culture have helped to mitigate and minimize the disruptive and traumatic effects of the COVID-19 pandemic within the school context.

Among our most successful efforts has been the provision of Tier 1 counseling supports to students, thanks to a team of three mental health therapists with (plus one special education counselor). Together and in close partnership with the rest of the staff, these professionals have delivered hundreds of 1:1 counseling sessions to students and have responded to dozens of mental health crises, including self-harm events and suicidality. Our parent coordinator also made a difference. The coordinator made over 500 contacts through the year, supporting family

engagement, communication, support, and an inclusive environment. Additionally, our parent meetings continued, although virtually in many cases, for ELAC, Cafe con Leche, Saturday School, Student Led Conferences, and SART meetings.

Unfortunately, our attendance rate decreased from 95.5% to 89.4% and our chronic absenteeism increased from 6.2% to 41.4% in the current school year. Covid conditions directly contributed to our level of attendance and chronic absenteeism. Parents cited Covid as the reason for their child's absence and we monitored return dates per CDC guidelines when students were absent due to Covid.

We have seen similarly undesirable trends in data related to students' sense of safety and belonging, to families' sense of school safety and degree of inclusivity, and to current-year suspension rates, all of which are a significant cause for concern.

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.

Despite some concerning data trends, feedback from educational partners affirms that the actions identified in this goal continue to be aligned with the needs of the school moving forward. Special urgency is necessary in the coming year in the areas of: MTSS enhancement (especially PBIS and proactive suspension reduction), Pro-Black Programming, and incorporation of Schoolwide Learner Outcomes into the fabric of all important school initiatives.

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 |
|---|---|---|----------------|----------------|--|
| <i>1.a Teacher Credentials</i> | 0 teacher mis assignments indicated on the 19-20 SARC | 0 teacher mis assignments indicated on the 20-21 SARC | | | 0 Teacher Misassignments |
| <i>1.a Teacher Credentials</i> | 89% of teachers fully credentialed | 89% of teachers fully credentialed | | | 100% of teachers fully credentialed |
| <i>6.e Teacher Sense of Safety and School Connectedness as a Percentage</i> | On 20-21 Teammate Survey, 100% of teachers responded <i>Strongly Agree</i> or <i>Agree</i> with the statement “Overall, I am satisfied with Aspire [i.e. Vanguard] as a place to work.” | On 21-22 Teammate Survey, 92% of teachers responded <i>Strongly Agree</i> or <i>Agree</i> with the statement “Overall, I am satisfied with Aspire [i.e. Vanguard] as a place to work.” | | | 100% of teachers respond <i>Strongly Agree</i> or <i>Agree</i> with the statement “Overall, I am satisfied with Aspire [i.e. Vanguard] as a place to work.” |
| <i>Professional Growth Opportunity</i> | On 20-21 Teammate Survey, 87% of staff members responded <i>Strongly Agree</i> or <i>Agree</i> with the statement “At Aspire, I see a career path and/or an ability to grow within my role.” | On 21-22 Teammate Survey, 85% of staff members responded <i>Strongly Agree</i> or <i>Agree</i> with the statement “At Aspire, I see a career path and/or an ability to grow within my role.” | | | 95% of staff members respond <i>Strongly Agree</i> or <i>Agree</i> with the statement “At Aspire, I see a career path and/or an ability to grow within my role.” |

| | | | | | |
|---|--|--|--|--|--|
| <i>Diversity, Equity, and Inclusion</i> | On 20-21 Teammate Survey , 95% of staff members responded <i>Strongly Agree</i> or <i>Agree</i> with the statement “I am equipped to interrupt implicit bias and racial aggression if I see them at work.” | On the 21-22 Teammate Survey , 74% of staff members responded <i>Strongly Agree</i> or <i>Agree</i> with the statement “My team talks about issues of race frequently.” | | | 100% of staff members responded <i>Strongly Agree</i> or <i>Agree</i> with the statement “I am equipped to interrupt implicit bias and racial aggression if I see them at work.” |
| <i>Social-Emotional Learning</i> | On 20-21 Teammate Survey , 71% of staff members responded <i>Strongly Agree</i> or <i>Agree</i> with the statement “I have adequate training to integrate Social Emotional Learning into my classroom practices.” | On 21-22 Teammate Survey , 72% of staff members responded <i>Strongly Agree</i> or <i>Agree</i> with the statement “I have adequate training to integrate Social Emotional Learning into my classroom practices.” | | | 85% of staff members respond <i>Strongly Agree</i> or <i>Agree</i> with the statement “I have adequate training to integrate Social Emotional Learning into my classroom practices.” |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--------------------------|---|-------------|--------------|
| 3.1 | Personnel | To execute actions associated with LCAP Goal #3, fund: <ul style="list-style-type: none"> • Additional Pay/Stipend for 1 Alder GSE Mentor Teachers - \$3,000 • Additional Pay/Stipend for “Equity Programming Leader” - \$3,000 • Additional Pay/Stipend for 5 “Induction Coach” Roles | \$6,000 | No |
| 3.2 | Professional Development | To ensure achievement of LCAP Goal #3, deliver staff professional development in the areas of: <ul style="list-style-type: none"> • Equity • Anti-Racism • Mindfulness and SEL | NA | No |

| | | | | |
|-----|---|---|--|-----|
| | | <ul style="list-style-type: none"> • Educational Technology • Project Management • Team Leadership and Meeting Facilitation • School Leadership | | |
| 3.3 | Equity and Anti-Racism Staff Development | Maintain regular opportunities to learn about and reflect upon equity and anti-racism in the school context | NA | No |
| 3.4 | Social-Emotional Learning and Support for Staff | Maintain regular opportunities to learn about mindfulness, emotional resilience, self-regulation, and healing through affinity | NA | No |
| 3.5 | Leadership Development | <p>Maintain opportunities for staff members to develop leadership knowledge and skills with such mechanisms as:</p> <ul style="list-style-type: none"> • Relay Graduate School of Education Instructional Leader Development • Leading for Equity (National Equity Project) • Aspire Leadership Development Experience • Instructional Lead Team Trainings • Induction Coach Trainings • Alder GSE Mentor Teacher Trainings | \$20,000 (Educator Effectiveness) \$\$ | Yes |
| 3.6 | Induction | Maintain 2-year Aspire Induction experience for teachers seeking to clear their California Preliminary Teaching Credentials | NA | No |

Goal Analysis for 2021-22 LCAP Year

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

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

Virtual training provided a means to continue with professional development, professional learning plans, and coaching whenever in-person experiences were not possible due to COVID.

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

We were able to implement planned actions with no substantive differences in costs for Actions 3.1 - 3.6.

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

Our combined actions supported goal 3, “that all scholars have access to a team of diverse, effective, and thriving professionals who are developed and supported to show up their best and enact culturally responsive and anti-racist practices.” We maintained focus on the Aspire Student Learning Framework and using Affinity Groups to support collegiality. Our teachers reported a slightly decreased sense of satisfaction with working at Aspire and a slightly decreased sense of having a career path in our organization. However, in light of the exceptionally challenging year for teachers (and relative to other schools) these metrics can be interpreted as evidence of success with respect to Goal 3.

Staff perceptions about the effectiveness of efforts pertaining to diversity, equity and inclusion declined, and this is perhaps a reflection of the renewed (and welcome) urgency surrounding this topic, as well as the increasing complexity of addressing this topic in an often-polarized context. Accordingly, the school needs to do better to equip staff members to address issues of equity effectively. Staff members also reported less-than-desired levels of readiness to integrate SEL into their work with students; more work is needed in this area.

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

We continue to pursue our actions in Goal 3 and have not made any significant changes to goals, metrics, or actions. Minor adjustments include: adding “Leading for Equity” as a planned PD experience for select staff members and changing “adult SEL” training to “SEL” to include student-facing SEL in the scope of the staff training. Added 1.aTeacher Credentials metric with new baseline and year 1 outcome.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures 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) |
| \$1,074,252 | \$98,980 |

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 |
|---|-----------------------------|-------------------------|---|
| 21.96% | 0% | \$0 | 21.96% |

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.

Vanguard serves a student body comprised of 21% multi-language learners and at least 59% eligible for free or reduced-price lunch (note copied from General Information section, above: pandemic disruptions and introduction of universal school lunch have made it difficult to verify families’ socio-economic status, leading to apparently artificial declines in FRL rates %; based on trends from previous years and from our feeder schools, we believe the actual proportion of FRL-eligible students is closer to 73%.) Less than 1% of our students are foster youth.

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

In **Goal 1** we first plan to focus on purchasing materials to increase the effectiveness of our existing curriculum for all students but especially for students who continue to demonstrate needs, namely MLLs and socio-economically disadvantaged students. To address multiple levels of instruction, we plan to focus on data-driven instruction that maintains a focus on these groups and relies upon schoolwide tools to support monitoring students’ academic progress (e.g. MAP, iReady diagnostic) and professional development around the creation of other progress

monitoring tools. In addition, our Actions identify added staff (Action #1.1) 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 student support staff to strengthen our systematic response to support students at all levels of the MTSS framework, academically and emotionally.

Additionally, targeted professional development will focus on ways teachers can effectively serve MLLs and socio-economically disadvantaged students, whose need for academic acceleration, our data show, is most acute. PD will continue to focus on differentiation strategies, designated/integrated ELD, culturally responsive pedagogy, data-driven instruction, and curricular planning, all through the lens of serving these students.

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 (89.4%, 41.1%, respectively). The majority of our students missing school qualify for low-income status. We know from experience, research, and survey results that students respond to incentive programs, personal outreach, 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. Accordingly, we plan to maintain an emphasis on staffing around mental health programming and family outreach. We also plan to implement more intense practices using SEL curriculum and corresponding training such as advisory lessons, RULER, PBIS, Restorative Practices.

We also recognize that families of our multi-language learners and of our socio-economically disadvantaged students are most susceptible to marginalization and exclusion with respect to family engagement. As we refine our efforts to improve and expand family engagement (e.g. input-solicitation, celebration events, collaborative program design, shared learning experiences, etc.), we recognize that the primary focus of this work must be families whose primary language is not English and families whose socio-economic circumstances make it especially difficult to participate in traditional kinds of school events.

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 equity and anti-racism, mindfulness and SEL, educational technology, and (for site leaders) effective coaching and support of staff members who work most closely with students. These efforts will ensure teachers, counselors, and others work effectively with students' needs in mind and engage in self care so they can present their best selves to our students each day. In addition, we plan to refine our teacher coaching and teacher induction programs to ensure we are maximizing the effectiveness of supports to educators, for whom the significant majority of students are MLLs and/or socio-economically disadvantaged.

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

The minimum proportionality percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils is 21.96%. This proportionality percentage will be met through a combination of targeting the increased LCFF funds towards supports that disproportionately target unduplicated pupils. Each goal's intent is to focus our services toward our unduplicated pupils as we believe centering our work on our students furthest from the center will benefit all students. These services are highlighted by principally directing our actions toward our unduplicated populations, which include improving and increasing our intervention and acceleration services, increasing staff to support SEL and well-being, improving our MTSS and PBIS programs, and improving the services provided by our Ed Specialist, Instructional Assistants, Counselors, and Intervention specialists. In addition, Aspire will increase the amount and rigor of the EL professional development provided to teachers enabling all staff to increase their ability to provide a rigorous, culturally relevant, and ELD standards aligned curriculum.

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

As noted in Prompt 1 and 2, our concentration funds are directed to more personnel for our MTSS and PBIS framework (mental health counselors, dean, community outreach manager, academic counselor, campus monitor) and to a full-time ELD teacher. 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] | 142:1 FTE 0.70% |
| Staff-to-student ratio of certificated staff providing direct services to students | [Provide ratio here] | 13:1 FTE 7.73% |

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 |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| \$ 5,343,034 | \$ 1,173,232 | 21.96% | 0.00% | 21.96% | \$ 1,297,000 | 0.00% | 24.27% | Total: | \$ 1,297,000 |
| | | | | | | | | LEA-wide Total: | \$ - |
| | | | | | | | | Limited Total: | \$ - |
| | | | | | | | | Schoolwide Total: | \$ 1,297,000 |

| 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 | 1.1 | Personnel | Yes | Schoolwide | All | Secondary | \$ 594,000 | 0.00% |
| 1 | 1.2 | Professional Development | No | Schoolwide | | Secondary | \$ - | 0.00% |
| 1 | 1.3 | Special Education | No | Schoolwide | | Secondary | \$ - | 0.00% |
| 1 | 1.4 | English Language Development | Yes | Schoolwide | English Learners | Secondary | \$ - | 0.00% |
| 1 | 1.5 | Curricular Programming | Yes | Schoolwide | All | Secondary | \$ 20,000 | 0.00% |
| 1 | 1.6 | Instructional Practices | Yes | Schoolwide | All | Secondary | \$ - | 0.00% |
| 2 | 2.1 | Personnel | Yes | Schoolwide | All | Secondary | \$ 683,000 | 0.00% |
| 2 | 2.2 | Professional Development | No | Schoolwide | | Secondary | \$ - | 0.00% |
| 2 | 2.3 | Pro-Black Programming | No | Schoolwide | | Secondary | \$ - | 0.00% |
| 2 | 2.4 | Multi-Tiered Systems of Support | Yes | Schoolwide | All | Secondary | \$ - | 0.00% |
| 2 | 2.5 | Stakeholder Outreach and Engagement | No | Schoolwide | | Secondary | \$ - | 0.00% |
| 2 | 2.6 | Schoolwide Learner Outcomes | No | Schoolwide | | Secondary | \$ - | 0.00% |
| 3 | 3.1 | Personnel | No | Schoolwide | | Secondary | \$ - | 0.00% |
| 3 | 3.2 | Professional Development | No | Schoolwide | | Secondary | \$ - | 0.00% |
| 3 | 3.3 | Equity and Anti-Racism Staff Development | No | Schoolwide | | Secondary | \$ - | 0.00% |
| 3 | 3.4 | Social-Emotional Learning and Support | No | Schoolwide | | Secondary | \$ - | 0.00% |
| 3 | 3.5 | Leadership Development | Yes | Schoolwide | All | Secondary | \$ - | 0.00% |
| 3 | 3.6 | Induction | No | Schoolwide | | Secondary | \$ - | 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) |
|---|---|--|---|--|---|--|--|---|
| \$ 6,667,607 | \$ 1,187,758 | 0.00% | 17.81% | \$ 1,394,000 | 0.00% | 20.91% | \$0.00 - No Carryover | 0.00% - No Carryover |

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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