



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspire College Academy

CDS Code: 01612590128413

School Year: 2023-24

LEA contact information:

Brian White

Principal

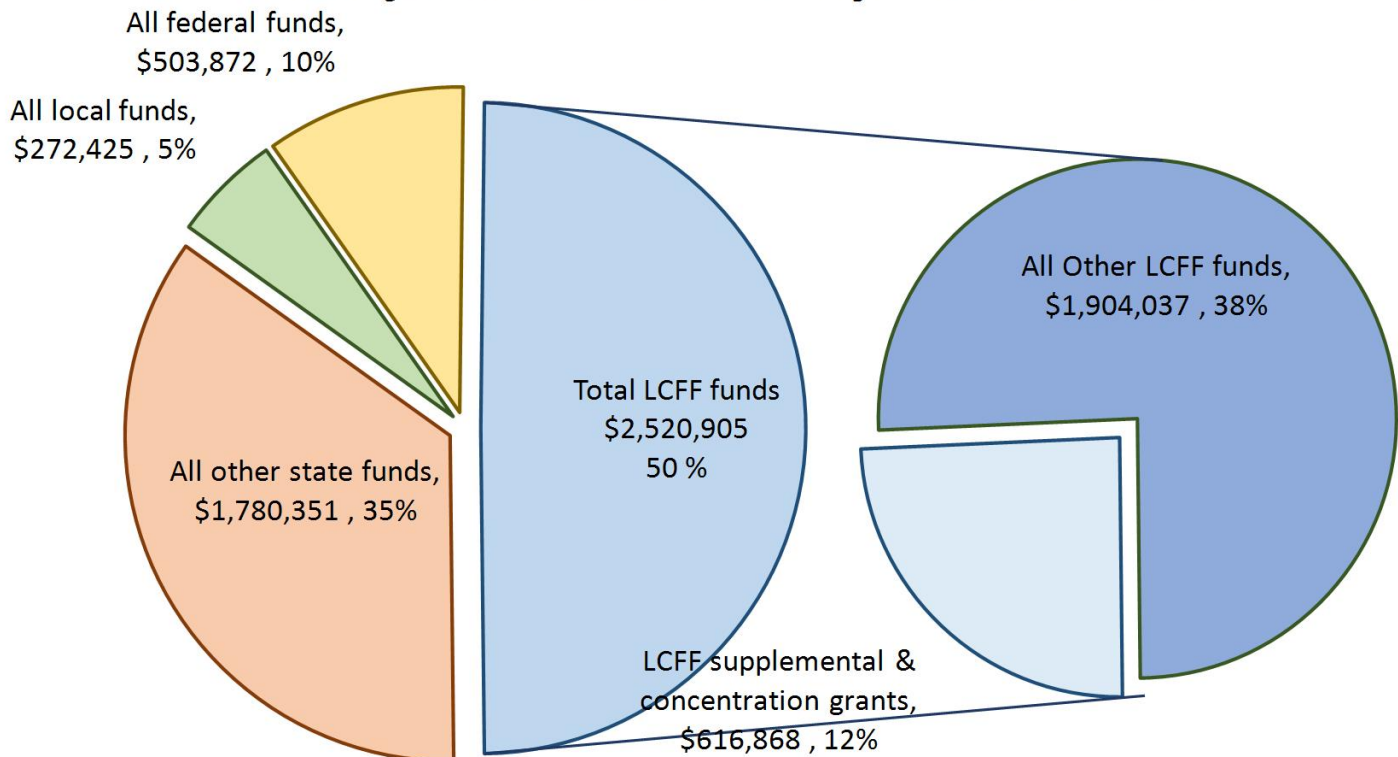
Brian.White@aspirepublicschools.org; data-contact@aspirepublicschools.org

510-562-8030

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 2023-24 School Year

Projected Revenue by Fund Source

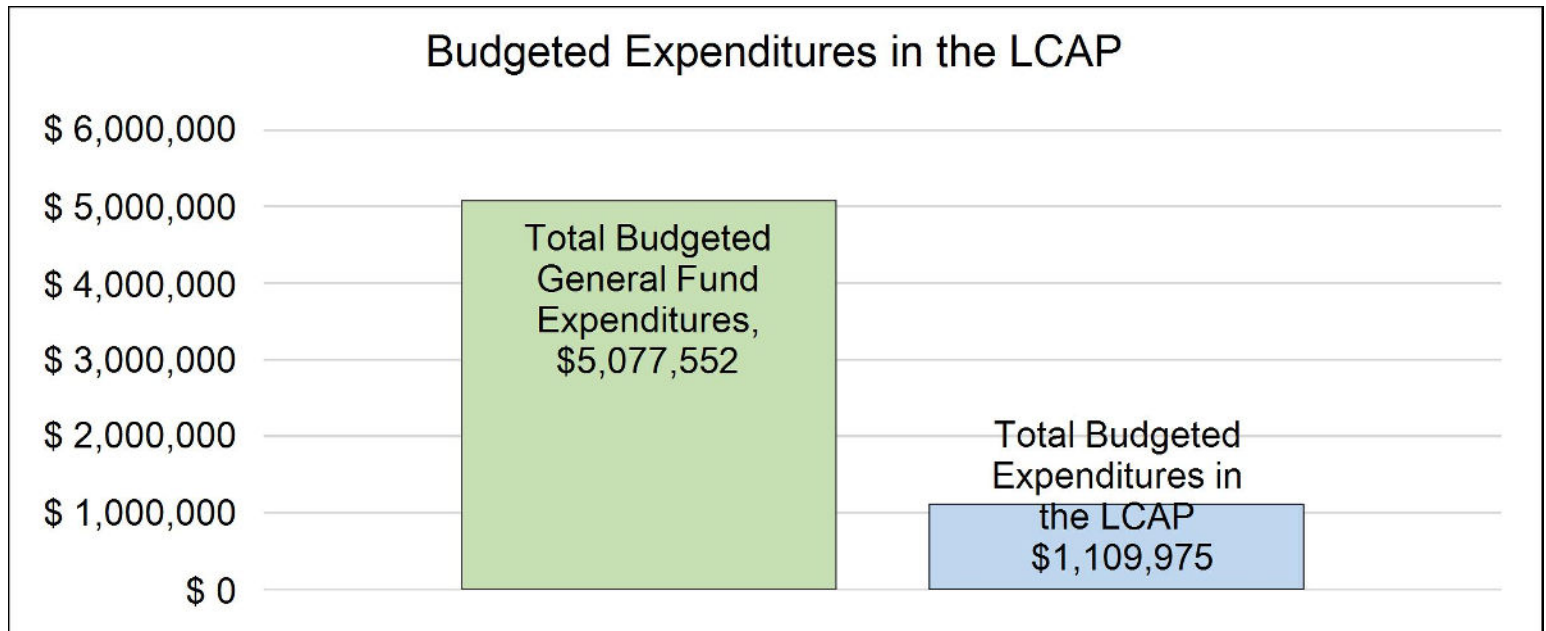


This chart shows the total general purpose revenue Aspire College Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aspire College Academy is \$5,077,553, of which \$2,520,905 is Local Control Funding Formula (LCFF), \$1,780,351 is other state funds, \$272,425 is local funds, and \$503,872 is federal funds. Of the \$2,520,905 in LCFF Funds, \$616,868 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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 College Academy plans to spend for 2023-24. 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 College Academy plans to spend \$5,077,552 for the 2023-24 school year. Of that amount, \$1,109,975 is tied to actions/services in the LCAP and \$3,967,577 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

Some operating expenses are also not in the LCAP, including but not limited to: education and physical education materials, conferences & travel, field trips, rent, utilities, food services, management fees (regional office, authorizer, SELPA), insurance, interest, depreciation & amortization, and contributions to reserves.

The LCAP does not include other non-LCFF funds and other state grants since these funds will be accounted for in other documentation in compliance with reporting requirements, however the amount of non-LCFF funds and other state grants is accounted for in the total general fund expenditures shown above.

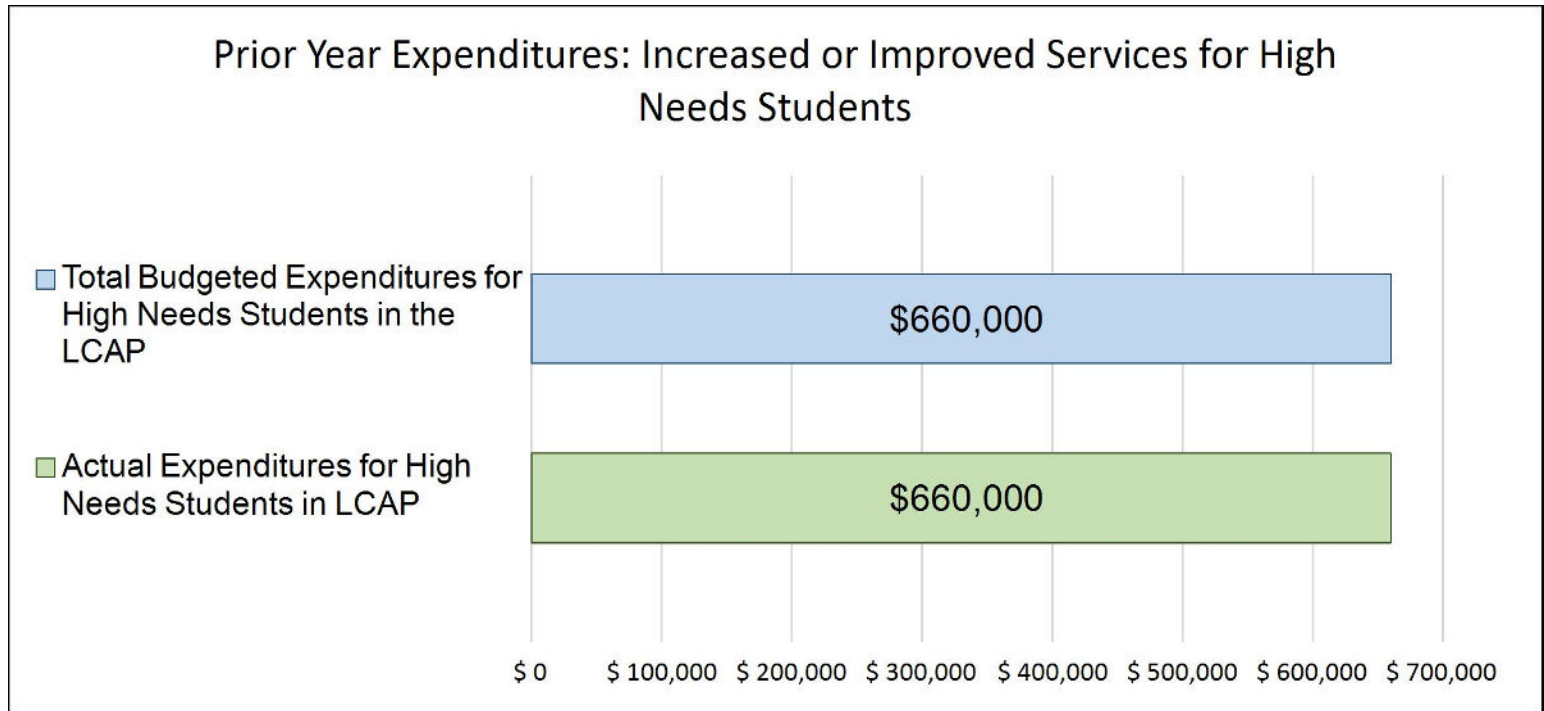
Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Aspire College Academy is projecting it will receive \$616,868 based on the enrollment of foster youth, English learner, and low-income students. Aspire College Academy must describe how it intends to

increase or improve services for high needs students in the LCAP. Aspire College Academy plans to spend \$813,243 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what Aspire College 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 College 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 2022-23, Aspire College Academy's LCAP budgeted \$660,000 for planned actions to increase or improve services for high needs students. Aspire College Academy actually spent \$660,000 for actions to increase or improve services for high needs students in 2022-23.



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 College Academy	Brian White Principal	brian.white@aspirepublicschools.org 510-562-8030

Plan Summary [2023-24]

General Information

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

Aspire College Academy is a direct-funded charter school in Oakland, CA. It is chartered through the Oakland Unified School District. The school serves approximately 214 students in grades TK-5. The school's demographic profile is 69% Latino, 24% African-American, 2.8% Asian-American & Pacific Islander, 2.8% Multi-Race, 1.4% Caucasian, and 49.8% English Language Learners. Eighty-three percent of the student body is eligible for the free and reduced price meals program and 14.5% of our students qualify for special education. Aspire College Academy's mission is to ensure that every scholar in every circumstance leaves Aspire College Academy secondary-ready and on the path to leveraging college to find their personal path to success and have a positive lasting impact on their community.

Aspire College Academy's administrative team is led by a Principal and includes an Assistant Principal, School Support Manager, Business Manager, and After School Program Director. The instructional staff includes 10 Teachers, 1 Long-Term Substitute Teacher, 1 Instructional Aide (General), and 2 Special Education Instructional Aides. The student support staff includes 2 Ed Specialists (Mild/Moderate), 2 Mental Health Therapists, and a Cafeteria Supervisor. The after school program staff includes an Assistant After School Program Director, 3 After School Educators, and an After School Campus Monitor (in addition to the After School Program Director).

Aspire College Academy is a safe, caring, academically rigorous and inspiring learning environment where students develop the skills, knowledge, and traits to become college-educated leaders in their communities. Aspire College Academy exists to provide all students with an exceptional education that will allow them to excel inside and outside the classroom. Our school seeks to achieve this mission by

providing students with a rigorous core curriculum, a well-trained staff, high standards, and expectations, extended instructional hours and support, personalized learning opportunities, and early access to college-preparatory experiences. By ensuring students become voracious, self-motivated, competent, and lifelong learners, the school will prepare them not only for college but also for the 21st-century world.

Aspire College Academy is part of the non-profit Aspire Public Schools (APS). Aspire serves Aspire College Academy through business services, professional development and other operational support. 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.

Aspire Public Schools' communities (predominately Black and Latinx) persist in a system that does not adequately educate everyone. Aspire Public Schools and Aspire College Academy aim to transform the disproportionate outcomes that are a product of that system. These core values guide how school leaders, teachers, and support staff think and work together toward greater racial, social, and gender equity across Aspire's schools and communities. Aspire is committed to providing equitable opportunities for our students, families, and teammates. Aspire uses an equity lens to examine our policies, practices, and systems at Aspire to strive for all groups to increase access and benefit from our work. This belief is woven throughout Aspire's core values: Bienestar (Well-Being), Culture of Belonging, Community Partnership, Agency + Self-Determination, and Joy.

- Bienestar (Well-being): Learning, working, and playing require us to feel safe and well. Our spaces and interactions support physical, emotional, cultural, ethnic, academic, and social safety, allowing us to feel secure enough to bring our full selves each day.
- Culture of Belonging: We seek to be known and seen at Aspire, where we can be our authentic selves and be comfortable sharing all aspects of our identities. We respect and celebrate each other's differences, and approach one another with empathy and understanding—no matter one's background or cultural history. Each person is valued and has a place in this community.
- Community Partnership: We are all connected and collectively responsible for the well-being of every member of our extended community. When one of us is let down, we are all let down. When one of us succeeds, we all succeed. Only in partnership and by listening deeply to one another, can we create collective movement.
- Agency + Self-determination: Each person has unique dreams. At Aspire, we set a foundation for our scholars to gain knowledge, skills, and power to access and make choices for their families and post-secondary lives.
- Joy: We strive to make Aspire and our communities a joyful place to learn, work, and be, together. Our work to shift outcomes is hard, yet we persist and have gratitude and pride in the journey. Joy makes it all possible!

Reflections: Successes

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

Coming back to in person learning proved to be challenging in 2021-22, however, our school community learned a lot from last year, and used that knowledge to develop a plan to better serve our ACA student community in 2022-23. As our top priority during the 2022-23 school-year was the physical and emotional safety of our students, so that they could be in the proper mindset to learn. Social emotional learning and relationship building were extremely important to us and we've seen students make huge strides in their ability to resolve conflict, self-regulate - which is allowing our staff to maximize instructional time. In reflection, we would like to lift up the full implementation, school-wide, of our adopted Socio-Emotional Learning curriculum - which is taught daily to start each day.

In 2022-23, ACA also has academic growth to celebrate. Based upon the data from our local benchmark assessment, iReady, ACA students (TK-5) demonstrated consistent growth, increasing the percentage of students performing on grade level from 2% (August) to 7% (December) to 12% (March). ACA students demonstrated consistent growth increasing the percentage of students performing on grade level in all four domains (BOY, MOY, EOY):

- Numbers and Operations (5%, 13%, 20%)
- Algebraic Thinking (6%, 13%, 19%)
- Measurement & Data (8%, 11%, 18%)
- Geometry (2%, 10%, 17%)

ACA's LatinX students really demonstrated growth in Math, increasing their percent of students performing at or above benchmark 2.3% to 14.9%. ACA also decreased the overall percentage of students performing two grades below or more (55% to 30%) from August to March. Drilling down, ACA decreased the percentage of students performing two or more grade levels below in it's two largest ethnic groups August to March:

- LatinX (49.2% to 26.2%)
- African American (70.7% to 44.4%)

ACA also has areas of success in English - Language Arts. Based upon the data from our local benchmark assessment, iReady, ACA students (3rd-5th) demonstrated growth, increasing the percentage of students performing on grade level from 7% (August) to 16% (December). ACA's LatinX population has continued to grow, increasing the percentage of students performing at benchmark from 10.8% to 16.2% in that same time period.

ACA's K-2 students were administered a different assessment call the mClass. Based upon the data on the mClass, ACA increased the percentage of K-2 students performing at or above grade level from August to December (19% to 24%). Specifically, ACA students who qualify for Free & Reduced Lunch (Socioeconomically Disadvantaged) increased the percentage of students performing at or above grade level K-2 from 14.8% to 26.9%, August to December. ACA Multi-Language Learners improved their percentage of students performing at or above grade level from 11% to 18%, August to December.

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.

Despite demonstrating academic growth during the 2022-23 school-year in both English-language arts and math based upon Aspire's local performance indicator (iReady), the overall percentage of students who are performing on or above grade level is far below the state and county averages. Based upon the California School Dashboard, (which used the 2021-22 CAASPP results to rate schools), ACA is performing very low in English-language arts, with an average student score of 111.3 points below grade level standards. In Math, ACA also falls in the "very low" category, with an average student score of 113.3 below grade level standards.

Based upon the California School Dashboard, ACA is also performing in the "red" in the area of English Learner Progress, with only 25% of English language learners making progress toward proficiency, based upon the results of the 2021-22 ELPAC assessment.

Another area of concern for the ACA community is in the area of chronic absenteeism. ACA's chronic absenteeism rate was 63.8% during the 2021-22 school-year. Overall, ACA's attendance rate was 85.2% during the 2021-22 school-year. This was a major decline from ACA's pre-pandemic attendance rate of 94.9%. As of the writing of this LCAP, ACA's 2022-23 attendance rate is 89.0% - an almost 4% improvement from the previous year.

Aspire Public Schools has focused on garnering feedback from our student and parent community during the 2022-23 school-year. Based upon student surveys 71% of ACA students feel their teachers are "quite respectful or extremely respectful" towards them. In addition 65% of students feel they receive "quite a bit of support or a tremendous amount of support" from adults at ACA. And finally, 60% of ACA students feel that they "belong quite a bit or completely belong" in their classroom. ACA would like to improve upon these percentages in the 2023-24 school-year. Our aim is that 100% of our students feel respected, supported, and a sense of belonging on the ACA campus.

Furthermore, after surveying the ACA parent community, ACA administration found that 67% of parent respondents felt ACA is preparing their child "quite well or extremely well" for the next academic year. Based upon the results of the questionnaire, 65% of parent respondents felt ACA is a "quite good or extremely good" fit for their child based upon their cultural background. Finally, 64% of parent respondents feel their child has a strong "sense of belonging" at ACA.

LCAP Highlights

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

Below you will find a brief list of some of the key actions ACA will take to improve the school in the areas of students achievement, EL reclassification, socio-emotional support, school climate, parent involvement and attendance.

English - Language Arts Improvement

ACA will:

- Provide extensive direct instruction & curriculum training for teachers

- Purchase ELA supporting educational websites (i.e. - Lexia, IXL)
- Hire a Reading Intervention Teacher to provide during-school reading support for general education students
- Purchase Reading Intervention Materials (i.e. - Fountas & Pinnell Level Literacy Intervention)
- Contract with an after-school tutorial program (i.e. - Sylvan Learning Center)

Math Improvement

ACA will:

- Purchase new edition of math curriculum
- Provide extensive direct instruction & curriculum training for teachers
- Procure Math supporting educational websites (i.e. - Lexia, IXL)
- Hire a general education Instructional Assistant
- Earmark funds to pay teachers overtime to provide after-school intervention
- Contract with an after-school tutorial program (i.e. - Sylvan Learning Center)

English Language Learner Reclassification

- Provide SDAIE training & EL Achieve curriculum training for teachers
- Retain bilingual instructional aide to support Spanish-speaking limited English proficient students
- Contract with La Escuelita Inc. to support newcomer students and provide intensive ELD Instruction

Socio Emotional Learning Support

- Provide training for SEL Curriculum & Tier 1 Best Practices (e.g. - The Teaching Well)
- Hire second general education Mental Health Therapist
- Add third Education Specialist position to support Behavioral Health Program
- Hire Student Support Manager to provide CICO and oversee COST process

School Climate

- Contract with Playworks Inc. to provide structured fun activities during recess
- Contract with The Village Method Inc. to provide (Gardening, Robotics, Arts & Cultural Enrichment)
- Contract with Independently You, Collectively Us Inc. to provide a Tier II mentorship program
- Earmark funds for assemblies and field trips to provide experiences and exposure

Parent Involvement

- Earmark funds for parent fingerprinting, so parents can volunteer on campus and chaperone field trips
- Plan evening events to showcase students to entice parents to come to campus
- Coordinate family nights and heritage month celebrations
- Set aside funds for parent events (i.e. - parent breakfasts, community bbqs, etc.)

Attendance

- Earmark funds for good/perfect attendance incentives
- Provide fun activities at school that increase students' desire to come to school
- Student Support Manager to facilitate attendance meetings, build relationships with families and connect parents/guardians to resources

Comprehensive Support and Improvement

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

Schools Identified

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

Aspire College Academy
CSI - Low Performing

Support for Identified Schools

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

Based upon data found in the California School Dashboard and locally used assessments (i.e. - iReady and mClass), ACA has a major need to address reading concerns amongst all of its students subgroups. The California Dashboard shows that based upon the 2021-22 CAASPP assessment, that approximately 92% of ACA student are not meeting grade level standards in English-language arts. LatinX students, who make up 69% of the student population are performing at an average standard score of 127.6 points below grade level standards. African American students, who make-up 23.5% of the school's population are performing at an average standard score of 106.9 points below grade level standards. ACA's socio-economically disadvantaged population, who make-up 82.6% of the population, are performing at an average standard score of 109.5 points below grade level standards.

Despite being an indicator that Aspire College Academy is continually growing in academically in the area of English-language arts, ACA 's locally used benchmark assessment results also still demonstrate a strong need for increased academic support in the area of ELA - specifically in the area of developing basic reading skills and reading comprehension. Based upon ACA's K-2 mClass data, approximately 76% of Kindergarten through 2nd grade students are not performing at grade level in ELA. Based upon ACA's middle-of-year data in iReady, approximately 84% of students are not performing at grade level in ELA. In addition, 60% of ACA students are performing two grade levels or below. Based on this data, ACA has identified access to updated curriculum that is aligned to the latest research on the science of reading as a resource inequity. Upon consultation with educational partners, all groups agree that a focus on literacy instruction is needed in order to see schoolwide improvement.

Aspire College Academy recognizes that our students need intensive instruction in basic reading skills and reading comprehension if we want to move students from performing below grade to being on grade level. To provide intensive reading instruction ACA will provide three

types on reading intervention curriculums during the school-day: 1) SEEDS for Transition Kindergarten to Kindergarten students, 2) SIPPS for Kindergarten through 2nd grade students, and 3) Fountas & Pinnell Level Literacy Intervention for 3rd grade through 5th grade students. ACA will use the funds allocated by the Comprehensive Support & Improvement grant to hire and train staff to lead small group instruction using these reading intervention curriculums.

ACA will increase the capacity to provide instructional strategies that support motivation, competence, and self-directed learning. ACA will use CSI funds to hire a full-time Instructional Assistant for a one-year position to provide supplemental instruction to ensure all students have adequate support. The Instructional Aide may also provide support for students with special needs under an Individualized Education Plan (IEP). The Instructional Aide will work primarily in the classroom in small group formats with students to further develop skills in the areas of reading and writing through the direct teaching of concepts. For example, grade K-2 students might be offered small group lessons in areas of phonemic awareness skills using the SIPPS approach, tracking skills, basic reading/vocabulary skills, number sense, and other areas of emergent literacy as identified/requested by the class teacher, usually in consultation with the child's parents. The Instructional Aide will meet weekly with the COST Coordinator to discuss ongoing student needs, and go over students' extra support needs.

Another identified need and resource inequity that was repeated across all of our educational partners (staff and families) was the need for stable staffing. ACA, like many schools across the country, is experiencing a teacher shortage and has had vacancies throughout the school year. ACA anticipates vacancies in the coming school year due to some staff members having planned leave of absences. In order to provide students stability, which is not only crucial for academic achievement but also students' social emotional needs, ACA will use CSI funds to hire a highly qualified on-site substitute for a one-year position that will be available to support any classrooms with vacancy, both short term and long term. Having a staff member who is qualified, and on staff allows for the on-site substitute to build relationships and maintain a sense of stability for both staff and students, and will ensure continuity of learning for students.

Monitoring and Evaluating Effectiveness

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

In order to measure the fidelity of implementation, the school's Instructional Leadership Team will create a rubric of implementation to quantify the implementation of each community schools component in terms of the number of activities conducted, services offered, products created, trainings held, or participants served. Although implementation scales may vary, the rubric will categorize each component as not implemented, partially implemented, mostly implemented, or fully implemented.

To measure the impacts of the Instructional Assistant, purchase of appropriate materials and provision of training, ACA's Instructional Leadership Team will use baseline data to determine the success in accomplishing the goals anticipated in utilizing the CSI funds. Evaluation tools and methods will include (1) standardized testing results (e.g., CAASPP) to determine students' academic achievement; (2) Panorama Survey results to assess factors such as school climate, student engagement, and social-emotional development; (3) multiple measures that assess student behavioral outcomes (e.g., attendance, dropout rates, suspension/expulsion rates); (4) parent and community surveys and focus groups to obtain qualitative feedback regarding the perceived quality of community schools services; and (5) teacher/staff surveys to obtain qualitative feedback regarding the perceived quality of professional learning.

ACA's will have a steering committee which will meet quarterly to review formative evaluation results and at the end of each school year to review summative results. During the final meeting of each year, school administration will lead site-level stakeholders in determining project strengths and weaknesses and making improvement decisions to be documented and implemented in the subsequent year. Rigorous project evaluation at the site, combined with ongoing collaborative reflection and continuous quality improvement will ensure CSI investments result in school-wide positive transformations - benefiting ACA students, parents, and school communities.

Engaging Educational Partners

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

During the 2022/23 academic year, Aspire College Academy conducted a Community Asset Mapping and Needs/Gap Analysis to engage school and community interest holders in the process of identifying community assets as well as to identify gaps in programs, services, and resources that inhibit student achievement and community coherence. Throughout this process, Aspire College Academy leaders leveraged other school and community advisory groups, including the School Site Council (SSC) and the English Learner Advisory Committee (ELAC), and processes such as the development of the school's Local Control and Accountability Plan (LCAP) and SWIFT-FIA assessment process (see Pillar 3 for more information). Aspire College Academy leaders solicited input from as many stakeholders as possible, including scholars, parents/families, staff, faculty, community partners, and neighbors. Each of these partners provided valuable insight into the quality of, and direction for, Aspire College Academy's community school strategy.

Aspire College Academy routinely obtains feedback in three primary ways – Stakeholder Surveys, Community Forums, and School/Community Group Meetings – to incorporate the wisdom of our school community stakeholders into targeted recommendations. During the 2022/23 academic year, ACA surveyed families in October 2022, January 2023 and April 2023. The school conducted meetings with the English Learner Advisory Committee (ELAC) on 9/27/2022, 11/29/2022, 1/26/2023 4/27/2023 & 5/11/2023 and School Site Council (SSC) on 10/18/2022, 12/14/2022, 2/2/2023, 3/16/2023 & 4/25/2023. ACA also holds weekly staff and administration planning meetings.

In addition to collecting qualitative feedback from our school community stakeholders, Aspire College Academy's needs assessment included the following:

Data Analysis:

Aspire College Academy compiled and analyzed numerical metrics, which included evaluating standardized assessment results, attendance information, school climate survey results, and similar resources that lend perspective about the scope or intensity of phenomenon that may warrant intervention. These efforts included analysis of school and community data sources related to education, health, student/family characteristics, attendance, behavioral data, health statistics, and many other domains.

Document Review:

Aspire College Academy gathered documentation and artifacts that demonstrate the school's strengths and improvement areas. This included a review of the School Accountability Report Card (SARC), Local Control and Accountability Plan, and stakeholder surveys.

Community Resource Scan:

The Leadership Team inventoried community-based service providers operating within the school's service area. This inventory provides a concise summary of active community partnerships and aids in identifying service gaps that may exist or that might contribute to future community schools efforts.

Before finalizing the Local Control and Accountability Plan (LCAP), Educational Partners (EP) engagement played a key role in the identification of progress noted and progress needed in multiple aspects of past and current experiences. Our survey feedback, community forums, committee meetings and ongoing correspondence with parents/family members informed our LCAP. Additionally, we engaged with ,

certificated & classified staff, principals and district administration, Special Education Local Plan Area (SELPA), and students to hear the collective voices of our partners. Specifically for the purpose of revising the LCAP, additional EP conversations and presentations took place with:

SELPA- We collaborate with our SELPA representatives on a regular basis. Our Charter Operated Program Specialist connects with us on a monthly basis to discuss specific cases, review IEP compliance, explore training opportunities, and understand general updates shared by the SELPA.

We routinely engage with our staff (certificated and classified), students, parents and other educational partners.

A summary of the feedback provided by specific educational partners.

Both our Leadership and parent groups identified English Language Learners as a priority to continue to focus on within our LCAP priorities. Our Leadership team identified a need to involve parents more, align instructional practices across grade levels and increase professional development and coaching on ELD standards as action steps to increase academic performance and student engagement. The California School Dashboard also reports on the percentage of current English Learners making progress toward English language proficiency or maintaining the highest level of proficiency. The English Learner Progress measure looks at the progress that English learner students are making toward achieving English proficiency. Each spring, English learner students take the English Language Proficiency Assessments for California, or ELPAC, which measures how well they know and understand English. Results from the ELPAC are used to calculate the English Learner Progress measure. In the 2021/22 academic year, 25% of English Learners at Aspire College Academy made progress toward English language proficiency, compared to 50.3% statewide. The School Site Council (SSC) and the English Learner Advisory Committee (ELAC) indicated concern for the general learning loss due to COVID and expressed interest in the district's Multi-Tiered System of Supports (MTSS) and Professional Learning Communities (PLCs) to provide additional intervention as needed.

Although all Educational Partner groups expressed general satisfaction with the learning progress for students at Aspire College Academy, Educational Partners recognize that support will continue to be needed for the actions we currently have in place in order to mitigate learning loss and maintain momentum of overall student success in all areas. A common theme across all EP groups was a general concern about the social-emotional needs and mental wellness of students, along with a need for parent education in this area. Consequently, we will intensify our efforts in Goal 2. Aspire College Academy will continue to strengthen its supports of the social and emotional well-being of its students, families, and staff members through the following programs, partnerships, and strategies. Aspire College Academy conducts a quarterly survey of social-emotional learning and health as an early warning system for emerging needs to be addressed by the Tier 1 strategies identified below. The survey measures emotion regulation, self-efficacy, self-management, and social awareness. Based upon this data ACA has and will continue to develop a plan to address students needs as suggested by our Educational Partners. Those strategies include, but are not limited to:

1) Tier 1 Social-Emotional Instruction - Aspire College Academy implements the RULER approach to social and emotional learning. RULER is an evidence-based program developed at the Yale Center for Emotional Intelligence that includes staff professional development, classroom instruction, and family engagement and education. Twenty staff members at Aspire College Academy have participated in the

RULER Training Institute. RULER includes six units designed to build skills and enduring understandings of emotional themes and concepts for each grade level from kindergarten through grade five. Content for families is delivered during Family Workshops and focuses on helping parents and caregivers better recognize, understand, accept, and manage their own and their children's emotions.

2) Tier 1 Culture & Climate Work - Aspire College Academy has a school culture incentive program to encourage an environment of achievement, community, and safety. ACA will dedicate more funding to reinforce, strengthen and emphasize our school's values in an attempt to have our students live out and embody those positive character traits.

3) Tier 2 & 3 Behavior and Mental Health Support - A significant percentage of students at Aspire College Academy exhibit characteristics that are indicative of behavioral and mental health needs, including chronic absenteeism as detailed in the tables below. Aspire College Academy's chronic absenteeism rates are significantly higher than those in the district, county, and state and are symptomatic of a student population that is primarily African American and Hispanic and who, according to the National Alliance on Mental Illness, experience one or more of the following barriers to accessing mental health services:

- Lack of availability
- Transportation issues, difficulty finding childcare/taking time off work
- Belief that mental health treatment "doesn't work"
- High level of mental health stigma in minority populations
- Mental health system weighted heavily towards non-minority values and culture norms
- Racism, bias, and discrimination in treatment settings
- Language barriers and an insufficient number of providers who speak languages other than English
- Lack of adequate health insurance coverage (and even for people with insurance, high deductibles and co-pays make it difficult to afford)

In addition to the social-emotional learning programs and activities outlined above, Aspire College Academy supports the behavioral and mental health of its students, families, and staff members through the following programs, partnerships, and strategies:

Aspire College Academy has a Coordination of Services Team (COST) comprised of the Principal, Ed Specialist, Student Support Manager, School Psychologist, and Mental Health Therapist. The COST identifies students who need additional supports through a schoolwide referral system, assesses referred students, explores strengths and supports needed, and develops an intervention plan that coordinates efforts to link referred students to appropriate supports by tracking progress and tailoring interventions over time.

Aspire College Academy has created an Attendance Team, led by the Office Assistant/Parent Coordinator and Student Support Manager, to intervene early in attendance issues. Families receive phone calls from school staff whenever there is an absence to identify and address obstacles to daily attendance.

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

All aspects of the the 2023-24 LCAP Plan were influenced by the input of ACA's Educational Partners. Strong partnerships with families and the community is one of the five core values of Aspire Public Schools. As stated in Aspire Public Schools' value statement, "We are all connected and collectively responsible for the well-being of every member of our extended community. When one of us is let down, we are all let down. When one of us succeeds, we all succeed. Only in partnership and by listening deeply to one another, can we create collective movement."

Aspire College Academy routinely obtains feedback through surveys, community forums, and school/ community group meetings to incorporate our educational partners' beliefs that guide our efforts from high-level perspectives to targeted recommendations. Results from our local survey indicate the need for student connectedness, to continue to leverage our SEL curriculum, RULER (see above), as well as develop a robust MTSS framework to ensure we are supporting our scholars. Additionally, the feedback from our educational partners influenced the LCAP to provide multiple avenues of engagement point to a maintenance and/or increase of student counselors' services and a desire from our community to address the academic and social needs of our black scholars, specifically through our Pro-Black Excellence Initiatives - Black Excellence Celebrations, Black History Month, and Site-based Pro-Black Coordinators.

Finally, the feedback form ACA's Educational Partners influenced an emphasis on increasing and strengthening extracurricular and academic intervention opportunities before and after-school. ACA will address the concerns of our Educational Partners, in large part, through our Expanded Learning Program. Aspire College Academy's provides after school academic support and enrichment opportunities through the Expanded Learning (ExL) program. The ExL program supports college readiness through academic and enrichment programming that meets the unique needs of students, sparks interest in new skills/careers/passions, and engages families as partners. ExL educators and directors from the community are developed, trained, and empowered to implement research-based strategies, terminate inequitable practices, and follow pathways to leadership.

Aspire College Academy's ExL program balances the rigorous instruction that occurs during the school day with fun, hands-on activities that allow scholars to explore new passions. Students receive academic support to ensure they develop confidence and fluency in the material they learn during the day. Rather than teaching new academic content after school, our educators use academic support time to reinforce fact fluency and build confidence in reading and writing with additional time to practice. By using some of the same software, games, and tools in use during daytime classroom instruction, teachers and after school educators can share formative assessment data and tailor the tasks to meet student's unique needs.

Students in the ExL program also participate in daily recreational activities and hands-on enrichment opportunities. These clubs cover a variety of topics, such as robotics, debate, cooking, drum circle, sewing, poetry, and dance, to name a few. The enrichment lessons are planned in units, with daily and weekly objectives that ensure learning is cumulative, and all units culminate in a project or exhibition so that students can demonstrate their achievements in a meaningful and personally relevant way.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

This goal was developed to ensure that all Aspire students have access to a high quality, rigorous and culturally relevant education. This goal seeks to end disproportionate academic outcomes for historically underrepresented communities, and is in alignment with Aspire’s mission and vision of preparing students to pursue and persist in college or any post-secondary pathway that is authentic to their identities. The actions towards this goal will focus on providing high quality, standards aligned curriculum and instruction, and data-driven interventions to promote student achievement.

This goal and its associated metrics and actions will ensure our progress towards the following LCFF Priorities:

- Priority 1: Basic Services
- Priority 2: Implementation of State Standards
- Priority 4: Student Achievement
- Priority 5: Student Engagement
- Priority 8: Student Outcomes

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Smarter Balanced Assessment (SBAC) Results in English Language Arts (ELA)	SBAC ELA Results (SY 2018-2019)	SBAC ELA DFS (SY 2020-2021)	SBAC ELA DFS (SY 2021-2022)		* All: -105.3 * African American/Black: -100.9 * English Learners: -121.6
Distance from Standard (DFS)	* All: -61.8 * African American/Black: -61	No data due to COVID-19 pandemic. iReady and other internal assessments	* All: -111.3 * African American/Black: -106.9		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> * English Learners: -67.7 * Socioeconomically disadvantaged: -60.1 * Hispanic/Latinx: -61.1 * Students with Disabilities: -103.6 	were used to monitor student academic progress.	<ul style="list-style-type: none"> * English Learners: -127.6 * Socioeconomically disadvantaged: -109.5 * Hispanic/Latinx: -113.5 * Students with Disabilities: -123.6 		<ul style="list-style-type: none"> * Socioeconomically disadvantaged: -103.5 * Hispanic/Latinx: -107.5 * Students with Disabilities: -117.6
Smarter Balanced Assessment (SBAC) Results in Mathematics Distance from Standard (DFS)	SBAC Math Results (SY 2018-2019) <ul style="list-style-type: none"> * All: -54 * African American/Black: -53.4 * English Learners: -67.9 * Socioeconomically disadvantaged: -52.4 * Hispanic/Latinx: -56.3 * Students with Disabilities: -107.9 	SBAC Math DFS (SY 2020-2021) No data due to COVID-19 pandemic. iReady and other internal assessments were used to monitor student academic progress.	SBAC Math Results (SY 2021-2022) <ul style="list-style-type: none"> * All: -113.3 * African American/Black: -110.4 * English Learners: -123.9 * Socioeconomically disadvantaged: -111.2 * Hispanic/Latinx: -113.6 * Students with Disabilities: -118.1 		<ul style="list-style-type: none"> * All: -107.3 * African American/Black: -104.4 * English Learners: -117.9 * Socioeconomically disadvantaged: -105.2 * Hispanic/Latinx: -107.6 * Students with Disabilities: -112.1
% of EL students making progress toward ELPAC proficiency	19-20 35.6% making progress towards EL proficiency on the 2019-2020 CA School Dashboard	ELPI data is unavailable until 2022. Instead we will use ELPAC as a metric for our EL students	2022 ELPI 25% of ELs making progress towards English language proficiency		50% making progress towards EL proficiency

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of EL students making progress toward ELPAC proficiency	We revised this measure based on the lack of ELPI data until 2022. Baseline and Year 1 outcome are the same.	2021 ELPAC percentages are: Summative ELPAC not available due to N<10	2022 ELPAC percentages are: Level 1: 26% Level 2: 39% Level 3: 30% Level 4: 5%		2023 ELPAC percentages are: Level 1: 10% Level 2: 43% Level 3: 35% Level 4: 12%
Sufficient Access to Standard-Aligned Materials Reported on SARC	2019 SARC 100% of scholars have access to standard-Aligned material	2020-21 SARC 100% of scholars have access to standard-Aligned material	2021-2022 SARC 100% of scholars have access to standards-aligned material		Maintain
Sufficient Access to Standard-Aligned Materials Reported on SARC	2019 SARC: 100% of students have access to standards aligned curricular materials	2020-2021 SARC 100% of students have access to standards aligned curricular materials	2021-2022 SARC 100% of students have access to standards aligned curricular materials		100% of students have access to standards aligned curricular materials
How program and services will enable EL students to access CCSS and ELD standards for gaining EL proficiency (Local indicator, priority 2 self-reflection)	SY 2019-2020 100% of English Language Learners participate in CCSS aligned ELD during designated and integrated ELD.	2020-2021 100% of English Language Learners participate in CCSS aligned ELD during designated and integrated ELD.	2021-2022 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
Other academic outcomes (STAR, DIBELS, etc)	21% of scholars are reading at or above	We no longer administer STAR	We no longer administer STAR		We no longer administer STAR

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	grade level based on EOY 2021 STAR Data				
<p>Other academic outcomes (DIBELS, iReady)</p> <p>iReady Reading % of students met annual typical growth</p> <p>DIBELS % of students making average to above average zone of growth</p> <p>iReady Math % of students met annual typical growth</p>	Administered DIBELS and iReady in Fall 2021. Baseline same as year 2 outcome.	Administered DIBELS and iReady in Fall 2021.	<p>SY 2021-2022</p> <p>DIBELS (K-2) 48.88% of students making average to above average progress in zones of growth</p> <p>iReady Reading % of students met annual typical growth goal</p> <p>Grade 3: 37% Grade 4: 57% Grade 5: 29%</p> <p>iReady Math % of students met annual typical growth goal</p> <p>Grade K: 27% Grade 1: 31% Grade 2: 31% Grade 3: 52% Grade 4: 33% Grade 5: 36%</p>		100% of students make annual typical growth

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Instruction	<p>1) Provide Monthly Gradual Release of Educational Responsibility Training Focused on:</p> <ul style="list-style-type: none"> • Activating Prior Knowledge • Providing Multi-Sensory Input (Realia, Visuals, Videos, Demonstrations, Etc.) • Checking for Understanding / Student Engagement Strategies • Use of Graphic Organizers / Charting Strategies • Increasing Student Voice / Cooperative Learning Strategies • Monitoring Student Progress and Providing Timely Meaningful Feedback • Closing Lessons <p>2) Provide small group instruction during instructional periods</p> <ul style="list-style-type: none"> • Train teachers to pull small groups of struggling students during while class completes independent practice assignment • Implement Daily 5 & Cafe Strategies in general education classrooms (The Daily 5 is a literacy framework that guides both student and teacher behaviors to create a classroom of engaged and independent readers and writers. It's not the "what" you teach but "how" that the Daily 5 aims to solve by creating a structure in which students participate in meaningful activities, while educators work uninterrupted with small groups and individuals). <p>3) Utilize/Integrate Technology to Provide Blended Learning Opportunities</p> <ul style="list-style-type: none"> • Subscribe to education websites such as (Lexia, Reflex/Frax, IXL) • Utilize education websites so that students can independently practice at their instructional levels and teachers can monitor students progress • Teachers can use the time students spend working on the education websites with work with targeting small groups 	\$66,313.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Utilize Platforms such as Google Classroom and Class Dojo to Communicate with Parents, Post Assignments, Tutorials and Instructional Videos <p>4) Become More Intentional About Test Preparation</p> <ul style="list-style-type: none"> Utilize Education Websites such IXL and iReady to familiarize the the students with testing a computer Use CAASPP practice questions from the official website to bridge what is taught in class with how mastery is assessed on the SBAC assessment Review CAASPP assessment and identify high leverage standards covered; Develop our instructional scope and sequence based upon the information found <p>{Funding for Activity found in Goal Area 1.2 & 1.3}</p> <p>5) Earmark Funding For Overtime/Extra Hours For Staff</p> <ul style="list-style-type: none"> To provide before and after-school academic support for students 		
1.2	Curriculum	<p>1) Purchase appropriate and updated curriculum in ELA & Math</p> <ul style="list-style-type: none"> Fountas & Pinnell LLI Supplemental Curriculum to Provide Leveled Literacy Intervention for students performing below grade level and Guided Reading for students on grade level looking to increase their reading fluency and comprehension. Purchase test preparation workbooks for ELA & Math (e.g. - Curriculum Associates Ready Common Core, Lumos Learning SBAC Practice Test Prep) Purchase Math Curriculum Update - Great Minds, Eureka Squared <p>2) Contract with Textbook Adoption Companies to Provide Professional Development</p>	\$51,075.00	No Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Build Sustainable MTSS around School's Academic Needs	<p>Tier 1 - Activity (Need/Purchase/Expenditure to Accomplish Task)</p> <ul style="list-style-type: none"> • Intentionally Planned Scaffolds/Differentiated Instruction (Explicit Direct Instruction Professional Development) • Intentional Small Group Instruction (Daily 5 Training & Cafe Strategy Booklets; Educational Website Subscriptions) • Hands-On Activities/Movement for Kinesthetic Learners (Math Manipulates, Visuals, Realia, Science Experiment/Demonstration Materials) • Use of Visuals/Graphic Organizers/Environmental Print (Teacher Allowances/Budgets for Materials & Supplies) • Implementation of Technology/Blended Learning (Educational Website Subscriptions & Training on how to utilize all the aspects of the sites to ensure implementation with fidelity; Purchase of Tech Hardware (e.g. - Student Chromebooks, Teacher Laptops, Tablets for TK-1 students, Projects, Sound Speakers, Headphones, etc.) • Using Culturally Relevant Instruction & Materials (CRT Training & Purchase of Books for Classroom Libraries that are Reflective of & Engaging for the Students who we'd like to read them) • Integrated ELD Instruction/Specially Designed Academic Instruction in English (SDAIE) (Purchase of EL Achieve, Systematic ELD Materials/Professional Developed for EL Achieve Curriculum & SDAIE Instructional Best Practices) • Set Aside Funds for Substitute Teachers to Ensure Teachers Can: Observe Classrooms, Coach/Provide Feedback, Collaborate, Plan <p>Tier 2 - Activity (Need/Purchase/Expenditure to Accomplish Task)</p> <ul style="list-style-type: none"> • Guided Reading Groups - (Guided Reading Training/Professional Development) • Pull-out Leveled Reading Groups - (Hire Reading Intervention Teacher/Instructional Aide) 		No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Designated ELD Instruction - (Contract with La Escuelita, Inc.) • Before & After School Intervention - (Contract with Sylvan Learning Center, LLC. to Provide Direct Tutorial Services in ELA & Math) <p>Tier 3</p> <ul style="list-style-type: none"> • Paraprofessional (Instructional Assistant) Push-in Support - {Ensure ACA has an Instructional Assistant to Support students in each grade level, with one in each of the Kindergarten classes having their own Instructional Assistant - totaling 7} • Resource/Speech Pull-Out Support - (Hire Third Educational Specialist) • Earmark Funds for Speech Language Pathologist or Emergency Other Contracted SPED Services 		
1.4	Title I	<p>Title I funds are being used to fully or partially fund the following supplemental staff positions:</p> <ul style="list-style-type: none"> • School Support Manager • Parent Outreach coordinator (partial) <p>CSI funds are being used to fully fund a supplemental Reading Intervention Specialist and partially purchase curriculum discussed in Goal 1.</p>	\$285,888.00	Yes
1.5	Personnel	<p>To implement and support the actions in goal 1, we will hire/retain the following personnel:</p> <ul style="list-style-type: none"> • Instructional Assistants • Principal Assistant 	\$331,207.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Elective Teacher 		
1.6	Multi-lingual Learners and English Language Learners	<ul style="list-style-type: none"> Integrated ELD Instruction/Specially Designed Academic Instruction in English (SDAIE) (Purchase of EL Achieve, Systematic ELD Materials/Professional Developed for EL Achieve Curriculum & SDAIE Instructional Best Practices Designated ELD Instruction - (Contract with La Escuelita, Inc.) Provide professional development to teachers to support these tier 1 and tier 2 supports <p>Title III funds will also be used to supplement our supports to English Language Learners. ACA will use Title III funds to partially fund an instructional assistant who works specifically with English Language Learners</p>	\$10,844.00	Yes

Goal Analysis [2022-23]

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.

In ACA's first full-year back to in-person instruction, ACA did take some small strides in the right direction when addressing the items outlined in the 2022-23 Goal Area #1.

In 2022-23, ACA entered the year wanting to be intentional about providing small group instruction for students. ACA demonstrated some success in this area by re-implementing SEEDS and SIPPS groups, which is a curriculum that levels students to provide a basic reading program geared to support early literacy development (i.e. - phonemic awareness, letter identification, blending, segmenting, decoding, and identification of basic sight words). ACA also took steps in re-establishing the practice of providing integrated and designated ELD as a consistent occurrence in our academic program. Throughout the school-year ACA provided Gradual Release of Educational Responsibility training to teachers. During these professional development sessions, it was emphasized to teachers the importance of finding time during the independent practice portion the Gradual Release of Educational Responsibility Model to pulled targeted students in small groups to re-teach and/or re-engage the students in the learning and perform a differentiated form of a check for understanding.

Based upon the 2022-23 LCAP Plan, there was also an emphasis placed on strengthening our professional learning communities through collaboration and using data to perform cycles of inquiry throughout the school year to inform next steps in our planning, development & amendment process of our pacing guides and implementation of instructional best practices. Throughout the process of building stronger PLC's we strived to provide better, more consistent coaching for teachers. During our coaching sessions we focus on lesson planning to support our students at the margins (ELs, students with learning disabilities, and socio-economically disadvantaged students).

Based upon the 2022-23 local assessment data (iReady & mClass) ACA did see academic growth in our targeted subgroups. In Math, ACA also demonstrated growth amongst key subgroups: Socioeconomically Disadvantaged, Multi-Language Learners, and Students with Disabilities.

Socioeconomically Disadvantaged (FRL) {2.4% 10.8%}

Multi-Language Learner (2.4% to 8.5%)

Students with Disabilities (9.1% to 19.4%)

Also, in Math, ACA also decreased the percentage of students performing two grade levels or below August to March amongst key subgroups: Socioeconomically Disadvantaged, Multi-Language Learners, and Students with Disabilities.

Socioeconomically Disadvantaged (FRL) {55.9% to 30.7%}

Multi-Language Learner (62.4% to 31.1%)

Students with Disabilities (63.6% to 54.8%)

In ELA, ACA demonstrated growth amongst key subgroups: Socioeconomically Disadvantaged and Multi-Language Learners:

Socioeconomically Disadvantaged (FRL) {5.9% to 12.4%}

Multi-Language Learner (4.0% to 7.4%)

In ELA, ACA also decreased the percentage of students performing two grade levels or below August to March amongst key subgroups: Socioeconomically Disadvantaged, Multi-Language Learners, and Students with Disabilities.

Socioeconomically Disadvantaged (FRL) {74.3% to 58.7%}

Multi-Language Learner (80.0% to 69.8%)

Students with Disabilities (81.3% to 73.9%)

Although we made progress in a positive directions in 2022-23, we are not satisfied with the results. We look to make much greater gains based upon the plan that we have in place to address student academic needs in 2023-24. There were some substantive differences in the 2022-23 plan and the actual executive of the plan during this school year. One of the main reasons why we were unable to fully implement the 2022-23 plan with fidelity was staffing. We had several key staff members out during the 2022-23 school year due to illness, family emergencies and maternity/paternity leaves. We were forced to rely on substitute teachers in many key positions in 2022-23 as we unexpectedly lost a few staff members to resignations and/or transfers. The loss of full-time staff and the high number of teacher absences that were unfilled with substitutes made in very difficult to develop cohesive PLC groups and gather daily/weekly data to use in our cycle of inquiry work. The substitute teachers were also untrained, and consequently, not skilled enough to provide effective small group instruction

for students. Staff members who were trained and assigned to coach less experienced staff members (i.e. - administrative staff) were forced to spend much of their time covering classes due to lack of subs and/or spent much of their time addressing discipline issues in the classrooms in which subs were assigned.

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

There were no material differences in the budgeted expenditures and the estimated actual expenditures in 2022-23 when it comes Goal Area #1. We spent relatively around the projected amount of money in the three budgeted areas - 1) Instructional Assistants 2) Staff Stipends for Coaching and Leading PLC Groups and 3) Assistant Principal. There was also a difference in the projected amount of services we expected to provide students in the areas of small group instruction due to the fact that we were unable to train our staff and begin small group reading and language instruction until the beginning of quarter 2. ACA was also never fully staffed with full-time credential teachers in each classroom nor full staffed with the number of projected instructional aides all school-year. Being short staffed, hindered ACA's ability to provide the targeted instruction that it planned to provide.

Due to the above factors ACA did not reached the projected percentages of growth that were outlined in the 2022-23 LCAP.

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

Based upon the local data presented above, due to extenuating circumstances, the activities listed in the 2022-23 LCAP were not as effective in increasing the percentage of students performing on or above grade level.

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

There are several upgrades ACA plans to make to increase students outcomes in 2023-24. These changes start with an emphasis on being fully staffed with highly qualified staff members. We will spend much of our summer professional development meetings increasing the skill levels of our less experienced staff, so that we can provide stronger direct instruction and targeted small group support for our students. ACA plans to increase the number of Instructional Assistants on the staff to ensure each TK and Kindergarten class has a full time IA, and to ensure that each grade level has one dedicated IA for it's grade level. ACA plans to add a reading intervention teacher to it's staff who will be trained and provide leveled literacy intervention. ACA will also re-institute having a 3rd Education Specialists to provide more attention, support and case managing for one of our most needy student populations.

ACA will continue it's emphasis on small group instruction, by training the staff on Daily 5 and Cafe strategies. We will also strengthen our ability to gather and use daily/weekly data to inform our instructional practices and move our school closer to having more effective professional learning communities and cycle of inquiry work. ACA administration will ensure that ELD instruction is happening daily and that

staff is training in SDAIE strategies to support the learning of EL students. Finally, ACA will implement a new reading intervention program, Fountas & Pinnell Leveled Literacy Intervention & Guided Reading, through the work of our Reading Intervention Teacher

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.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

This goal reflects our focus on building positive school climates and cultures so all students can thrive. This goal is aligned with Aspire’s mission and vision of promoting inclusivity and disrupting systems that have historically oppressed marginalized communities. To work towards this goal, we will implement actions that reduce our suspension, expulsion and chronic absenteeism rate. We will also focus our efforts to promote student sense of safety and connectedness, engagement as well as parent involvement.

This goal and its associated metrics and actions will ensure our progress towards the following LCFF Priorities:

- Priority 1: Basic Services
- Priority 3: Parent Involvement
- Priority 5: Pupil Engagement
- Priority 6: School Climate
- Priority 7: Course Access
- Priority 8: Student Outcomes

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Sense of Safety and School Connectedness as a Percentage (Aspire Student Survey)	20-21 Aspire Student Survey Responses: <ul style="list-style-type: none"> • 67% of scholars feel safe at school and 	2021-2022 Aspire Student Survey Due to transition in leadership, the Student Survey was not administered	2022-2023 Aspire Student Survey <ul style="list-style-type: none"> • School safety: 45% of students responded favorably 		75% Safety 80% Sense of belonging

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> 77% feel a sense of belonging 		<ul style="list-style-type: none"> Sense of belonging: 54% of students responded favorably 		
Student Suspension Rates as a Percentage (CA School Dashboard)	2019-2020 Suspension Rate (CA School Dashboard) No data reported due to Covid-19 pandemic and suspension of reporting of state indicators	2020-2021 No data reported due to Covid-19 and distance learning	2021-2022 Suspension Rate (CA School Dashboard) <ul style="list-style-type: none"> All Students: 2.4% African American/Black: 6.6% Hispanic/Latinx: 1.2% English Learners: 0% Socioeconomically Disadvantaged: 2.5% Students with Disabilities: 4.9% 		Suspension rate of 3% or lower with a decline of at least 0.3% from the previous year
Chronic Absenteeism Rate as a Percentage (CA School Dashboard)	Use 19-20 Chronic Absenteeism Rates from Aspire Data Portal All: 5.6%	2020-2021 Chronic Absenteeism Rate (CDE DataQuest; data not reported on CA	2021-2022 Chronic Absenteeism Rate (CA School Dashboard)		less than 9%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>African American: 47%</p> <p>English Learners: 0.5%</p> <p>Latinx: 53%</p> <p>SPED: 17%</p> <p>Reported incorrectly, 19-20 CA is AA- 8% Latinx- 5%</p>	<p>School Dashboard)</p> <ul style="list-style-type: none"> • All: • African American/Black: • Hispanic/Latinx: • English Learners: • Socioeconomically disadvantaged: • Students with Disabilities: 	<ul style="list-style-type: none"> • All: 63.8% • African American/Black: 69.5% • Hispanic/Latinx: 59.9% • English Learners: 59.8% • Socioeconomically disadvantaged: 61.3% • Students with Disabilities: 73.2% 		
Efforts we make to seek parent input on making decisions (Aspire Family Survey)	<p>20-21 Family Survey Data</p> <p>92% of parents responded Strongly Agree or Agree to the family survey question “I am encouraged to share my opinion and feedback in the school decision making process.”</p>	<p>2021-22 survey</p> <p>70% of parents report they are encouraged to share their opinions and feedback in the school decision making progress</p>	<p>22-23 Aspire Family Survey</p> <p>of parents responded strongly agree or agree. “I am encouraged to share my opinion and feedback in the school decision making process.”</p>		Maintain
How we will promote parental participation in programs for EL,	Maintain the number of opportunities for parent engagement	74% of parents report that the school provides opportunities	2022-2023 Aspire Family Survey		Maintain

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Low-Income, and Foster Youth</p> <p>How we will promote parental participation in programs for students with special needs?</p> <p>(LCFF Priority 3)</p>	and participation in programs for students with special needs, English Learners, Low-Income, and Foster Youth.	<p>for involvement</p> <p>Parents of students who are:</p> <ul style="list-style-type: none"> • Special Needs • 80% • MLLs 89% • LI- 75% 	<p>Question no longer on Aspire Family Survey. Similar question used to update year 2 outcomes.</p> <ul style="list-style-type: none"> • Family engagement: 13% of families responded favorably 		
School Attendance Rate	<p>2019-2020 Average Attendance Rate</p> <p>96%</p>	<p>2020-2021 Average Attendance Rate</p> <p>92.7%</p>	<p>2021-2022 Average Attendance Rate</p> <p>85.2%</p>		95%
Pupil Expulsion Rates	0% expulsion rate in 19-20	0% expulsion rate in 2020-21	<p>2021-2022 Expulsion Rate</p> <p>0%</p>		Maintain
Surveys of parents to measure safety and school connectedness	<p>92% of families believe that the school is a safe environment for their child</p> <p>89% of families feel connected to the school</p>	<p>2021-22 Survey Results</p> <p>88% of families believe that the school is a safe environment for their child</p>	<p>2022-2023 Aspire Family Survey</p> <ul style="list-style-type: none"> • 74% of families responded favorably <p>"The school</p>		Maintain

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	20-21 Family Survey Data	84% of families feel connected to the school	<p>provides a safe environment for my child(ren)"</p> <ul style="list-style-type: none"> Family engagement: 13% of families responded favorably 		
1.c: School Facilities in Good Repair	2019 SARC Fair	2021 Facility Inspection Tool (FIT) Overall Result: Fair	2022 Facility Inspection Tool Overall: Good		Maintain
7 Broad course of study	100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science PE, and Art/Music	100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science PE, and Art/Music	2021-2022 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science PE, and Art/Music		Maintain

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	School Climate / Culture /Social Emotional Support / SEL MTSS	<p>Tier 1 - Activity (Need/Purchase/Expenditure to Accomplish Task)</p> <p>1) Climate Work</p> <ul style="list-style-type: none"> Establishing Focused School-wide Character Traits & Values that will be emphasized amongst staff and students <p>2) SEL Curriculum (RULER/Toolbox)</p> <ul style="list-style-type: none"> Ensure students and school community have common language around Self Awareness, Self Management, Responsible Decision-Making, Social Awareness, Relationship Building Skills, Boundaries and Self Regulation <p>3) School-wide Assemblies & Classroom Workshops focused on SEL</p> <ul style="list-style-type: none"> Provide assemblies and workshops for students that emphasize Self Awareness/Mindfulness/Self Regulation Work; Skill Building Assemblies/Seminars (Provided by known organizations such as Soul Shoppe/IYCU) <p>4) Train Staff on How to Conduct Restorative Circles/Check-In/Out</p> <ul style="list-style-type: none"> Enlist services of Behavioral Wellness staff at the site level and Regional Student Services Department to provide training; Contract with known agencies such as Circle Up Education to provide training in the area of conducting community and restorative circles. <p>5) Provide School-Wide Incentives, Assemblies and Activities</p> <ul style="list-style-type: none"> Revamp Student Store, Giveaways, Plan More Fun for Activities, Assemblies Earmark fund for each grade level to participate in 2 field trip per year <p>Tier 2 - Activity (Need/Purchase/Expenditure to Accomplish Task)</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>1) Intentional/Planned Check-in/out Strategies</p> <ul style="list-style-type: none"> Conducted by Behavior Wellness Team <p>2) Skill Building Small Groups (Transition, Grief, Conflict Mediation)</p> <ul style="list-style-type: none"> Conducted by 2nd General Education Mental Health Therapist and/or Contracted Behavioral Health Specialist Mentorship Programs (i.e. - Independently You, Collectively Us Inc. for targeted Mentorship Support) <p>Tier 3 - Activity (Need/Purchase/Expenditure to Accomplish Task)</p> <p>1) Individual Counseling</p> <ul style="list-style-type: none"> Provided by Behavioral Health Staff <p>2) Behavior Support Plan</p> <ul style="list-style-type: none"> Staff will Develop Behavior Support and Behavior Intervention Plans for Targeted Students <p>Tier 4</p> <ul style="list-style-type: none"> Behavioral Support (BHP Program) ACA will have a dedication Education Specialist to Support Students on it's BHP Program 		
2.2	Enrichment, Student Engagement & Extracurricular Activities	<p>1) Provide after-school reading intervention Contract with an outside agency (i.e. - Sylvan Learning Center, etc.) to provide after-school reading intervention for students) Ensure there are funds earmarked to pay teachers for providing small group instruction before/after-school</p> <p>2) Develop an After-School Program Catered to Providing Exposure &</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Experiences in the Areas of S.T.E.A.M.</p> <p>Science</p> <ul style="list-style-type: none"> Plan Field Trip to Science Centered Institutes (i.e. - Lawrence Hall of Science, Chabot Space Center, S.F. Discovery Museum, S.F. Aquarium) <p>Technology</p> <ul style="list-style-type: none"> Contract with Outside Agencies such as Klds2Pros who Provide Instruction in the are of Coding <p>Engineering</p> <ul style="list-style-type: none"> Renew Contract with UC Berkeley's BEAM Program who Provide Mentorship and Exposure to College Level Engineering Activities for Students Renew Contract with Smart Start Tutors for Lego Architecture & Robotics Classes <p>Arts</p> <ul style="list-style-type: none"> Renew Contract with Lift Education to Provide Culinary Arts Classes Renew Contract with The Village Method Inc. to Provide After Drumming, Dance and Oratorical Classes <p>Math</p> <ul style="list-style-type: none"> Renew Contract with Sylvan Learning Center to Provide Math Instruction 		
2.3	Parent Involvement	<p>1) Increase Parent Voice</p> <ul style="list-style-type: none"> School Site Council English Language Advisory Committee Fall & Spring Town Halls Parent Surveys Principal Open Office Hours <p>2) Parent Engagement Events</p> <ul style="list-style-type: none"> Beginning of Year & End of Year Family Fun Day LatinX & African American Heritage Month Celebrations 		No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Fall & Spring Semester Family Math & Science Nights Quarterly ELP Showcase Events <p>3) Increase Family Engagement, by improving the frequency, quality, timeliness and the modes of our communication</p>		
2.4	Attendance	<p>Action Plan:</p> <p>Aspire College Academy will break the 93% attendance barrier in 2023-2024. ACA will provide an incentive program, in which, it will reward classrooms for having perfect attendance each week. Students will also be rewarded/recognized monthly for maintaining perfect attendance. ACA will include articles regarding the importance of perfect attendance in its monthly school newsletters to educate the community about the importance of good school attendance. Parents will be contacted if their student is absent to confirm the legitimacy and reason for absence. Letters will be sent home explaining the Educational Code and District Policy regarding excessive absences. The school's goals and expectations regarding attendance will be written in the student handbook and distributed to every registered student prior to the first day of school. The goal will be measured by reviewing daily, weekly and monthly attendance data.</p> <p>Action Steps: ACA will:</p> <ul style="list-style-type: none"> Hold "ORIENTATION" by grade levels. This can be done before school starts or after the 		No

Action #	Title	Description	Total Funds	Contributing
		<p>15th day of school stressing the importance of attendance.</p> <ul style="list-style-type: none"> • Meet with families of "Chronic Absentee Students" identified from data of 2022-2023 starting in August to establish an improvement plan for 2023-2024 • Increase communication of the importance of daily attendance and the impact of absences <p>to students, parents and the community is a central component. Monthly via newsletters, attendance data presented in parent meetings (ELAC, PTA, Staff meetings, etc.)</p> <ul style="list-style-type: none"> • Monitor and report attendance data monthly. Review Chronic absence lists; ADA reports monthly <p>(Attendance Clerk/Office Assistant generated) Mid-year & End of year attendance summary reports</p> <ul style="list-style-type: none"> • Utilize A2A notification system and SARB process • ACA will implement an "ALL HERE" incentive system. If classes have perfect attendance for five consecutive days, then the class will receive a pre-determined reward. • The classroom attendance will be kept in the school's main hallway as a sticker chart. The bulletin board will serve to reinforce the importance of good classroom attendance. • ACA will honor students with perfect attendance at the end of each trimester with a special awards assembly. • For those families of Chronic Absentee Students that are hard to reach, we will conduct home visits. The following staff members will coordinate the home visits Admin, COST Coordinator, Student Support Manager • Trimester Award (i.e. - breakfast with the principal for students with 97% attendance or higher) 		
2.5	Facilities	<p>Property Rent</p> <ul style="list-style-type: none"> • Rental of School Facility 		No

Action #	Title	Description	Total Funds	Contributing
		<p>Utilities</p> <ul style="list-style-type: none"> • PGE, Water, Etc. <p>Cleaning</p> <ul style="list-style-type: none"> • Janitorial Service (Day & Night) <p>Maintenance/ Repairs</p> <ul style="list-style-type: none"> • Painting • Physical Repairs <p>Supplies</p> <ul style="list-style-type: none"> • Cleaning Supplies • Supplies for Maintenance and Repairs <p>Furniture</p> <ul style="list-style-type: none"> • Replacement of Broken and Damaged Desks, Chairs, White Boards, Etc. <p>Copy Machines</p> <ul style="list-style-type: none"> • Maintenance, Services & Repairs 		
2.6	Personnel	<p>To implement and support the actions in goal 2, we will hire/retain the following personnel:</p> <ul style="list-style-type: none"> • Campus Monitors • Mental Health Therapist • Parent Outreach Coordinator (partial) 	\$242,169.00	Yes

Goal Analysis [2022-23]

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

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

Aspire College Academy supports the social and emotional well-being of its students, families, and staff members through the following programs, partnerships, and strategies.

Aspire College Academy implements the RULER approach to social and emotional learning. RULER is an evidence-based program developed at the Yale Center for Emotional Intelligence that includes staff professional development, classroom instruction, and family engagement and education. Twenty staff members at Aspire College Academy have participated in the RULER Training Institute. RULER includes six units designed to build skills and enduring understandings of emotional themes and concepts for each grade level from kindergarten through grade five. Content for families is delivered during Family Workshops and focuses on helping parents and caregivers better recognize, understand, accept, and manage their own and their children's emotions.

Aspire College Academy an school culture incentive program to encourage an environment of achievement, community, and safety. The following table outlines the awards available to students at Aspire College Academy:

1) ACA Bucks

ACA Bucks are the primary daily incentives at Aspire College Academy. This form of positive school currency can be redeemed at the Buck Shop for prizes, games, and experiences.

2) Jag Points

Jag points are given when an entire class completes a request as a class community. For example:

- Lining up at Voice Level 0
- Walking in a college line
- Transitioning quickly
- Cleaning up
- Responding to silent signal or attention getter

3) ACA Awards

Teachers nominate scholars based on scholars academic and behavior performance. Awards are handed to teachers during Monthly Scholar Assemblies.

- ACA Values Award: When scholars demonstrate ACA Values skills in class or around campus.
- Growth Mindset Award: Scholars who have improved in areas of behavior, homework completion or academics.
- Scholar of the Month Award: Scholars excelling in some or all academic areas.
- Attendance Award: Scholars who have perfect attendance for a month.
- SEL Award: Scholar demonstrating focus in any Tool(s)

In addition to the social-emotional learning programs and activities outlined above, Aspire College Academy supports the behavioral and mental health of it students, families, and staff members through the following programs, partnerships, and strategies.

Aspire College Academy has a Coordination of Services Team (COST) comprised of the Principal, Ed Specialist, Student Support Manager, School Psychologist, and Mental Health Therapist. The COST identifies students who need additional supports through a schoolwide referral system, assesses referred students, explores strengths and supports needed, and develops an intervention plan that coordinates efforts to link referred students to appropriate supports by tracking progress and tailoring interventions over time.

Aspire College Academy has created an Attendance Team, led by the Office Assistant/Parent Coordinator and Student Support Manager, to intervene early in attendance issues. Families receive phone calls from school staff whenever there is an absence to identify and address obstacles to daily attendance.

Through a robust MTSS tiered approach, targeted intervention, culturally responsive and asset-based supports were the primary focus, providing expanded support to students. These mental health professionals consulted with teachers, families, and students to allow site staff to implement mental health services in schools. Additionally, multiple avenues of engagement point to a maintenance and/or increase of student counselors' services and a desire from our community to address the academic and social needs of our black scholars, specifically through our Pro-Black Excellence Initiatives - Black Excellence Celebrations, Black History Month, and Site-based Pro-Black Coordinators.

Aspire College Academy's provides after school academic support and enrichment opportunities through the Expanded Learning (ExL) program. The ExL program supports college readiness through academic and enrichment programming that meets the unique needs of students, sparks interest in new skills/careers/passions, and engages families as partners. ExL educators and directors from the community are developed, trained, and empowered to implement research-based strategies, terminate inequitable practices, and follow pathways to leadership.

The purpose/goals of the ExL program at Aspire College Academy are:

- To support students' social-emotional development by providing a safe, positive environment that includes opportunities to build relationships with caring adults and each other.
- To support the academic achievement of all students by providing homework assistance, tutoring, and additional practice in core subjects to accelerate student learning.
- To spark interest in new passions, hobbies, and potential career pathways by offering a variety of extracurricular and recreational enrichment activities.

Aspire College Academy's ExL program balances the rigorous instruction that occurs during the school day with fun, hands-on activities that allow scholars to explore new passions. Students receive academic support to ensure they develop confidence and fluency in the material they learn during the day. Rather than teaching new academic content after school, our educators use academic support time to reinforce fact fluency and build confidence in reading and writing with additional time to practice. By using some of the same software, games, and tools in use during daytime classroom instruction, teachers and after school educators can share formative assessment data and tailor the tasks to meet student's unique needs.

Students in the ExL program also participate in daily recreational activities and hands-on enrichment opportunities. These clubs cover a variety of topics, such as robotics, debate, cooking, drum circle, sewing, poetry, and dance, to name a few. The enrichment lessons are

planned in units, with daily and weekly objectives that ensure learning is cumulative, and all units culminate in a project or exhibition so that students can demonstrate their achievements in a meaningful and personally relevant way.

The 2022-23 school was a year to try an assess program options in the areas of SEL, Enrichment and Interventions by the end of the year we were able to identify the key components we would like to continue in 2023-24 and expand upon. There are no major substantive difference between the 2022-23 Plan in this area and the 2023-24 Plan. We will strive to improve upon the activities that we already have in-place.

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.

The material difference in Budgeting and Estimated Expenditures were mostly in the areas of social emotional support and enrichment/extracurricular activities. The addition of programs such as Independently You, Collectively Us, The Village Method, and Sylvan Learning Center increased expenditures in this Goal Area. The addition of these programs were very beneficial to our students and families. We received quality feedback from parents and students regarding these programs. As of the writing of this LCAP we are awaiting end-of-year survey results from family to get more qualitative data about the affects of these programs. In general, ACA staff noticed a reduction in student time missed out of class due to disciplinary incidents. ACA staff also noticed an increase in students confidence to read aloud in class, due to students' participation in the after school reading program.

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

In general, there has been a major increase in the sense of joy and belonging on the ACA campus. We contribute the increase in belonging and joy to the increased emphasis on enrichment and engaging extracurricular activities. We contribute this increase to having a full year of SEL instruction and a consistent school-wide incentive program. Based upon the data from our Winter Student Survey 60% of ACA students feel that they “Belong Quite a Bit or Completely Belong” in their classroom. Based Upon the data from our Winter Parent Survey 60% of ACA students feel that they “Belong Quite a Bit or Completely Belong” in their classroom.

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.

This goal and its expected outcomes have not been changed. Some metrics have been adjusted to align with what is on the CA School Dashboard and CDE DataQuest. Some actions have been consolidated to help improve accessibility. The 2022-23 school was a year to try an assess program options in the areas of SEL, Enrichment and Interventions by the end of the year we were able to identify the key

components we would like to continue in 2023-24 and expand upon. There are no major substantive difference between the 2022-23 Plan in this area and the 2023-24 Plan. We will strive to improve upon the activities that we already have in-place.

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.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

At Aspire, we know that investing in our teammates is critical to achieving Aspire’s mission and vision of providing a rigorous and joyful academic experience for all students. This goal was developed to ensure the continuous development of our teammates so that they can provide a high quality education to all students. To achieve this goal, our actions will focus on developing teachers and site leaders through the Aspire Student Learning Framework and the Transformational Leader Framework. We will also continue our practice of regular feedback through individualized professional learning plans.

This goal and its associated metrics and actions will ensure our progress towards the following LCFF Priorities:

- Priority 1: Basic Services
- Priority 2: Implementation of State Standards
- Priority 4: Student Achievement
- Priority 6: School Climate
- Priority 7: Course Access
- Priority 8: Student Outcomes

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.a Teacher Credentials	2019 SARC 85%	83%	2021-2022 SARC Information will be updated after CDE updates SARC		Increase to 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			teacher credentialing information		
6.e Teacher Sense of Safety and School Connectedness as a Percentage	2020 Teammate Survey Data: 95% Say overall I am satisfied with Aspire as a place to work.	2021 Teammate Survey Data: 79% Say overall I am satisfied with Aspire as a place to work.	2022-2023 Aspire Teammate Survey <ul style="list-style-type: none"> "Overall how satisfied are you with your job right now?" 44% of teachers responded favorably, 89% of staff responded favorably 		Maintain 95% or above

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Teammate Retention	<p>Recruit and Retain Staff members who love OUR community and families and train them to provide culturally responsive academic programming that accelerates learning, mitigates learning loss due to pandemic, provides intervention and prepares our students for 21st Century college and career opportunities.</p> <p>ACA will identify areas of need and recruit, hire and retain staff members with the skills to improve ACA's abilities to address our areas of need - providing appropriate and effective training.</p> <p>Support Staff By:</p>	\$122,479.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Ensure that school's budget aligns with mission, vision, goals, and instructional foci • Ensure teachers have the materials they need to provide hands-on activities, blended learning opportunities and direct instruction • Identify what constitutes as "good instruction" (What does it look like? What are the essential components/non-negotiables?) • Collaborate with staff (Instructional Leadership Team) develop a Walkthrough Protocol that will assist in identifying essential components of good instruction and assist in broaching conversations about student learning • Ensure teachers are allotted and maximize collaboration time • Provide professional development that aligns with school & district initiatives; Conduct walkthroughs; meet with teachers in a timely manner; Provide release time for classroom observations; Team teach & model; Find PD Opportunities Outside of School (Seminars, Conferences, etc.) <p>We want to:</p> <p>1) Ensure current staff feel supported</p> <ul style="list-style-type: none"> • Provide weekly Coaching & Collaboration time • Provide staff with appropriate professional development and planning time in their content areas • Ensure staff is celebrated, affirmed, validated for their efforts and commitment to ACA <p>2) Create Cohesiveness</p> <ul style="list-style-type: none"> • Identify our Individual and Collective "Whys for this work" • Ensure staff has meaningful input in the development of our school's Mission, Vision, Values and Goals • Establish Direction - Get on the Same Page <p>Develop Mission: Why do we exist? Who do we exist for? Make the "who" the center of focus. (Fundamental Purpose)</p> <p>Develop Vision: What must our school become to accomplish our</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>purpose? What will we look like when we've "made it?" (Gives Direction)</p> <p>Establish Values: How must we behave to achieve our Vision? (Collective Commitments)</p> <p>Goals: How will we mark our progress? (Set Targets & Timelines)</p> <p>3) Recruit Highly Qualified Staff in All Position</p> <ul style="list-style-type: none"> • Ensure each staff members hired has the "heart" and commitment for the community we serve • Utilize recruitment websites to recruit staff members • Utilize Social Media to recruit staff members • Utilize Work of Mouth to Recruit Staff Members • Participate in Job Fairs 		

Goal Analysis [2022-23]

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.

Regarding staffing ACA functioned in 2022-23 with:

10.0 FTE Homeroom Teachers
 2.0 FTE Integral Teachers (Science/ Physical Education)
 2.0 FTE Admin Staff
 2.0 FTE Mental Health Therapists
 2.0 FTE Education Specialists
 1.0 FTE Office Assistant/Parent Outreach
 1.0 FTE Business Manager
 1.0 FTE School Support Manager
 1.0 FTE Custodian
 1.0 FTE Cafeteria Worker
 1.0 FTE After School Director
 1.0 FTE Assistant After School Director
 4.0 FTE Campus Monitors/After School Classroom Leads
 1.0 FTE On Site Substitute Teachers
 4.0 FTE SPED Instructional Assistants

1.4 FTE Gen Ed Instructional Assistant
.4 FTE School Psychologist
.4 FTE Speech Language Pathologist

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.

One in the projected expenditure of the 2022-23 LCAP the actual Expenditure is that ACA was originally allocated to have three Education Specialists. Our third Education Specialist resigned in September. ACA continued the remainder of the year with two Education Specialist. Another staffing difference was that ACA was allocated 5.0 FTE for SPED Instructional Aide Support, however ACA was only able to fill 4.0 FTE of the positions. Finally, ACA was able to use additional funding to hire a bilingual general education IA to support "new-comer students" who are limited English proficient.

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

ACA needs to do a better job of recruiting and retain staff, especially in the area of special education and intervention. All subgroups demonstrated growth based upon local assessment data in 2022-23, however we believe if ACA was fully staffed, ACA students would have receive more target and specific support. This more targeted and specific support would have led to increased student achievement data.

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.

ACA looks to add and additional Mental Health Therapist, Education Specialist, Student Support Manager, Special Education Instructional Assistant and General Education Instructional Assistant in 2023-24.

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 [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
616,868	\$62,022

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
32.40%	0.00%	\$0.00	32.40%

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 92.54% 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 31.53%. This proportionality percentage will be met through a combination of targeting the increased LCFF funds towards supports that 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 who represent historically marginalized populations will benefit all students. These services are highlighted by principally directing our actions toward our unduplicated populations, which include improving and increasing our intervention and acceleration services, increasing staff to support SEL and well-being, improving our MTSS and PBIS programs, and improving the services provided by our APs, Ed Specialists, Instructional Assistants, Counselors, and Intervention specialists. In addition, Aspire will increase the amount and rigor of the EL professional development provided to teachers enabling all staff to increase their ability to provide a rigorous, culturally relevant, and ELD standards aligned curriculum.

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

As noted above, our plan to increase personnel for mental health services and for academic intervention will directly support our students who have increased academic social emotional and academic needs and adverse childhood experiences. This additional staffing will allow us to focus our efforts on students who are learning English, come from a low income household or who are foster youth. In addition we will utilize MTSS structures and systems to improve the quality of supports to students who exhibit high needs.

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	N/A - single school LEA	N/A - single school LEA
Staff-to-student ratio of certificated staff providing direct services to students	N/A - single school LEA	N/A - single school LEA

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$813,243.00			\$296,732.00	\$1,109,975.00	\$937,587.00	\$172,388.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Instruction	English Learners Foster Youth Low Income	\$66,313.00				\$66,313.00
1	1.2	Curriculum	TK-5 All English Learners Foster Youth Low Income	\$51,075.00				\$51,075.00
1	1.3	Build Sustainable MTSS around School's Academic Needs	All Subgroups will benefit from this goal area All Students with Disabilities					
1	1.4	Title I	English Learners Foster Youth Low Income				\$285,888.00	\$285,888.00
1	1.5	Personnel	English Learners Foster Youth Low Income	\$331,207.00				\$331,207.00
1	1.6	Multi-lingual Learners and English Language Learners	English Learners				\$10,844.00	\$10,844.00
2	2.1	School Climate / Culture /Social Emotional Support / SEL MTSS						
2	2.2	Enrichment, Student Engagement &						

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Extracurricular Activities						
2	2.3	Parent Involvement	Targets Parents of All Students on Campus					
2	2.4	Attendance	All					
2	2.5	Facilities	All					
2	2.6	Personnel	English Learners Foster Youth Low Income	\$242,169.00				\$242,169.00
3	3.1	Teammate Retention	All English Learners Foster Youth Low Income	\$122,479.00				\$122,479.00

2023-24 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
1,904,036	616,868	32.40%	0.00%	32.40%	\$813,243.00	0.00%	42.71 %	Total:	\$813,243.00
								LEA-wide Total:	\$813,243.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Aspire College Academy	\$66,313.00	
1	1.2	Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Aspire College Academy TK-5	\$51,075.00	
1	1.3	Build Sustainable MTSS around School's Academic Needs				Specific Schools: Aspire College Academy TK-5		
1	1.4	Title I	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.5	Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$331,207.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.6	Multi-lingual Learners and English Language Learners	Yes	LEA-wide	English Learners	All Schools		
2	2.1	School Climate / Culture /Social Emotional Support / SEL MTSS				Specific Schools: Aspire College Academy TK-5		
2	2.2	Enrichment, Student Engagement & Extracurricular Activities				Specific Schools: Aspire College Academy TK-5		
2	2.3	Parent Involvement				Specific Schools: Aspire College Academy TK-5		
2	2.4	Attendance				Specific Schools: Aspire College Academy TK-5		
2	2.5	Facilities				Specific Schools: Aspire College Academy TK-5		
2	2.6	Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$242,169.00	
3	3.1	Teammate Retention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Aspire College Academy TK-5	\$122,479.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$660,000.00	\$660,000.00

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	1.1	Increase small group instruction	Yes	\$350,000	\$350,000
1	1.2	Align instructional practices across grade levels	Yes	\$30,000	\$30,000
1	1.3	Focus professional development on acceleration	Yes	\$130,000	\$130,000
2	2.1	Increase Parent Involvement	Yes		
2	2.2	Increase School-Wide Joy	Yes		
2	2.3	Strengthen school mission	Yes		
3	3.1	Focus coaching support on Culturally Responsive teaching practices	Yes	\$130,000	\$130,000
3	3.2	Continue to implement Culturally relevant academic content	Yes	\$20,000	\$20,000
3	3.3	Provide PD focused on anti-racist practices	Yes		

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$554,299	\$660,000.00	\$660,000.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Increase small group instruction	Yes	\$350,000	\$350,000		
1	1.2	Align instructional practices across grade levels	Yes	\$30,000	\$30,000		
1	1.3	Focus professional development on acceleration	Yes	\$130,000	\$130,000		
2	2.1	Increase Parent Involvement	Yes				
2	2.2	Increase School-Wide Joy	Yes				
2	2.3	Strengthen school mission	Yes				
3	3.1	Focus coaching support on Culturally Responsive teaching practices	Yes	\$130,000	\$130,000		
3	3.2	Continue to implement Culturally relevant academic content	Yes	\$20,000	\$20,000		
3	3.3	Provide PD focused on anti-racist practices	Yes				

2022-23 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)
\$1,750,405	\$554,299	0.00%	31.67%	\$660,000.00	0.00%	37.71%	\$0.00	0.00%

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:
 - 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]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - 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.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. 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 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 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)
 - 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

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - 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)
 - 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)
 - 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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