

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Aspire Monarch Academy

CDS Code: 01-61259-6117568

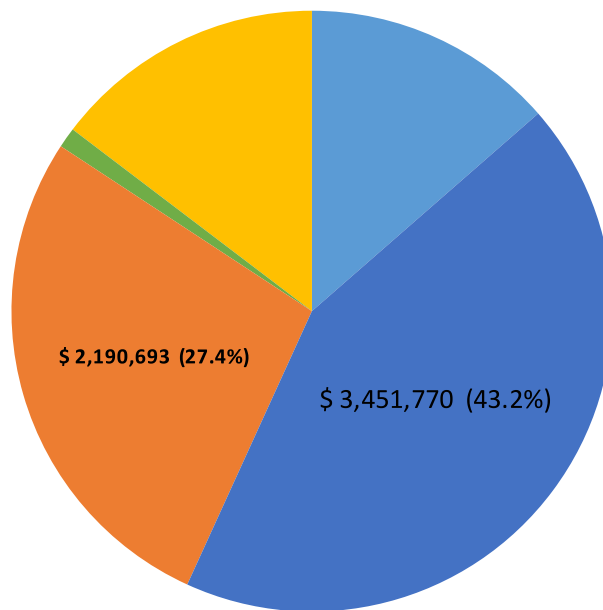
School Year: 2022 – 23

LEA contact information: Amber SabertonAmber.Saberton@aspirepublicschools.org
510-568-3101

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

Budget Overview for the 2022 – 23 School Year

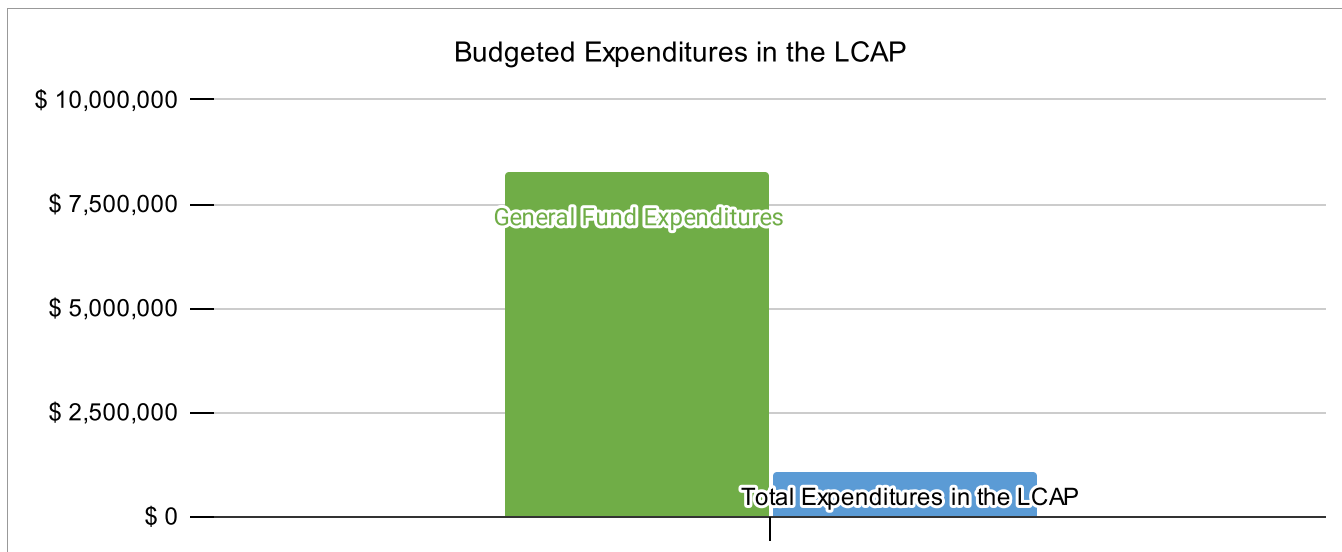
Projected Revenue by Fund Source



This chart shows the total general purpose revenue Aspire Monarch 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 Monarch Academy is \$7,984,073.00, of which \$4,535,586.00 is Local Control Funding Formula (LCFF), \$2,190,693.00 is other state funds, \$87,205.00 is local funds, and \$1,170,589.00 is federal funds. Of the \$4,535,586.00 in LCFF Funds, \$1,083,816.00 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 Monarch Academy plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

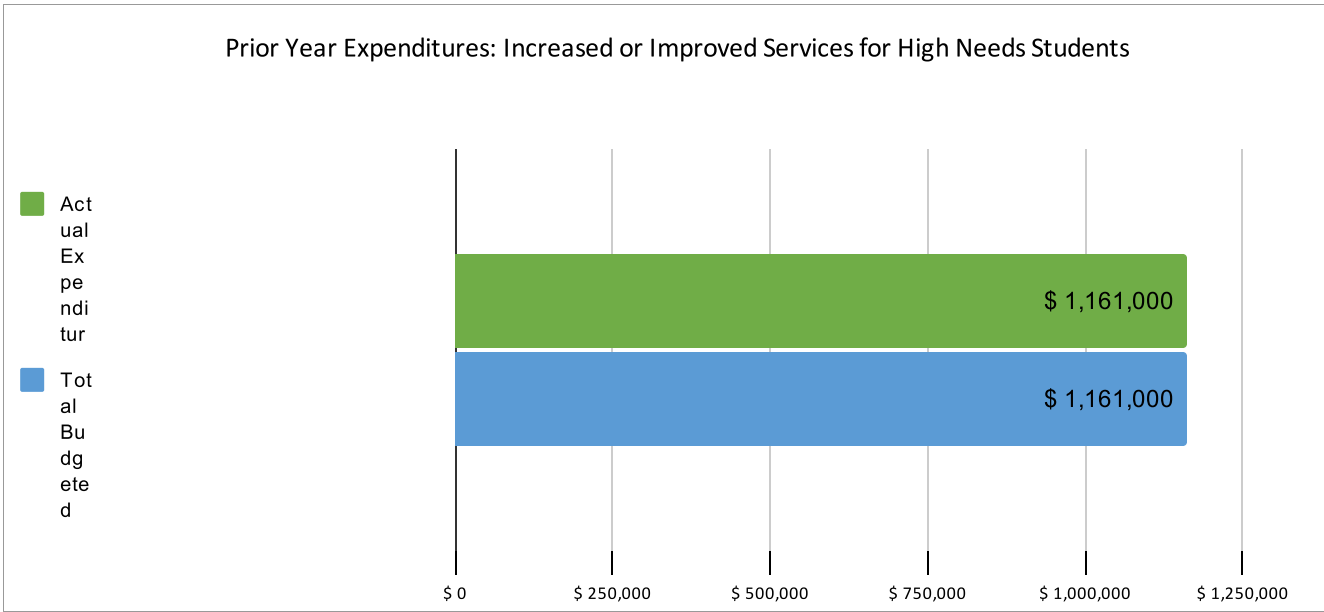
The text description of the above chart is as follows: Aspire Monarch Academy plans to spend \$8,272,177.00 for the 2022 – 23 school year. Of that amount, \$1,087,500.00 is tied to actions/services in the LCAP and \$7,184,677.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General fund budget expenditures not included in the LCAP are divided into two main categories - salaries & benefits, and operating. Salaries & benefits are included for the following positions: core teachers, specialist teachers (those not highlighted in the LCAP), instructional assistants, special education, after school program, campus operations (including front office, administration, facility,

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

In 2022 – 23, Aspire Monarch Academy is projecting it will receive \$1,083,816.00 based on the enrollment of foster youth, English learner, and low-income students. Aspire Monarch Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Aspire Monarch Academy plans to spend \$1,087,500.00 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 Monarch 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 Monarch 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 Monarch Academy's LCAP budgeted \$1,161,000.00 for planned actions to increase or improve services for high needs students. Aspire Monarch Academy actually spent \$1,161,000.00 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 Monarch Academy	Amber Saberton, Principal	amber.saberton@aspirepublicschools.org

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, parent groups, staff, administrator group in June, August and September of 2021 as we prepared to return to in-person learning. We also formed a staff advisory group to focus solely on reopening. Our focus groups discussed safe, in person learning and ways to mitigate learning loss. Our educational partners emphasized the need to support related LCAP actions by increasing personnel to ensure the safety and well-being of staff and students. We funded additional positions for instructional support that provide interventions to increase English language proficiency, reading, mathematics, address social emotional needs, and arts education for all students. Again, we meet regularly with our educational partners through several venues to monitor our efforts and gather feedback.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income,

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

1. Increase personnel to
increase the intensity and frequency of interventions for our students through additional certificated and classified personnel
Multi-lingual support
2. Increase mental health supports for students, staff and families through
counselors, psychologists
improved social emotional curriculum
increased access to mental health services
social emotional professional development
3. Increase professional development
instructional coaching through additional site administration
strengthen core instruction curriculum
4. Ensure facilities serve students optimally through additional custodial staff hours

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

It was especially important to ensure our community felt safe returning to in-person instruction. 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 a counselor, psychologist, and two Scholar Support Managers. We worked to mitigate student learning loss through additional support staff to implement robust interventions including, two Reading Interventionists and a SEEDS IA. We also invested in SIPPS curriculum as a whole school reading intervention that is done in blocks throughout the day.

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 increased our attendance rate nearly 1% in the 20-21 school year. We were able to continue communication efforts seamlessly when we returned to in-person instruction and engage our school community continuously. As funds became available we used our standing outreach efforts to obtain input from all aspects of our community- students, staff, parents, ELAC, SSC. Additionally, distance learning required that we learn, use, and implement technology to enhance instruction. When we returned, we maintained technology tools that enhance in-person instruction and provide consistent intervention, e.g. Lexia.

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

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

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

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

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

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

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

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

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

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

Introduction

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Aspire Monarch Academy	Amber Luna Saberton	amber.saberton@aspirepublicschools.org 510-775-3203

Plan Summary 2022-23

General Information

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

Aspire Monarch Academy is an elementary school that serves 407 students in grades transitional kindergarten through 5th grade. Aspire Monarch Academy opened in 2001.

Aspire Monarch Academy is part of the Aspire Public Schools network. Aspire Public Schools is a non-profit organization that operates high performing charter schools that focus on preparing urban students for college

The school's demographic profile is 96% Latinx, 2 African-American, >1% Asian American/Pacific Islander, >1% Multiracial/Other. We have a total of 57% English Language Learners with 84% of the student body eligible for the free and reduced price meals program. 12% of our students qualify for an individualized education plan.

Aspire's vision is that every student is prepared to earn a college degree and was founded to address the long-standing inequities in TK-12 education. Its mission is to open and operate small, high-quality charter schools in low-income neighborhoods in order to: increase the academic performance of historically underserved students, develop effective educators, share successful practices with other forward-thinking educators, and to catalyze change in public schools.

Reflections: Successes

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

Returning to school in person brought many challenges, as well as successes and celebrations. One of our top priorities as we reopened was ensuring a safe environment with SEL and relationship building at the forefront. Local survey data from students and educational partners show that they are pleased with our protocols for safety and community building.

Another success this year has been in our rigorous, standards based instruction and acceleration of unfinished learning. Based on review of our local assessments, we are pleased with increases in reading and math results for our scholars. We have seen an increase in both reading and

math proficiency from the beginning of the year to our latest iReady assessments in January. Local data indicates that our scholars have improved reading proficiency by 13% (11% proficient to 24%) from the beginning of the year through January. Our scholars have increased their math proficiency by 16% as well. Our English Language learners have increased proficiency by 18% (3% to 21%). A success that has helped our scholars increase proficiency is our focus on following our standards based ELA curriculum with fidelity, alongside a schoolwide system of intervention. Our staff engages in ongoing, standards based data analysis and have modified interventions based on need. Because we increased our Intervention staffing this year, we were able to intensify interventions in group size, duration and frequency. Our professional development has been successful, focusing on instructional strategies and scaffolding. Based on survey data, our staff reports that they feel better equipped to accelerate learning because of their professional development. Staff also indicates that because of professional development they have an understanding of restorative practices and positive discipline practices. One of our focus areas was on antiracism and 91% of staff reported that our team talks about race frequently. Each teammate has a professional development goal related to interrupting antiracism in their own practice. Our professional development focus helps us attract and retain a thriving staff, with 94% reporting they are satisfied working at Aspire.

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.

Since returning to in person learning, there have been several challenges. One of the biggest challenges we've encountered is attendance- both for students and staff. Our attendance rate typically averages 95% and currently our attendance rate is 86%. During the winter months, our attendance dropped largely due to illness or fears of catching the highly contagious variant. As the cases of Covid continue to decrease, we are meeting with chronically absent students and families in Student Support Teams (SST) to discuss barriers to attendance and possible solutions and interventions.

Another challenge we are facing is significant mental health and outside stressors for our students. We have seen an increase in Mental Health Risk Assessments and a need for support with challenges like grief and anxiety. Though we lost our school counselor mid year, we were able to hire a replacement and have resumed services for students. Additional funding helped us hire two Scholar Support Managers who have been critical in providing support for students when they are struggling with emotions that prevent them from learning.

Academically, our scholars are making growth with standards based instruction and robust interventions. However; only 24% of our scholars were proficient in reading and 21% proficient in math on the last iReady assessment in January. Because of this, we will continue the steps we've taken such as professional development and increased intervention and staffing.

LCAP Highlights

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

Aspire Monarch Academy’s LCAP for 22-23 includes three goals which we believe will help increase learning outcomes and positively impact student experience.

Our goals include:

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

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

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

Ensuring that all scholars are meaningfully engaged in the curriculum will help us to accelerate learning. We know that there is learning loss from our time in distance learning and that we do not want to fall into remediation, rather we want to teach priority standards to accelerate learning. We know that students need culturally responsive literature and programming to reflect and uplift their 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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

At Aspire Monarch Academy we believe that families provide important insight into our areas of strength and growth. Throughout our LCAP development process, we consulted with the following educational partners: students, families through surveys, SSC, ELAC, Administration, School Leadership Team, Classified and Certificated School Staff.

The LCAP engagement sessions began in March and lasted through April. The meetings were intended to both inform stakeholders of updates and obtain input. We used a variety of methods to collect feedback from stakeholders including: surveys, listening meetings, and brainstorm sessions. Because we have been unable to have families on campus due to Covid and safety protocols, we have been most successful with engaging them in surveys and questionnaires this year.

We routinely engage with our SELPA through our special education manager to ensure students with disabilities are appropriately represented in the LCAP.

A summary of the feedback provided by specific educational partners.

Common themes appeared when engaging all stakeholders across the Monarch community. From multiple surveys, families indicated that they feel that their child is safe at school and that they look forward to coming to school each day. Families reported that they are satisfied with our efforts to accelerate learning and support our English language learners and would like for us to continue with those actions. Some families indicated that they would like more of a broad offering of courses. They also shared that they would like more opportunities for involvement and interaction at school. It was common among all stakeholders that they would like for us to have a play structure on our facility. Our structure was broken and we are in the process of working to secure funding. Our staff reported that they would like us to work on our ELD programming, teacher sustainability and continue with our professional development and build a play structure. Student survey data indicates that our students feel less joy coming to school each day than they did the previous year. They also reported a slight decrease in the ability to regulate mood.

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

From the feedback above, our LCAP was influenced in the following ways

An increase campus monitoring and Scholar Support Managers

An increase in instructional aides to support student learning, particularly in grades 1 and 2.

Continued use of blended programs to target intervention

An increase in site admin with the intention to increase coaching for teachers

Continued dedicated time and financial support for heritage month celebrations.

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.

Using multiple measures and survey results from stakeholders, it is clear that we must continue to focus on rigorous, standards-aligned instruction to accelerate learning for our scholars. Our baseline reading data in Fall of 2021 indicated that only 11% of our scholars were on or above grade level. In math, only 5% of scholars were on or above grade level. Using the data from the '21 Spring survey, only 38% of teaching staff reported that they felt prepared to facilitate accelerated learning. To address this, we focused on standards and acceleration in professional development throughout the '21-22 SY, as well as increased planning and collaboration time and targeted data talks. In our recent staff survey in January of '22, 50% of teachers reported that they feel prepared to facilitate accelerated learning.

As of February '22, we have seen an increase in reading proficiency to 24%. Though that is not our target for proficiency, we are making progress given the conditions we've been under due to Covid. We are also seeing gains in scholars who tested at two or more grade levels below (68% at BOY) to now 38% of scholars testing 2 or more grade levels below. Moving forward, we plan to continue our actions to facilitate acceleration of learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4.a SBAC ELA	2019 SBAC DFS NA Due to COVID-19 All: insert baseline African American: insert baseline English Learners: insert baseline Latinx: insert baseline SPED: insert baseline	SBAC ELA TBD			To be completed following 2022 SBAC results

4.a SBAC Math	2019 SBAC DFS NA Due to COVID-19 All: insert baseline African American: insert baseline English Learners: insert baseline Latinx: insert baseline SPED: insert baseline	SBAC Math TBD			To be completed following 2022 SBAC results
4.c % of EL students making progress toward ELPAC proficiency	Baseline data pending 20-21 ELPAC Summative	ELPI data is unavailable until 2023. Instead we will use the ELPAC as a measure for our EL students.	ELPI data is unavailable until 2023. Instead we will use the ELPAC as a measure for our EL students.	ELPI data is unavailable until 2023. Instead we will use the ELPAC as a measure for our EL students.	Pending the 20-21 baseline
4.c % of EL students making progress toward English proficiency based on ELPAC assessments	We revised this measure based on the lack of ELPI data until 2023. Baseline and Year 1 Outcome are the same.	2021 ELPAC percentages are: Level 1: 16.75% Level 2: 39.41% Level 3: 35.96% Level 4: 7.88%			2023 ELPAC percentages are: Level 1: 12% Level 2: 35% Level 3: 38% Level 4: 15%
4.d EL Reclassification Rate	19-20 RFEP rate was 20.4%	20-21 RFEP was 0.6%			Maintain a 20% or above RFEP rate
1.b: Sufficient Access to Standard-Aligned Materials	2019-2020 School Year 100% of students will have access to standards aligned curriculum and materials	21-22 School Year 100% of students had access to standards aligned curriculum and materials			100% of students will have access to standards aligned curriculum and materials
2.a: Implementation of academic content and performance standards	100% of classrooms will use standards aligned curriculum and materials	100% of classrooms used standards aligned curriculum and materials			As measured by observation and data collection, 100% of teachers are using our standards aligned curriculum.

2.b: How program and services will enable EL students to access CCSS and ELD standards for gaining EL proficiency	100% of English Language Learners participate in CCSS aligned ELD during designated and integrated ELD.	100% of English Language Learners participate in CCSS aligned ELD during designated and integrated ELD.			Maintain 100% of English Language Learners participation in designated ELD. Align integrated ELD practices across grade level.
p. 8 Other academic outcomes (STAR, DIBELS, etc)	20/21: EOY STAR Data: 37% at/above grade level 27% significantly below grade level 20-21 DIBELS baseline (BOY): 59% significantly at risk	We no longer administer the STAR and will administer iReady instead	We no longer administer the STAR and will administer iReady instead	We no longer administer the STAR and will administer iReady instead	Make 5% growth in scholars reading at grade level each year (15% increase in 3 years) 10% decrease in scholars identified as significantly at risk on the DIBELS
p. 8 Other academic outcomes (STAR, DIBELS, etc)	We administered iReady instead of STAR. Our Fall 2021 Baseline iReady (Reading) is: All: 11% proficient EL: 3% proficient African-American: 100% proficient Latinx: 9% proficient Math iReady baseline: All: 5% EL: 5% African American: 14% Latinx: 4%	Spring 22 results for iReady Reading Students meeting proficiency for: All: 24% EL: 21% African-American: 67% Latinx: 23% iReady Math All: 21% EL: 16% African-American: 43% Latinx: 20%			23-24 i-Ready Reading All: 60% proficient EL: 60% proficient African-American: 80% proficient Latinx: 60% proficient iReady Math All: 60% proficient EL: 60% proficient African American: 80% proficient Latinx: 60% proficient

Actions

Action #	Title	Description	Total Funds	Contributing
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1	Personnel	<p>In order to meet the needs of increased instructional support we will:</p> <p>Hire</p> <ul style="list-style-type: none"> • 1 Instructional Assistants • 1 SEEDS tutor • 1 Instructional Assistant, Sped • 1 on-site substitutes who can also work 1:1 with scholars when not needed for teaching classes <p>Maintain</p> <ul style="list-style-type: none"> • two Interventionist • two Assistant Principals 	<p>\$96,000 - GenEd IA</p> <p>\$57,000 - Sped IA</p> <p>\$88,000 - On-site Sub</p> <p>\$200,000 - Intervention Specialist</p> <p>\$300,000 - Assistant Principal</p>	Y
2	Curricular materials and technology platforms	<p>We will ensure that we have all of the necessary curricular materials for:</p> <ul style="list-style-type: none"> • Wit and Wisdom K-5 • Eureka Math • EL Achieve (Designated ELD) • Mystery Science 	<p>\$15,000 - Curriculum</p> <p>\$22,000 - Software</p>	Y
3	Professional Development	<ul style="list-style-type: none"> • Unpacking standards and rigorous planning • Academic acceleration with a focus on priority standards • English Language Development- maintain designated ELD and expand integrated practices 	NA	Y
4	Designated Planning Time	<ul style="list-style-type: none"> • Built in planning time to plan for accelerated learning and to adjust instruction for scholars in special groups (IEP's, ELL's) 	NA	Y

5	Collaborative Data Analysis	<ul style="list-style-type: none"> • Designated time and protocols for analyzing data (bi-weekly) • Quarterly data analysis as a staff 	NA	Y
6	Response to Intervention/Schoolwide MTSS System	<ul style="list-style-type: none"> • Response to Intervention Team convenes weekly to discuss scholar needs, interventions, and coordinate SST's • RTI team coordinates with Behavior Wellness RTI and SpED • Quarterly data analysis at the school-wide level disaggregated by student subgroups. 	NA	Y
7	Classroom Libraries and Materials	<ul style="list-style-type: none"> • Purchase classroom libraries with engaging and culturally responsive texts that are reflective of the community 	Duplicate goal 1	Y
8	iReady Assessment	We will purchase iReady system for progress monitoring and intervention purposes, specifically to target our most vulnerable students.	\$5,000	Y
9	NGSS	We plan to purchase an NGSS aligned curriculum. We will not only train staff in using the new curriculum, but we will also target professional development in the science content areas for MLLs.	\$70,000	Y

Goal Analysis for 2021-22 LCAP Year

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

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

We were pleased with our professional development and training sessions this year. We focused on three big rocks for professional development in the 21-22 school year: creating a safe, joyful and inclusive school culture, accelerating learning, and conditions for an anti-racist school. Continued training was successful as evidenced by an improvement in local assessments that increased reading proficiency 13% from beginning to mid-year outcomes despite conditions due to Covid. We also saw 25% of our students move from 2-3 years below grade level in reading to one year below. Still, Covid disrupted schedules for integrated and designated ELD as well as systematic interventions for all students. For safety reasons, we were unable to combine cohorts of students into designated ELD programs and provide systematic interventions in a consistent way. We increased our intervention team (Actions 1.1 and 1.6) and strategically placed them in groups with our most vulnerable populations.

Despite Covid disruptions, we implemented our Actions as planned or compensated with added temporary staff. Additionally, purchasing curriculum, technology, and intervention materials in 2021-22 proved to be beneficial. Despite a lack of personnel for in-person instruction, we believe the added materials mitigated student learning loss. Still, like all districts throughout the country, we experienced staffing issues.

Because we anticipated the shortage of personnel, we hired two on-site substitute teachers (Action 1). This helped us to maintain learning when staff had to be out due to COVID and gave our students consistent, trusted adults in classrooms.

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, as we lost our counselor mid-year and at times were unable to hire substitute teachers. Consequently, we directed those funds to additional actions and extended hours for classified staff to help support. 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.

Our actions, together, provided the means to partially meet our goal of all “scholars meaningfully engaged in rigorous, standards-aligned, culturally responsive academic programming”. We provided multiple curriculum materials to meet the varied needs of our students. We renewed classroom libraries with culturally representative books, infused technology for seamless curriculum delivery, and ensured just-in-time interventions with targeted materials, SIPPS, Wit & Wisdom, Eureka Math and assessment monitoring iReady and mClass. 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, accelerating learning and scaffolding, trauma-informed and restorative practices and antiracism. Due to our strategic intervention, implementation of SIPPS, and professional development, our English Learners increased their reading proficiency from 3% in the Fall to 21% mid-year.

As noted in Prompt 1, Covid disrupted schedules. We plan to implement Action 10 in conjunction with adopting an NGSS aligned science curriculum. Based on experience and research, 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 minimal success during a very difficult year, we realize there are changes to be made. We added a progress monitoring system, Action 1.8 and added Action 1.9 with an expectation that we shift our general professional development in NGSS to specifics of best practices in content areas for MLLs. Additionally, we revised our metrics to reflect that we no longer administer the STAR assessment and will use iReady and that we don't have ELPI data and will use ELPAC levels instead.

Goal 2

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

An explanation of why the LEA has developed this goal.

The reality of returning to in person learning brought more challenges than anticipated. We were able to successfully provide the PPE, on site testing, air purifiers and cleaning protocols needed to reopen. Unfortunately, even with these protocols in place, our attendance rate decreased , significantly due to Covid. Our scholars reported feeling less safe at school in the 21-22 SY (78%) than they did in the 20-21 SY(88%), which may be due to fears of Covid.

Adjusting socially to school has also been difficult for some scholars. We will continue to work with our SEL curriculum, RULER as well as taking time for relationship and community building. We will have ongoing professional development in trauma informed behavior response and restorative practices. In a survey in winter of 22, 79% of staff reported they have adequate training to implement preventative discipline practices including Restorative Practices (up from 67%). Though we are making gains in these areas, we must continue to focus on cultivating a joyful, inclusive and safe environment. Our suspension rate is higher than the year prior to Covid, at 1.6%. To mitigate exclusionary discipline and unsafe behaviors, we will continue with our SEL work, professional development, and staff who support behavior. We will also work with the SpED department to ensure that scholars with disabilities have plans in place for academic and socioemotional success.

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	76% of students indicated that they feel a sense of belonging at school 88% of scholars reported they feel safe at school	78% of students indicated that they feel a sense of belonging at school 78% of scholars reported they feel safe at school			By 23-24, 90% of scholars will indicate that they feel a sense of belonging at school. By 23-24, 95% of scholars will report that they feel safe at school
6.a Student Suspension Rates as a Percentage	All: 0.7% (3 total students suspended)	All: 1.6% African American: 0 English Learners: 1			Maintain a 1% or lower suspension rate.

	<p>African American: 2 students</p> <p>English Learners: 0 students</p> <p>Latinx: 1 student</p> <p>SPED: 1 student</p>	<p>Latinx: 6</p> <p>SPED: 5</p>			Eliminate disproportionality among AA students and scholars with IEP's.
5.b Chronic Absenteeism Rate as a Percentage	<p>Use 19-20 Chronic Absenteeism Rates from <u>Aspire Data Portal</u></p> <p>All: 4.9%</p> <p>African American: 4 /20 (20%)</p> <p>English Learners: 9/177 (5.1%)</p> <p>Latinx: 17/405 (4.2%)</p> <p>SPED: 2/48 (4.2%)</p>	<p>21-22</p> <p>All: 53.8%</p> <p>AA: 2/7 (29%)</p> <p>EL: 121/235 (55%)</p> <p>Latinx: 213/403 (54%)</p> <p>SpED: 27/49 (55%)</p>			Maintain 5% or below disproportionality rate in all subgroups for chronic absenteeism
3.a: Efforts we make to seek parent input on making decisions	<p><i>84% of parents responded Strongly Agree or Agree to the family survey question "I am encouraged to share my opinion and feedback in the school decision making process."</i></p>	<p><i>86% of parents responded Strongly Agree or Agree to the family survey question "I am encouraged to share my opinion and feedback in the school decision making process."</i></p>			Increase parent reports of engagement to 94% (10% increase). .
<p>3.b: How we will promote parental participation in programs for EL, Low-Income, and Foster Youth</p> <p>3.c: How we will promote parental participation in programs for students with special needs?</p>	<p>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</p>	<p>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.</p>			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	97.7% average attendance rate	86.5% current average attendance rate			By 23-24, we will have an average attendance rate of 96% or higher.
6.b: Pupil Expulsion Rates	We had 0 expulsions in the 20-21 SY	0 expulsions at this point in the 21-22 SY			Maintain our 0% expulsion rate
6.d: Surveys of parents to measure safety and school connectedness	<i>89% of parents responded Strongly Agree or Agree to the family survey question "The school provides a safe environment for my child"</i>	<i>94% of parents responded Strongly Agree or Agree to the family survey question "The school provides a safe environment for my child"</i>			95% of families will report that the school provides a safe environment for their children.
1.c: School Facilities in Good Repair	In the most recent 2020 FIT report, our facilities rated overall in good condition	In the most recent FIT report, our facilities rated overall in good condition			Maintain our facilities in overall good condition
7 Broad course of study	100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art/Music	100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art/Music			Maintain offering of broad course of study to 100% of students
SEL	Approximately 70% of teachers taught the RULER SEL curriculum with fidelity this year	Approximately 90% of teachers taught the RULER SEL curriculum with fidelity this year			100% teaching RULER curriculum with fidelity
SEL	<i>57% of scholars reported that they can clearly describe their feelings</i> <i>When asked about self-management, 65% of</i>	46% of scholars reported that they can clearly describe their feelings			70% or more students will report that they can clearly describe their feelings

	<i>scholars reported they are able to pull themselves out of a bad mood.</i>	60% of scholars reported they are able to pull themselves out of a bad mood			75% or more scholars will report that they are able to pull themselves out of a bad mood
Preventative Discipline and Restorative Practice	<i>67% of teachers indicated on the survey that they have adequate training to implement preventative discipline interventions, including Restorative Practices in their classrooms</i>	<i>79% of teachers indicated on the survey that they have adequate training to implement preventative discipline interventions, including Restorative Practices in their classrooms</i>			80% of teachers will report that they have adequate training in preventative discipline interventions, including Restorative Practices
Inclusivity/Joy	<i>76% of scholars reported they feel a sense of belonging at school</i> <i>82% of scholars reported that they look forward to school</i> <i>74% of scholars reported that they get along well with others who are different from themselves</i>	<i>78% of scholars reported they feel a sense of belonging at school</i> <i>76% of scholars reported that they look forward to school</i> <i>71% of scholars reported that they get along well with others who are different from themselves</i>			Scholars will report an 80% or higher agreement when asked if: - They feel a sense of belonging - They look forward to school - They get along well with others who are different from themselves

Actions

Action #	Title	Description	Total Funds	Contributing
1	Increased Scholar Support	<ul style="list-style-type: none"> Maintain Scholar Support Managers 2 full time Mental Health Counselor 	\$160,000 - School Support Manager	Y

			\$90,000	
2	Implement SEL curriculum (RULER)	<ul style="list-style-type: none"> • Teach RULER curriculum TK-5 with fidelity • Have whole school connections to RULER (themed events, whole school book focus, etc.) 	Duplicate goal 1	Y
3	Family Liaison	<ul style="list-style-type: none"> • Hire Family Liaison to coordinate ELAC, SSC, Parent Committee, Family Workshops, Black Family Meeting 	\$53,000 - Parent Outreach coordinator	Y
4	Pro-Black Programming	<ul style="list-style-type: none"> • Pro-Black Programming coordinator on site to work with Black Family Group and staff on programming and events 	\$3,000 - Stipend	Y
5	Professional Development	<ul style="list-style-type: none"> • Preventative Discipline, De-escalation, and Trauma Informed Practices • Restorative Practices and Logical consequences • Self-regulation and soothing connected to the RULER curriculum • Adult self-management in service of proactive classroom management 	NA	Y
6	Sensory Room	<ul style="list-style-type: none"> • Funding for a sensory room with objects that will be used therapeutically for calming scholars how need support self-regulating 	NA	Y

Goal Analysis for 2021-22 LCAP Year

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

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

Covid caused unprecedented circumstances that prohibited in-person gatherings. We returned to in-person instruction but our group meetings were restricted. Actions 2.3 and 2.4 address immediate and extended community engagement. Unfortunately, we were unable to

conduct family workshops as planned and our Pro-Black Programming coordinator was unable to provide in person meetings and opportunities for connection.

Actions 2.1- Scholar Support and 2.6 Sensory Room, took on greater priority and required more intense efforts. Students struggled with Covid conditions and often came to school having been personally impacted by Covid deaths. To anticipate these needs, we had two Scholar Support Managers who responded to behavioral needs. In addition to responding to behavior and de-escalating scholars, the Scholar Support Managers did proactive check-ins and SEL groups. They worked in a Sensory Room that had several materials for scholars to use to self-regulate so that they could return to learning.

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

We were unable to hire a Family Liaison (Action 2.3). The reduced cost of Family Workshops (Action 2.3) offset the increased costs of SEL Focus (Action 2.1 and Action 2.6) and balanced financially.

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

Our actions support goal 2, to cultivate communities that foster inclusive, joyful, and safe learning environments. Quantitatively, our attendance rate decreased from 97.1% in 20-21 to 86.5% and our chronic absenteeism increased from 5.5% in 20-21 to 53.8% (pre-Covid we averaged around 10% chronic absenteeism a 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. The winter season and rise in Covid variants drastically impacted our attendance, with many days having only 75-80% of our students and staff present. In our annual student survey, 78% of students reported that they feel safe at school which is a decrease from 20-21. When asked about this question, some students reported that they don't feel safe on campus because of Covid.

Despite Covid complications throughout the year, student, staff and parent surveys indicate a sense of belonging and connectedness (87%). Parents responded 97% in agreement that their child is getting a good education and 94% reported that the school is a safe place for their child.

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

On a positive note, we worked to rebuild our school climate and culture with outreach to families and specifically to students via SEL practices. We were able to provide targeted professional development in RULER, social emotional learning, culturally responsive teaching, crisis intervention and restorative practices through in person training.

Last, we increased hours for additional custodial staff to manage the added cleaning time and costs as well as purchased tables, shade tents and PPE. Our SARC report indicated an overall good rating for our facility.

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.

Our survey responses indicate a continued need for social emotional learning and more intense counseling. As a result, we will continue to fund 2 Scholar Support Managers as noted in Action 2.1.

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.

We know that having a team of diverse, effective and thriving professionals is crucial to changing outcomes for scholars outside the sphere of success. In order to recruit and maintain a diverse team, we must attend to their social emotional wellbeing and sustainability, while building and maintaining anti-racist practices. We will do so through professional development, affinity spaces, and auditing our practices across the school. To develop our team, we will ground ourselves in various frameworks including; the Aspire Student Learning Framework, Transformational Leader Framework and Anti-Racist Leadership 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 challenges of Covid, among other factors, have contributed to our hiring shortage. Only 82% of staff indicated that they are returning next year on the winter survey. We must continue with this goal so that we can retain and attract a diverse, effective and thriving team. By intentionally working on this goal, 82% of staff said that we value their wellbeing and 76% said that their sustainability has improved.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.aTeacher Credentials	In the 20-21 SY, 17/20 (85%) teachers had full credentials.	In the 21-22 SY, 21/22 (95%) of teachers had full credentials.			In 23-24, 100% of our teachers will have full credentials. There will be 0 misassignments of teachers of English Learners.

6.e Teacher Sense of Safety and School Connectedness as a Percentage	97% Overall I am satisfied with Aspire as a place to work.	94% of staff reported <i>Overall I am satisfied with Aspire as a place to work.</i>			Maintain 97% or above
Equity Development	97% of staff reported that they agree/strongly agree that feel equipped to interrupt implicit bias and racial aggression if seen at work	<i>This question was not included on Aspire-wide teammate survey this year.</i> <i>91% of staff reported that they agree/strongly agree that my team talks about issues of race frequently</i>			Maintain 97% or higher on this measure
Equity Development	97% of staff reported that they agree/strongly agree that their manager explicitly prioritizes equity professional development	94% of staff reported that they agree/strongly agree that their manager explicitly prioritizes equity professional development			Maintain 97% or higher on this measure

Actions

Action #	Title	Description	Total Funds	Contributing
1	Recruit and maintain of a diverse staff	<ul style="list-style-type: none"> Hiring Staff measures for retention 	NA	Y
2	Coaching and Support	<ul style="list-style-type: none"> Coaching rooted in the ASLF framework Induction Coaching for 1st and 2nd year teachers 	\$1,500 - Stipend	Y
3	Professional development	<ul style="list-style-type: none"> 1 Equity focused PD per quarter PLC's based in liberatory design and an equity problem of practice 1 goal based interrupting racist practices for each teammate 	NA	Y

		<ul style="list-style-type: none"> Audit of racist policies and practices in our school 		
4	Affinity spaces	<ul style="list-style-type: none"> Maintain quarterly affinity spaces at our site Attend affinity spaces within the Region 	NA	Y

Goal Analysis for 2021-22 LCAP Year

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

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

Returning to in person instruction allowed for us to continue with professional development, professional learning plans, and coaching. We were able to implement planned actions with no substantive differences in costs for Actions 3.1-3.4. Though we were able to continue in-person professional development and coaching, we did have to make adjustments to our frequency and topics. To help with staff sustainability, we cut back on some planned professional development to give teachers common planning time to focus on accelerating learning. Though we had regular coaching cycles for most of the year, during the surge of Covid in the winter months we had to scale back on coaching when administrators were pulled to other duties and coverage.

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

We were unable to hire a Family Liaison (Action 3.1), which gave money back to the budget. We also lost our school counselor in February of 22, but were able to replace them with an Interim Mental Health Therapist in April. There is a budget differential in switching staff which resulted in a nominal amount of savings.

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.” Professional development provided a means to continue with learning and practice, professional learning plans, and coaching. We maintained focus on the Aspire Student Learning Framework and using Affinity Groups to support collegiality and our work with antiracism. Our teachers reported an increased sense of safety and school connectedness. 100% of staff indicated that they feel safe to express their authentic self at work and 94% of staff indicated that we prioritize equity professional development. Professional development also helped to improve our staff’s practice instructionally and in school culture and climate. Our survey ratings indicated that as a result of professional development, staff have adequate training to implement preventative discipline interventions, including Restorative Practices in their classrooms. Teachers also indicated that they have increased knowledge and ability in accelerating learning. Due to the success of these actions, we will continue them in the coming year.

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

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

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$950,327	\$108,613

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
31.40%	0%	\$0	31.40%

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

Required Descriptions

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

Unduplicated funds will be principally directed to low-income and English Learners, the majority of our student body. The student body is 88% unduplicated students, therefore the needs of English learners and low-income students comprise the needs of the majority of our students and represent the focus of our actions. The funds will be effective in increasing and improving the level of academic support and interventions, professional development, data analysis, SEL supports, and continue to build our robust MTSS system. We will use funds to hire and maintain personnel that oversee programs to increase and improve the support systems students receive.

The Actions highlighted in this year’s LCAP are being provided on a school-wide basis and we expect that all students will benefit from the implementation of supports and interventions, PD, support from additional personnel, and the continued implementation and focus on SEL and learning strategies and interventions for our Multi Language Learners.

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

The minimum proportionality percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils is 31.4%. 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 programs, and improving the services provided by our APs, Instructional Assistants, 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, specifically an additional Scholar Support Manager, increased hours for existing staff, instructional assistants for classroom support and custodial staff to mitigate anxiety levels and maintain cleaning practices established during Covid. Additional staffing enables our efforts to focus on students who are learning English, come from a low income household or are foster youth.

Additional staff will accomplish the following.

1. Increase personnel to
 - increase the intensity and frequency of interventions for our students through additional certificated and classified personnel
 - Multi-lingual support
2. Increase SEL supports for students
 - an additional Scholar Support Manager to support scholars with emotional regulation, conflicts, etc.
 - improved social emotional curriculum
 - social emotional professional development
3. Increase professional development
 - instructional coaching through additional site administration
 - strengthen core instruction curriculum
4. Ensure facilities serve students optimally through additional custodial staff hours

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]	81:1 FTE; 1.24%

Staff-to-student ratio of certificated staff providing direct services to students	[Provide ratio here]	13:1 FTE; 7.94%
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2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,087,500	\$ -	\$ -	\$ -	1,087,500	\$ 1,050,500	\$ 112,000

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Personnel	All	\$ 741,000	\$ -	\$ -	\$ -	\$ 741,000
1	2	Curricular materials and technology platform	All	\$ 37,000	\$ -	\$ -	\$ -	\$ 37,000
1	3	Professional Development	All	\$ -	\$ -	\$ -	\$ -	\$ -
1	4	Designated Planning Time	All	\$ -	\$ -	\$ -	\$ -	\$ -
1	5	Collaborative Data Analysis	All	\$ -	\$ -	\$ -	\$ -	\$ -
1	6	Response to Intervention	All	\$ -	\$ -	\$ -	\$ -	\$ -
1	7	Classroom Libraries and Materials	All	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -
2	1	Increased Scholar Support	All	\$ 250,000	\$ -	\$ -	\$ -	\$ 250,000
2	2	Implement SEL curriculum (RULER)	All	\$ -	\$ -	\$ -	\$ -	\$ -
2	3	Family Liaison	All	\$ 55,000	\$ -	\$ -	\$ -	\$ 55,000
2	4	Pro-Black Programming	All	\$ 3,000	\$ -	\$ -	\$ -	\$ 3,000
2	5	Professional Development	All	\$ -	\$ -	\$ -	\$ -	\$ -
2	6	Sensory Room	All	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -
3	1	Recruit and maintain of a diverse staff	All	\$ -	\$ -	\$ -	\$ -	\$ -
3	2	Coaching and Support	All	\$ 1,500	\$ -	\$ -	\$ -	\$ 1,500
3	3	Professional development	All	\$ -	\$ -	\$ -	\$ -	\$ -
3	4	Affinity spaces	All	\$ -	\$ -	\$ -	\$ -	\$ -

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 3,372,544	\$ 1,058,939	31.40%	0.00%	31.40%	\$ 1,087,500	0.00%	32.25%	Total:	\$ 1,087,500
								LEA-wide Total:	\$ -
								Limited Total:	\$ -
								Schoolwide Total:	\$ 1,087,500

[illegible]

2021-22 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 1,081,000.00	\$ 1,081,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Personnel	Yes	\$ 1,050,000	\$ 1,050,000
1	2	Curricular materials and technology platforms	Yes	\$ 27,000	\$ 27,000
1	3	Professional Development	Yes	\$ -	\$ -
1	4	Designated Planning Time	Yes	\$ -	\$ -
1	5	Collaborative Data Analysis	Yes	\$ -	\$ -
1	6	Response to Intervention	Yes	\$ -	\$ -
1	7	Classroom Libraries and Materials	Yes	\$ -	\$ -
2	2	Implement SEL curriculum (RULER)	Yes	\$ -	\$ -
2	3	Family Liaison	Yes	\$ -	\$ -
2	4	Pro-Black Programming	Yes	\$ 2,500	\$ 2,500
2	5	Professional Development	Yes	\$ -	\$ -
2	6	Sensory Room	Yes	\$ -	\$ -
				\$ -	\$ -
3	1	Recruit and maintain of a diverse staff	Yes	\$ -	\$ -
3	2	Coaching and Support	Yes	\$ 1,500	\$ 1,500
3	3	Professional development	Yes	\$ -	\$ -
3	4	Affinity spaces	Yes	\$ -	\$ -
				\$ -	\$ -
				\$ -	\$ -
				\$ -	\$ -

2021-22 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 1,017,547	\$ 821,000	\$ 1,161,000	\$ (340,000)	0.00%	0.00%	0.00% - No Difference

[illegible]

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 4,466,664	\$ 1,017,547	0.00%	22.78%	\$ 1,161,000	0.00%	25.99%	\$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%).
 - o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - 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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