



## LCFF Budget Overview for Parents

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

CDS Code: 01612590118224

School Year: 2023-24

LEA contact information:

Deloris Brown

Principal

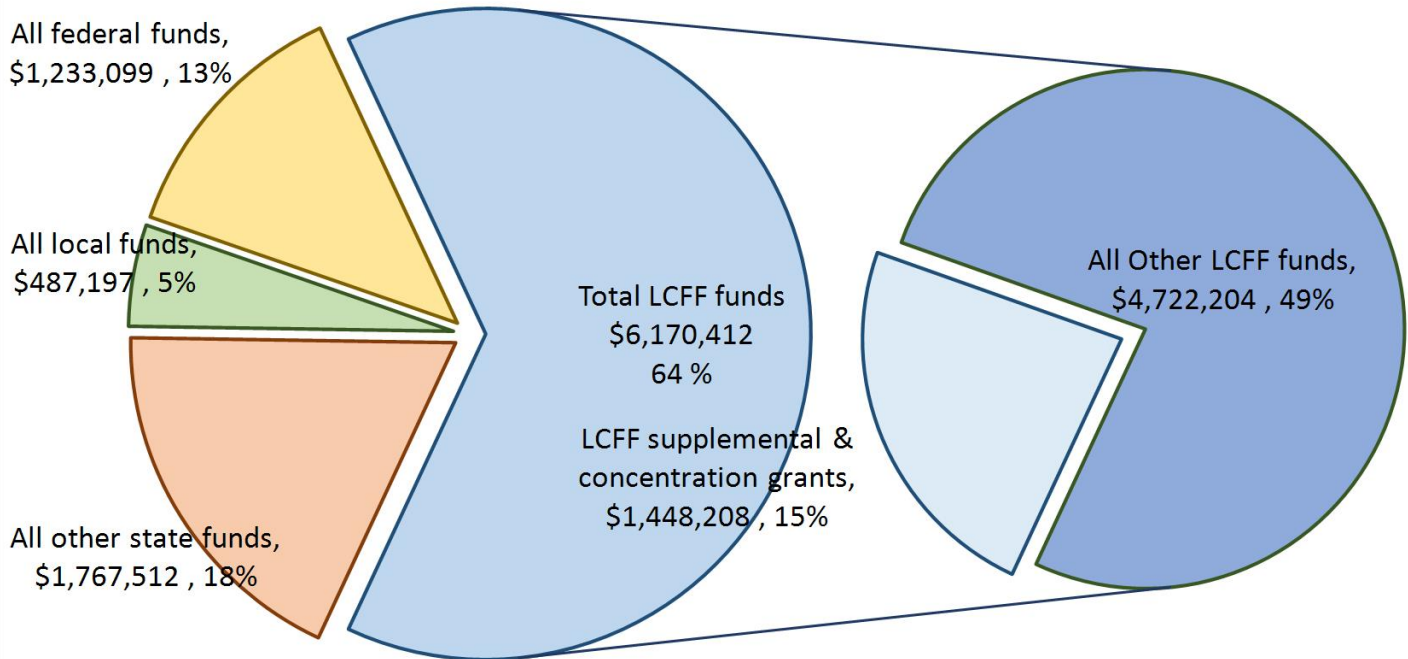
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510-567-9631

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

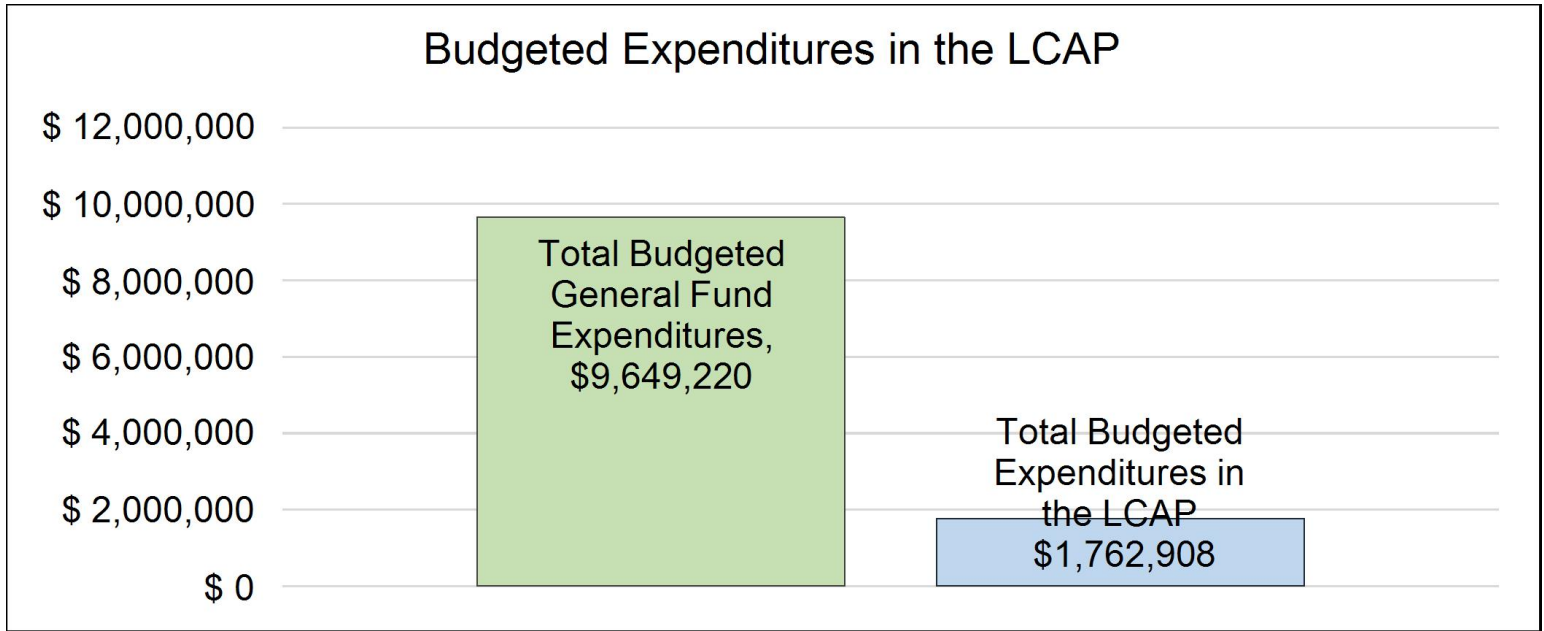


This chart shows the total general purpose revenue Aspire Golden State College Preparatory Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aspire Golden State College Preparatory Academy is \$9,658,220, of which \$6,170,412 is Local Control Funding Formula (LCFF), \$1,767,512 is other state funds, \$487,197 is local funds, and \$1,233,099 is federal funds. Of the \$6,170,412 in LCFF Funds, \$1,448,208 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 Golden State College Preparatory 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 Golden State College Preparatory Academy plans to spend \$9,649,220 for the 2023-24 school year. Of that amount, \$1,762,908 is tied to actions/services in the LCAP and \$7,886,312 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.

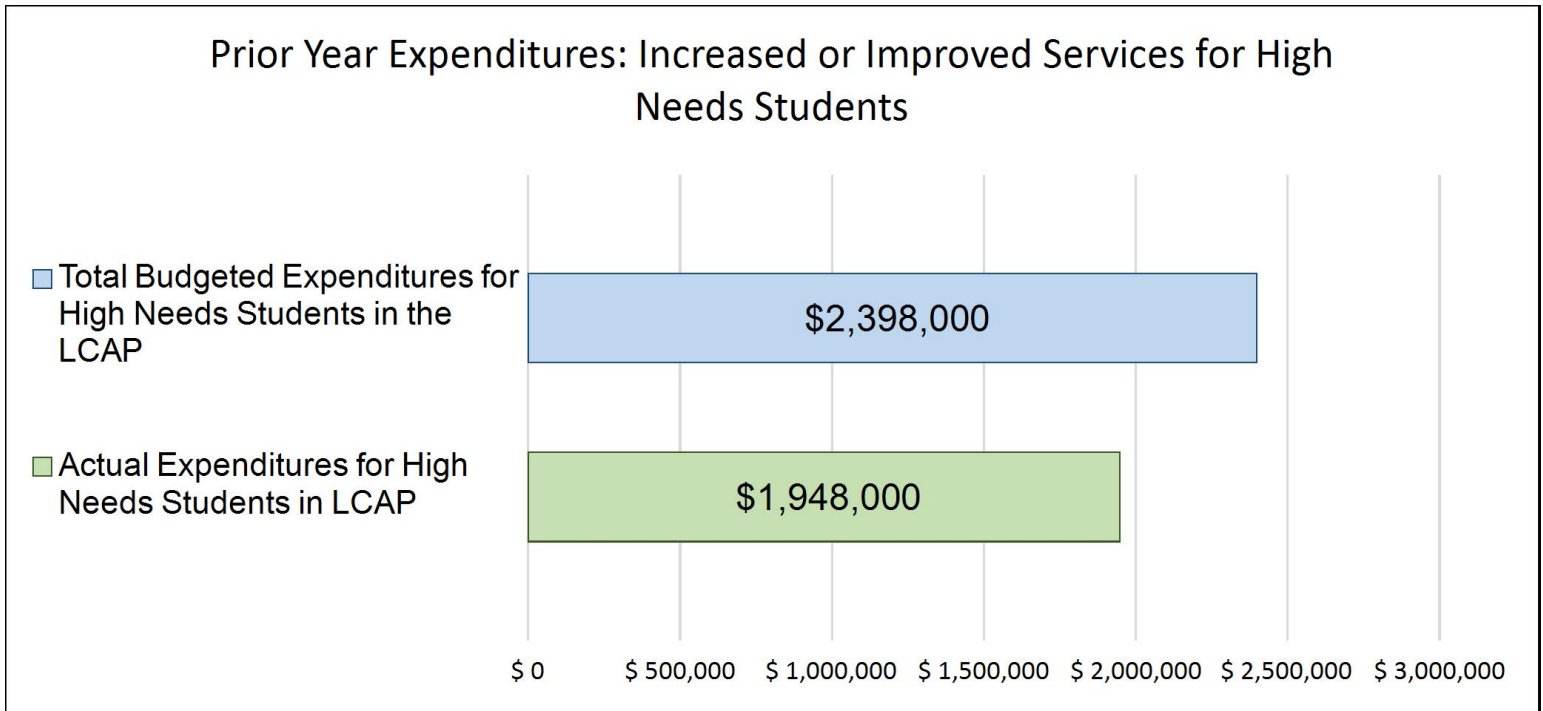
## Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Aspire Golden State College Preparatory Academy is projecting it will receive \$1,448,208 based on the enrollment of foster youth, English learner, and low-income students. Aspire Golden State College Preparatory Academy must describe how it intends to increase or improve services for high needs students in the 2023-24 Local Control and Accountability Plan for Aspire Golden State College Preparatory Academy

LCAP. Aspire Golden State College Preparatory Academy plans to spend \$1,502,606 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 Golden State College Preparatory Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Aspire Golden State College Preparatory Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Aspire Golden State College Preparatory Academy's LCAP budgeted \$2,398,000 for planned actions to increase or improve services for high needs students. Aspire Golden State College Preparatory Academy actually spent \$1,948,000 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 Golden State College Preparatory Academy	Deloris Brown Principal	deloris.brown@aspirepublicschools.org 510-567-9631

## 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 Golden State College Preparatory Academy (more commonly known as “GSP”) is a direct-funded charter school in Oakland. It is chartered through Oakland Unified School District and is located on 66th Avenue in East Oakland. Aspire GSP opened its doors on August 5th 2008. Currently we serve 450 sixth through twelfth graders, a vast majority of whom qualify for free and reduced lunch and/or are English Language Learners. The students and families our school serves live largely in the surrounding community. The school serves approximately 600 students in grades 6-12. The student demographic profile from 2023-24 is:-

Ethnicity: 79.5% Latino, 17.8% Black, and .50% White, Asian, or Other

EL status: 25.5% English Learners

SpEd or 504 stats: 12.3% students with IEPs, 1% students with 504s Homeless or Foster status: 1%

FRL: 89%

Aspire GSP has a vision that students will be critically literate and empowered by embodying our GSP values of family, equity, growth mindset, respect/integrity, and purpose/passion, they become leaders, ready to leverage college and careers to enhance their lives and those of their families and communities. This is a long-term vision, with a yearly site strategic plan that moves students closer to meeting those goals. Aspire GSP is part of the non-profit Aspire Public Schools. The charter network serves the school through business services, professional development, and other operational support. GSP is aligned with Aspire’s overall mission: that every student is prepared to earn a college degree and that our schools were founded to address the long-standing inequities in TK-12 education. Aspire operates small, high-

quality charter schools in low-income neighborhoods in order to increase the academic performance of historically underserved students, to develop effective educators that share successful practices, and to catalyze change in public schools. Additionally, Aspire GSP seeks to prepare students to attend and graduate from a college of their choice and possess 21st century career skills and awareness. In the last 3 years, GSP has also focused on career readiness in their high school grades, with a respect of students' diverse interests and support with following postsecondary paths that includes 2-year colleges, trade schools, and other non-4 year college/university options.

## Reflections: Successes

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

Over the course of the last two school years, we have worked to reduce disproportionality in different areas, such as suspension, chronic absenteeism, and in referrals. We continue to examine our practices school wide by implementing anti-racist initiatives, in order to be culturally responsive to the needs of all of our scholars. We continue to ensure our GSP staff reflects the community and demographic that we serve. Chronic Absenteeism has decreased by 8.9% and suspensions have decreased by 2.6% since the 21-22 SY. One of our top priorities is to keep students safe with the implementation of SEL strategies and building relationships.

Another success this year has been our rigorous, standards based instruction and acceleration of unfinished learning. Based on our local assessments (iReady & MAP) over 50% of our students met mid-year targeted growth from the beginning of the school year through March.

We frequently collect family survey data from our school community. Overall, families are happy with the level of communication and the structure as we transitioned back to in-person learning. We continue to prioritize reading by ensuring scholars reading below grade level receive between 30 minutes - 90 minutes of additional small group reading intervention each week based on their level of need. All English Language learners received 120 minutes of designated English Language Development instruction each week. Lastly, we will continue our intentional focus on social emotional learning and student wellness leveraging the Ruler curriculum.

## 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.

One of the biggest challenges we've encountered is attendance both for students and staff members. Our attendance rate is typically averaging 95% and currently our attendance rate is just above 90%. During the winter months, our attendance dropped largely due to illness or fears of COVID and travel. As cases continue to decrease, we are meeting with students and families in our Student Support Teams to discuss barriers to attendance and possible solutions and interventions.

In addition, we have identified a need for increasing our depth of knowledge within our delivery of content, assignments/task we ask students to complete, and rigor of questioning techniques in math and ELA courses. We have identified a need for improving access among students with IEPs and with English Language Learners. Our data suggest that we need to implement stronger early warning systems that will support students both academically and socially emotionally. We will continue to enhance support and interventions for students with disabilities and English Language Learners. We need to continue to focus on Tier 1 academic support for all students and provide intervention structures for our middle school scholars and credit recovery opportunities for our high school scholars. In addition, we will implement AVID pedagogy and instructional strategies through out 6-12 to develop reading, writing, and critical thinking skills, as well as deep content knowledge.

We want to focus on:

1. Enhancing support and interventions for students with disabilities and English Language Learners.
2. Intensifying our focus on Tier 1 academic supports for all students (UDL, SEL, AVID).
3. Developing middle school appropriate academic routines and intervention structures and HS credit recovery through effective master scheduling.

## LCAP Highlights

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

As a school community, we will continue to prioritize the physical, emotional, and academic experience of our scholars. WE know that students who feel safe at school are better able to learn and receive instruction. We are excited to continue to focus on RULER 2.0 to develop Social Emotional Learning for the entire community. We will continue to focus on English Learners, Students w/ disabilities, and our Black/African American students. Finally, we have made significant progress on our Linked Learning Career Pathway and are excited to see this work continue as we prioritize internships and work based learning opportunities for our high school students.

Our goals are to:

1. Ensure all scholars are meaningfully engaged in rigorous, standards aligned, culturally responsive academic programming that aligns to our Linked Learning Career Pathway
2. Cultivate communities that foster inclusive, joyful, and safe learning environments



3. 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.

We believe these goals will help increase learning outcomes and positively impact student experience.

## 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 Golden State College Preparatory Academy

ATSI for the following student groups: Students with disabilities, Socioeconomically disadvantaged, African American, English Learners

### ***Support for Identified Schools***

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

Plan:

After conducting a needs assessment, root cause analysis, engaging with our educational partners and study of evidence based practices, we developed a theory of action to support our student groups (students with disabilities, Hispanic, Socioeconomically disadvantaged, African American, English Learners) in the areas of chronic absenteeism, suspension rates, and academic achievement. We intend to focus particularly on chronic absenteeism rates that target all ATSI sub groups so that we can establish a strong foundation for student attendance so that we can impact other indicators like suspension rates and academic achievement. Based on data analysis and educational partner engagement, we identified access to school through attendance as a resource inequity. Based on data and educational partner engagement, we also will work to codify attendance team practices so that we can further decrease our chronic absenteeism rate.

Our theory of action is if we implement consistent attendance interventions then we will see improved outcomes for students with disabilities, Hispanic, socioeconomically disadvantaged, African American, and ELs. We plan to implement these as universal supports so we expect to not only improve outcomes for our students with disabilities, but for all student groups.

Additionally, the resource inequity we have faced are challenges due to staffing. Like statewide, we have had challenges with hiring highly qualified instructional assistants and education specialists; we intend to continue to support alternative credential pathways for educators, particularly in SPED. As a region, we will be receiving support from a instructionally focused SPED teammate within Aspire Bay Area to develop our ES and IAs. Additionally, we are growing in our implementation of designated ELD for MLLs. All ELs will receive 55 minutes of

instruction daily. We have one designated ELD instructor and intend to provide additional professional development for all teachers, integrals/Specials teachers, etc. to implement designated ELD for students 6-12.

As a school community, we plan to support the improvement of the listed student groups by implementing the following:

1. Summer Bridge Program for 6-12 students focusing on ELA & Math interventions
2. MS Intervention for students 2 or more grade levels behind in ELA & Math during 23-24 SY
3. HS Credit Recovery during electives
4. HS ELD receives daily instruction
5. Common planning periods for teacher collaboration

### ***Monitoring and Evaluating Effectiveness***

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

Monitoring Plan:

We want to strategically address chronic absenteeism by implementing early warning/intervention systems for absenteeism. At the beginning of the school year and within the first month, we want to meet and create attendance contracts and supports for all students that were chronically absent in SY 22-23. We want to ensure we are tracking trends from 22-23 and within the first month of school. We will also continue to celebrate and recognize strong attendance by class and by individual students. We also want to foster more collective ownership of student attendance within the teaching team so that it is educators in addition to our front office that can support with data collection and intervention for student attendance. We will also support teachers with greater access to translation services to improve communication with Spanish speaking families. We will also include chronic absenteeism data and discussion with our SSC and ELACs, along with weekly school newsletters and other Tier 1 interventions to emphasize strong school attendance.

As a school community, we will develop an early warning system to monitor and evaluate the effectiveness of our systems:

1. Bi-weekly review of attendance, suspension, and academic data (at risk reports) for MS
2. Quarterly review of attendance, suspension, and academic data (at risk reports) for HS
3. Review 9-12 grade transcripts at the start of each semester in order to track A-G progress and access credit recovery needs.
4. Monthly communication with parents/guardians for student at risk

# Engaging Educational Partners

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

At Aspire Golden State Prep we believe that families provide important insight into our areas of strength and growth. We strive to create an inclusive school community where all students, staff, and families are valued, celebrated, and safe by building deep relationships, and cultivating advocacy.

Throughout the year and our LCAP development process, we consulted with the following stakeholder groups (list all stakeholder groups below):

- Parent Advisory Committees (ELAC, SSC, and Black Family Advocacy Group) meets quarterly
- Parents/Caregivers (through stakeholder survey)
- Lead Team meets monthly
- Administration
- School Staff
- Students

The LCAP engagement sessions began in March and lasted through May. We used a variety of methods to collect feedback from stakeholders including: surveys, town halls, resource allocation exercises, listening meetings, and data talks.

Last, we routinely engage with our local SELPA through our special education manager to address needs of SWD within our LCAP.

A summary of the feedback provided by specific educational partners.

Across all educational partner groups the following themes emerged:

1. Continued focus on social emotional learning for all community members
2. A need for more robust mental health supports for students
3. Academic Interventions for MS - particularly around reading and mathematics.
4. More Dual Enrollment courses offered on campus
5. Families would like more choice in course/elective offerings during the school day.
6. Stronger Tier 1 classroom practices.
7. Families had a strong interest in increasing the number of adults on campus in order to support students academically and emotionally.
8. Staff shared an interest in continuing our strong blended learning program to target academic support for students and asked for an investment in targeted reading intervention curriculum.
9. Families and staff both specifically asked for increased mental health services for students.
10. Admin and lead teachers shared an interest in more differentiated support for teaching staff with our newest teachers receiving more targeted coaching from our admin team.

11. Other ideas presented were around students' opportunity to expand their own cultural identities. They suggested we use a multi pronged approach of affinity groups for students, classroom content, along with cultural events.

11. Educational partners also identified a need to spend on more Tech to support robotics and/ or STEAM programs

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

General Parent Meetings: Goals, overview, survey results reviewed, input requests, provided feedback for budget and staffing needs.

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

Development of Tier 1 Instructional practices that support MLLs and students with disabilities.

An increase in campus monitors to support student safety on campus An increase in instructional aides to support student learning, particularly in MS.

Continued use of blended programs to target intervention.

Purchase of and training on the use of the SIPPS curriculum for tier 2 and 3 reading intervention.

An increase in site security to ensure safe learning environments.

Continued dedicated time and financial support for heritage month celebrations.

# Goals and Actions

## Goal

Goal #	Description
1	Foster Critical Literacy: 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) * All: -36.8	SBAC ELA DFS (SY 2020-2021) No data due to COVID-19 pandemic.	SBAC ELA DFS (SY 2021-2022) * All: -67.2		* All: -61.2 * African American/Black: -100.4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Distance from Standard (DFS)	<ul style="list-style-type: none"> <li>* African American/Black: -60</li> <li>* English Learners: -64</li> <li>* Socioeconomically disadvantaged: -38.7</li> <li>* Hispanic/Latinx: -31.4</li> <li>* Students with Disabilities: -115.9</li> </ul>	iReady and other internal assessments were used to monitor student academic progress.	<ul style="list-style-type: none"> <li>* African American/Black: -106.4</li> <li>* English Learners: -93.6</li> <li>* Socioeconomically disadvantaged: -71.9</li> <li>* Hispanic/Latinx: -56.8</li> <li>* Students with Disabilities: -162.9</li> </ul>		<ul style="list-style-type: none"> <li>* English Learners: -87.6</li> <li>* Socioeconomically disadvantaged: -65.9</li> <li>* Hispanic/Latinx: -50.8</li> <li>* Students with Disabilities: -156.9</li> </ul>
Smarter Balanced Assessment (SBAC) Results in Mathematics  Distance from Standard (DFS)	SBAC Math Results (SY 2018-2019) <ul style="list-style-type: none"> <li>* All: -92.6</li> <li>* African American/Black: -136.2</li> <li>* English Learners: -109</li> <li>* Socioeconomically disadvantaged: -94.3</li> <li>* Hispanic/Latinx: -82.7</li> <li>* Students with Disabilities: -168.5</li> </ul>	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"> <li>* All: -134</li> <li>* African American/Black: -157.3</li> <li>* English Learners: -157.5</li> <li>* Socioeconomically disadvantaged: -134</li> <li>* Hispanic/Latinx: -130.5</li> <li>* Students with Disabilities: -216.1</li> </ul>		<ul style="list-style-type: none"> <li>* All: -128</li> <li>* African American/Black: -151.3</li> <li>* English Learners: -151.5</li> <li>* Socioeconomically disadvantaged: -128</li> <li>* Hispanic/Latinx: -124.5</li> <li>* Students with Disabilities: -210.1</li> </ul>
% of EL students making progress toward ELPAC proficiency	2019-2020 Baseline Data 40.7% of students making progress towards	ELPI data is unavailable until 2022. Instead we will use ELPAC as a metric for our EL students	2022 ELPI  45% of ELs making progress towards		Improve to 55% or more of students making progress towards English Language Proficiency.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English Language Proficiency.		English language proficiency		
% 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: Level 1: 21% Level 2: 24% Level 3: 36% Level 4: 19%	2022 ELPAC percentages are:  Level 1: 16.82% Level 2: 33.64% Level 3: 35.51% Level 4: 14.02%		2023 ELPAC percentages are: Level 1: 12% Level 2: 38% Level 3: 30% Level 4: 20%
EL Reclassification Rate	2019-2020 RFEP Rate 16.9%	2020-21 RFEP Rate 6.7%	2021-2022 RFEP Rate 8.2%		25% Reclassification Rate
High School Graduation Rate as a Percentage on CA School Dashboard	2019-2020 Graduation Rate 84.2%  (four-year adjusted cohort graduation rate, CDE DataQuest; data pulled from DataQuest since graduation rate was not reported on 2020 CA School Dashboard)	2021 Graduation Rate 90.8% (four-year adjusted cohort graduation rate, CDE DataQuest)	2022 Graduation Rate 82.1% (CA School Dashboard)		100% Graduation Rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard: College and Career Readiness as a percentage	2019 CA School Dashboard College and Career Readiness as a percentage: 61.5%	CCI data not reported on 2021 Dashboard	Data not reported on 2022 Dashboard		100% are prepared for College and Careers.
Sufficient Access to Standard-Aligned Materials as reported on SARC	2019-2020 SARC 100% students have access to sufficient instructional materials	2020-2021 100% students have access to their own assigned copy	2021-2022 100% of students have access to sufficient instructional materials		100% of students have access to standards aligned curriculum and materials
Implementation of academic content and performance standards as reported on SARC	2019-2020 SARC 100% of classrooms will use standards aligned curriculum and materials	2020-2021 SARC 100% of classrooms use standards aligned curriculum and materials	2021-2022 SARC 100% of classrooms use standards aligned curriculum and materials		100% of classrooms use standards aligned curriculum and materials
How program and services will enable EL students to access CCSS and ELD standards for gaining EL proficiency	100% of English Language Learners participate in CCSS aligned ELD during designated and integrated ELD.	100% of English Language Learners participate in CCSS aligned ELD during designated and integrated ELD.	100% of English Language Learners participate in CCSS aligned ELD during designated and integrated ELD.		100% of English Language Learners participate in CCSS aligned ELD during designated and integrated ELD.
College and Career Readiness CA School Dashboard	2020 73.61%	35.4% per 2021 Dashboard	2021-2022		100% of our students have successfully completed A-Gs



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of pupils who successfully completed A-G					
% of students who passed AP exam with score of 3 or higher	SY 2019-2020 37%	SY 2020-2021 3.9% per 2021 Dashboard	SY 2021-2022 21% passed AP test with a 3 or higher		100% of students who take AP exam will pass with a score of 3 or higher
iReady Reading and Math % of students met annual typical growth goal  MAP Conditional Growth Index		We no longer administer STAR and began using MAP and iReady in Fall 2021, Baseline and Year 2 Outcomes are the same.	SY 2021-2022  iReady Reading % of students met annual typical growth  Grade 6: 39% Grade 7: 45% Grade 8: 58%  iReady Math % of students met annual typical growth  Grade 6: 29% Grade 7: 58% Grade 8: 61%  NWEA MAP - Math Average Conditional Growth Index (CGI)  Grade 9: 0.05 Grade 10: -0.11		100% of students meet annual growth goals

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Grade 11: -0.29  NWEA MAP - ELA Average Conditional Growth Index (CGI)  Grade 9: 0.0 Grade 10: 0.02 Grade 11: 0.09		

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Grade Level Curriculum	<ul style="list-style-type: none"> <li>• Purchase needed curriculum replacements to ensure that all core subjects have standards-based and board-approved curriculum</li> <li>• Provide professional development for new curriculum purchases (Eureka 2.0, Open Sci-Ed, Amplify, etc.)</li> <li>• Purchase individualized learning curriculum (iReady, Lexia, Reflex, etc.)</li> <li>• Provide release time for each grade level/content team to have regular lesson Internalization (planning) time and support so teachers can customize grade level curriculum</li> <li>• In accordance with the Williams Act Requirements for textbooks and curriculum</li> </ul>	\$159,916.00	No Yes
1.2	Hiring instructional staff	These staff members will provide students with the A-G course requirements in foreign language and Physical Science.		No

Action #	Title	Description	Total Funds	Contributing
		Spanish Teacher Physics/Chemistry Teacher		
1.3	Instructional Program: Schoolwide MTSS System	Implementing a plan for instructional changes based on 21-22 & 22-23 data. Utilize disaggregated data by -- <ul style="list-style-type: none"> <li>• FRL, ELLs, disabilities/504 plan, gender, and ethnicity: Quarterly data analysis at the school wide level disaggregated by student subgroups.</li> <li>• Deepen our learning about and commitment to inclusive practices in service of our student groups, with continued focus on MLL/ELL, students with disabilities, and Black students.</li> <li>• Accelerate learning opportunities through instructional Guidelines in Math, Science, ELA, and History.</li> <li>• Implement literacy focus, with an emphasis on unit planning informing Weeks-at-a- Glance plans.</li> <li>• Embed content specific intervention/support for Math and ELA.</li> <li>• Launch a co-teaching model with Education Specialist/IA/IFs and general education teachers, on a weekly/bi-weekly basis.</li> <li>• Offer Designated ELD courses for 6-8 and 9-12 grade-bands</li> </ul> Improve learning experience for Black students in and outside our classrooms with our site Pro-Black -Programming initiatives <ul style="list-style-type: none"> <li>• Ensure After School Program aligns with school day instructional program and serves to enhance learning and care of students</li> <li>• Establish 6-8 Summer Academy to focus on Literacy, Math, and STEM acceleration thru AVID electives</li> <li>• Continue 9-12 Summer Credit Recovery Program</li> </ul>		No

Action #	Title	Description	Total Funds	Contributing
1.4	Instruction (Master Scheduling)	<ul style="list-style-type: none"> <li>Continue to create a master schedule that is equitable and provides students with access to all core content and opportunities for enrichment/arts</li> <li>Work with Program Specialist to ensure master schedule allows for co-teaching (grouping students purposefully to support with common planning) AND co-planning. Ensure master schedule has time for intervention/credit recovery to the extent possible that does not limit access to enrichment</li> <li>Work with Regional Expanded Learning Program Manager and Afterschool Director to ensure After-School Program is available for all students, runs for 30 additional days outside of the school year, and provides homework support, enrichment, and academic support in fluency (reading fluency, math basic skills, typing skills).</li> </ul>		No
1.5	MLL	<ul style="list-style-type: none"> <li>Work with Regional MLL Program Manager to ensure all MLL students receive designated EL instruction 4 times/week without losing access to core content</li> <li>Purchase additional EL Achieve materials/kits for groups of students based on data</li> <li>Provide Professional Development on Integrated MLL support (example: Ensemble Learning conducts 4 school-wide professional development sessions and 4 leadership team site walkthroughs OR co-plan sessions with Regional MLL Program Manager)</li> <li>Provide Professional Development on Designated MLL support</li> <li>Send MS grade level to attend GLAD training for Integrated MLL support</li> <li>ELD have common planning time during school day</li> </ul>	\$57,429.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Title III funds:            Title III funds will partially fund the following position to provide dedicated, supplemental support to MLL students.</p> <ul style="list-style-type: none"> <li>• Intervention Specialist</li> </ul>		
1.6	College & Career Readiness (Early College HS, A-G Readiness, Grading for Equity)	<ul style="list-style-type: none"> <li>• Ensure that all students have access to 3 college courses within their high school pathways</li> <li>• Start one new partnership with a college/university to provide courses for our students</li> <li>• Build credit recovery sections into the master schedule</li> <li>• Ensure that all students needing Credit Recovery are taking at least one course per semester to recover any necessary units through partnerships with Imagine learning/Edgenuity</li> <li>• Provide in-person summer school options for students needing credit recovery</li> <li>• Provide professional development on Grading For Equity (including book study and monthly reviews of grade distributions)</li> </ul>		No
1.7	Instruction (CRT)	<ul style="list-style-type: none"> <li>• Professional development provided by the BA Region on critical literacy and culturally responsive teaching</li> <li>• Utilize updated ASLF framework as a coaching tool that has integrated Culturally Responsive Teaching ----- --Strategies to the Culture of Learning and Essential Content domains</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>Utilize Culturally Responsive planning framework (Ignite Chunk Chew Review) for teachers to internalize and plan instruction</li> </ul>		
1.8	SPED	<ul style="list-style-type: none"> <li>Ensure classroom General Education and Education Specialist co-teachers have weekly shared planning time to support co-teaching, data analysis, and collaboration</li> <li>With Program Specialist, conduct a program review and conduct co-teaching self-assessment and create 1-2 goals based on self-assessment</li> <li>Review current practices to ensure there are data stepbacks built into your schedule to monitor success and threats of new models and partnerships</li> </ul>		
1.9	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"> <li>College Counselor</li> <li>Principal Assistant</li> </ul>	\$244,173.00	Yes
1.10	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"> <li>Mental Health Counselor</li> <li>Intervention Specialist</li> <li>College Counselor (partial)</li> </ul>	\$242,873.00	Yes

Action #	Title	Description	Total Funds	Contributing

## 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.

We were pleased with our professional development and training sessions that occurred weekly for staff members. Our staff accessed trainings both virtually and in person with no substantive differences in planned actions. Although there were some challenges, we were able to provide designated ELD and managed to have all of our ELs enrolled in ELD since the start of the year.

With decreasing enrollment numbers, we were unable to hire additional Instructional Assistants and Interventionist. We are still experiencing staffing challenges which has impacted our ability to offer more AP courses, MS intervention classes consistently 6-8 (ELA & math), and tiered interventions. We will continue leveraging stipends and expanded hours in order to ensure students have access to properly credentialed teachers for all instructional time.

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

There were no substantive differences between budgeted and actual expenditure.

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

Our actions, together, provided the means to partially meet our goal of all "scholars meaningfully engaged in rigorous, standards-aligned, culturally responsive academic programming". We provided multiple curriculum materials to meet the varied needs of our students. We updated curriculum, renewed classroom libraries, ensured each classroom had a class set of chromebooks for the infusion of technology, and provided targeted reading intervention to 7 & 8th graders.

With the difficulties in hiring and staffing, we relied on subs for most of the year who took part in our professional development as well. Staff members, including subs, engaged in professional learning to optimize the curriculum materials and to enhance collaboration amongst grade levels. Regional PD provided additional curricular support by content specific opportunities of internalization of standards and curriculum.

Consequently, we plan to focus on temporary hires, partnering with Scoot & Swing and other education organizations, and increase our use of technology blended instructional structures.

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. The metrics to measure student's annual growth (iReady and/or DIBELS and/or NWEA MAP) have been adjusted to align with CA State Board of Education verified data list under AB 1505. Some actions have been consolidated to help improve accessibility.

**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	Design & Center from the Margins: 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"> <li>• 76% of students feel safe</li> </ul>	2021-2022 Aspire Student Survey <ul style="list-style-type: none"> <li>• 64% of students feel</li> </ul>	2022-2023 Aspire Student Survey <ul style="list-style-type: none"> <li>• Sense of belonging: 30% of</li> </ul>		<ul style="list-style-type: none"> <li>• By 23-24 95% of students feel safe</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>66% feel a sense of belonging</li> </ul>	<ul style="list-style-type: none"> <li>a sense of belonging</li> <li>77% of students feel safe</li> </ul>	<ul style="list-style-type: none"> <li>students responded favorably</li> <li>School safety: 57% of students responded favorably</li> </ul>		<ul style="list-style-type: none"> <li>By 23-24 90% of students feel a sense of belonging at school</li> </ul>
Student Suspension Rates as a Percentage (CA School Dashboard)	<p>2019-2020 Suspension Rate (CA School Dashboard)</p> <p>No data reported due to Covid-19 pandemic and suspension of reporting of state indicators</p>	<p>2020-2021</p> <p>No data reported due to Covid-19 and distance learning</p>	<p>2021-2022 Suspension Rate (CA School Dashboard)</p> <ul style="list-style-type: none"> <li>All Students: 12.4%</li> <li>African American/Black: 25%</li> <li>Hispanic/Latinx: 9.8%</li> <li>English Learners: 12.8%</li> <li>Socioeconomically Disadvantaged: 13.4%</li> <li>Students with Disabilities: 17.6%</li> </ul>		Suspension rate of 4.5% or lower with a decline of at least 0.3% from the previous year
Chronic Absenteeism Rate as a Percentage	All: 6.9% African American: 12%	2020-2021 Chronic Absenteeism Rate (CDE DataQuest; data	2021-2022 Chronic Absenteeism Rate (CA School		Maintain less than

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(CA School Dashboard)	English Learners: 9.4% Latinx: 5.7% SPED: 11.8%	not reported on CA School Dashboard) <ul style="list-style-type: none"> <li>All:</li> <li>African American/Black:</li> <li>Hispanic/Latinx:</li> <li>English Learners:</li> <li>Socioeconomically disadvantaged:</li> <li>Students with Disabilities:</li> </ul>	Dashboard) <ul style="list-style-type: none"> <li>All: 40.8%</li> <li>African American/Black: 47.4%</li> <li>Hispanic/Latinx: 37.9%</li> <li>English Learners: 39.5%</li> <li>Socioeconomically disadvantaged: 41.2%</li> <li>Students with Disabilities: 61%</li> </ul>		5% chronic absenteeism rate for all student groups
Efforts we make to seek parent input on making decisions (Aspire Family Survey)	85_% of parents responded Strongly Agree or Agree to the family survey question "I am encouraged to share my opinion and feedback in the school decision making process."	79% of parents responded Strongly Agree or Agree to the family survey question "I am encouraged to share my opinion and feedback in the school decision making process."	22-23 Aspire Family Survey  of parents responded strongly agree or agree. "I am encouraged to share my opinion and feedback in the school decision making process."		95% or more of parents will respond Strongly Agree or Agree to the family survey question "I am encouraged to share my opinion and feedback in the school decision making process".
How we will promote parental participation in programs for EL,	Maintain or increase the number of opportunities for	Maintain or increase the number of opportunities for	Maintain or increase the number of opportunities for		Maintain or increase the number of opportunities for

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>	<p>parent engagement and participation in programs for students with special needs, English Learners, Low-Income, and Foster Youth.</p> <p>2020-2021 Baseline Family Engagement Events:</p> <ul style="list-style-type: none"> <li>• 4 Black Family Advocacy Group</li> <li>• 3 Parent Support Group</li> <li>• 4 SSC Meetings</li> <li>• 4 ELAC Meetings</li> <li>• 5 Admin Dinner/Coffee w/ the Principal</li> </ul> <p>(20-21 Aspire Student &amp; Family Surveys)</p>	<p>parent engagement and participation in programs for students w / special needs, English Learners, Low-income, and foster Youth.</p>	<p>parent engagement and participation in programs for students w / special needs, English Learners, Low-income, and foster Youth.</p> <ul style="list-style-type: none"> <li>• 2 Black Family Advocacy Group</li> <li>• 2 SSC Meetings</li> <li>• 2 ELAC Meetings</li> <li>• 3 Admin Dinner/Coffee w/ the Principal</li> </ul>		<p>parent engagement and participation in programs for students with special needs, English Learners, Low-Income, and Foster Youth</p>
<p>School Attendance Rate</p>	<p>2019-2020 Attendance rate: 95.9%</p>	<p>2020-2021 Attendance rate: 92.3%</p>	<p>2021-2022 Attendance Rate 88.5%</p>		<p>Attain an attendance rate of 97%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle and High School Drop Out Rate	4%	Alex will input	2021-2022  17% (13 out of 78)		All students will graduate
Pupil Expulsion Rates	0	0%	2021-2022  0% expulsion rate		No expulsions
Surveys of parents to measure safety and school connectedness	94% of families agree or strongly agree to that the school provides a safe environment for their child. 90% of families agree or strongly agree to statements corresponding to belonging and connectedness.	86% of families agree or strongly agree that the school provides a safe environment for my child. 88% of families agree or strongly agree to statements corresponding to belonging and connectedness.	2022-2023 Aspire Family Survey <ul style="list-style-type: none"> <li>"The school provides a safe environment for my child(ren)" 46% of families responded favorably</li> <li>Family engagement: 8% families responded favorably</li> </ul>		95% of parents feel connected and a sense of belonging to their child's school 95% of parents feel the school provides a safe place
School Facilities in Good Repair	Our facility is in good condition	Our facility is in good condition	2021-2022 SARC  FIT inspection: Fair		The school facility is in good condition overall

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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		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 studies, Science, PE, and Art/Music

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	School Culture and Climate	<p>Our AP and Dean of Students will rebuild our school wide culture initiative to take into account returning from school after over a year of being in distance learning. We will update our school culture incentive system.</p> <ul style="list-style-type: none"> <li>An additional Dean will support a specific-grade band to implement school-wide classroom behavioral supports.</li> <li>Both Dean of Students on our campus will be equipped with the Behavior Wellness Team to support student behaviors.</li> <li>Hire Student's Activity Coordinator that will support to fill the gap as MTSS point person and provide consistent community engagement opportunities.</li> </ul> <p>Personnel accounted for in action #2.7</p>		

Action #	Title	Description	Total Funds	Contributing
2.2	Family and Community Engagement & Outreach	<ul style="list-style-type: none"> <li>• Continue to hold monthly Principal Chats with families</li> <li>• Continue to survey families to include feedback in strategic planning</li> <li>• Hold quarterly “Lunch with a Loved One” Inviting families to eat lunch with their children</li> <li>• Hold monthly SSC/ELAC meetings where each meeting includes student performances, food, child care, translation, and door prizes</li> <li>• Continue to meet with Black Family Advisory group for family members of black students to provide input on our school culture and climate</li> </ul>		
2.3	Attendance	<ul style="list-style-type: none"> <li>• Establish an Attendance Team that will develop an attendance plan, progress monitor and lead intervention strategies</li> <li>• Ensure attendance team reviews attendance data weekly. During data reviews, focus on looking at attendance rates specifically for ELs, Foster Youth, and low-income students.</li> <li>• Increase family communication when students are absent (including personal communication for every absence, and conducting home visits for students with chronic absenteeism)</li> <li>• School-wide attendance incentive programs (perfect attendance certificates, grade level attendance competitions)</li> <li>• Focus on early family education for our TK-2 grade families by providing monthly reminders/information on importance of attendance</li> <li>• Include information on the importance of attendance to families during Back to School events, BOY newsletters, First Day Packets and discuss attendance during SLC’s</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Conduct home visits/outreach during the summer to students with chronic absenteeism/truancy</li> </ul>		
2.4	SEL	<ul style="list-style-type: none"> <li>• Provide curriculum materials and resources for teachers</li> <li>• Provide time for teachers/teams to review SEL data from Panorama, and modify SEL units through a data-informed perspective</li> <li>• Provide regular planning time for advisory teams to internalize and adjust SEL units</li> <li>• Start student leadership clubs: service crew, environment crew, safety crew</li> <li>• Continue monthly family education experiences where students teach family members about our SEL skills and practices</li> <li>• Continue to develop Adult SEL with the Teaching Well</li> </ul>		
2.5	MTSS	<ul style="list-style-type: none"> <li>• Continue MTSS team meetings that reinforce learning on creating systems to look at multiple data sources to progress monitor universal program, additional supports, and intensified supports. (One example: create a school Tiered Instruction Matrix (TIM))</li> <li>• Work with regional academic teammates (Sr Directors/Program managers) to co-facilitate PD based on topics in order to provide professional development on MTSS to school site teammates.</li> <li>• Provide professional development on MTSS to school. Work with regional academic teammates (Directors/Program managers) to co-facilitate PD based on topics</li> </ul>		



Action #	Title	Description	Total Funds	Contributing
2.6	Enrollment	<ul style="list-style-type: none"> <li>• Establish a site Enrollment Team that will develop a student enrollment plan and lead student recruitment efforts</li> <li>• Increase social media outreach/presences to promote ongoing enrollment</li> <li>• Attend at least one community event per month to advertise school</li> <li>• Hold at least two Open House events during the open enrollment period and another in April/May for late applicants</li> <li>• Hold a community carnival/ice-cream social event</li> <li>• Partner with existing families to assist with recruitment efforts, offer incentives (i.e. school swag, gift cards)</li> <li>• Identify school recruitment fairs to participate in</li> <li>• Hold information sessions for current Aspire families</li> <li>• Partner with local elementary schools/middle schools to create opportunities for students/families to participate in Open House/Information sessions</li> <li>• Identify local youth organizations (i.e. after school programs, sports) to conduct information sessions and drop off marketing materials</li> </ul>		
2.7	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"> <li>• Campus Monitors</li> <li>• Deans of Students</li> <li>• School Support Manager</li> <li>• Student Activities Coordinator</li> </ul>	\$565,658.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	Facilities	Ensure facilities and maintenance to support all scholars with access to high quality learning environment in accordance with Williams Case	\$253,409.00	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.

During the 22-23 SY, GSP hired an Assistant Principal to oversee assessments and interventions (MTSS). With decreasing enrollment numbers, we were unable to hire AN additional Interventionist. We are still experiencing staffing challenges which has impacted our ability to offer more AP courses, MS intervention classes consistently 6-8 (ELA & math), and tiered interventions. SEL Focus and Student Wellbeing took on a greater priority as we returned to in person learning. We increased our implementation of SEL and the use of our RULER curriculum, one to one counseling, group counseling, and provided students with resources outside of the school. Our behavior wellness team took additional steps to tackle chronic absenteeism by creating attendance contracts with our frequent truant students. We continued our partnership with the Teaching Well focusing on staff retention and sustainability. We plan to enhance our Community Partnerships and Engagement with the California Community School Partnership Program.

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

There were no substantive expenditure differences. The reduced cost of Family Engagement events offset the increased cost of SEL Focus and Student Wellbeing balanced financially.

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

Our actions support goal 2 to cultivate communities that foster inclusive, joyful, and safe learning environments. Although we were unable to hire an additional interventionist, we were able to provide intervention blocks for 7 & 8 grade students, as well as credit recovery options for HS students. Throughout the year we celebrated Heritage months and provided joyful opportunities for students. 50% of our students took

part in an educational field trip. 57% of our students feel a sense of belonging on campus and has at least one trusted adult to confide in. Lastly, we were able to decrease our chronic absenteeism by 8.9%.

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.

**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	Enhance Talent Management Processes & Services: 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	90% of teachers have full credential	81 % of teachers with full credentials	2021-2022 SARC  Information will be updated after CDE		100% of teachers have full credentia

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			updates SARC teacher credentialing information		
6.e Teacher Sense of Safety and School Connectedness as a Percentage	97% of staff agree or strongly agree with the statement " I have positive working relationships with parents and families at my school." 97% of staff agree or strongly agree with the statement "I am equipped to interrupt implicit bias and racial aggression if I see them at work"	100% of staff agree or strongly agree with having a positive working relationship with parents and families at GSP 93% of staff is overall satisfied with Aspire as a place to work. The interrupting implicit bias and racial aggression was not part of this year’s survey questions.	2022-2023 Aspire Teammate Survey  Some questions no longer appear on Aspire Teammate Survey. Similar questions used to update year 2 outcomes.  <ul style="list-style-type: none"> <li>"Overall how satisfied are you with your job right now?" 55% of staff responded favorably, 35% of teachers responded favorably</li> </ul>		90% or more of staff agree or strongly agree with the statement “I have positive working relationships with parents and families at my school.” 90% of staff agree or strongly agree with the statement “I am equipped to interrupt implicit bias and racial aggression if I see them at work
Staff retention	19-20 to 20-21 school year, staff retention of 75% or higher.	2020-2021 to 2021-2022 School year, staff retention of 65%.	21-22 to 22-23 Staff Retention: 71%		Maintain a staff retention rate of 85% or more year over year

# Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Regular Coaching (using ASLF & TLF)	<ul style="list-style-type: none"> <li>• Ensure all teachers receive coaching and feedback sessions every 2 weeks (using the Aspire Student Learning Framework)</li> <li>• School leadership team members create goals using the Transformational Leadership Framework (TLF) and have mid-year and end of year coaching conversation with principals</li> <li>• Stipends for teacher leaders to support with peer-to-peer coaching and department leadership</li> </ul>	\$79,300.00	No Yes
3.2	Culturally Responsive Teaching (CRT) Professional Development	<ul style="list-style-type: none"> <li>• Quarterly professional development on how to integrate Culturally Responsive Teaching Practices</li> <li>• Instructional Rounds focused on CRT strategies using updated ASLF framework</li> </ul>		No
3.3	Teammate Retention	<ul style="list-style-type: none"> <li>• Quarterly staff input sessions on school culture/climate</li> <li>• Provide Quarterly choice time for teachers</li> <li>• All teammates write one wellness goal during their Professional Learning Plan</li> <li>• Continued Partnership w/ The Teaching Well</li> <li>• Retention and hiring bonuses to attract and retain highly qualified teachers</li> </ul>	\$160,150.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Teacher Credentialing	<ul style="list-style-type: none"> <li>In accordance with the Williams Act Requirements regarding teacher credentialing</li> <li>Such that schools are working to improve and clear Teacher Misalignments</li> </ul>		
3.5	Pipeline Development	<ul style="list-style-type: none"> <li>During Professional Learning Plan (PLP) meetings, all teammates will set stretch goals to develop them for their future career goals and receive support/development in those areas (which may include release time for observations, tests, etc.)</li> <li>Work towards securing 2 Alder Residents/student teachers.</li> <li>Stipends for mentor teachers to support resident teachers</li> </ul>		

## 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.

With decreasing enrollment numbers, we were unable to hire an additional Interventionist and Spanish teacher. We are still experiencing staffing challenges which has impacted our ability to offer more AP courses, MS intervention classes consistently 6-8 (ELA & math), and tiered interventions. SEL Focus and Student Wellbeing took on a greater priority as we returned to in person learning. We increased our implementation of SEL and the use of our RULER curriculum, one to one counseling, group counseling, and provided students with resources outside of the school. Our behavior wellness team took additional steps to tackle chronic absenteeism by creating attendance contracts with our frequent truant students. We continued our partnership with the Teaching Well focusing on staff retention and sustainability. We plan to enhance our Community Partnerships and Engagement with the California Community School Partnership Program

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

We were unable to hire for specific positions and therefore did not use the funds associated with hiring staff as outlined in our plan. We were unable to hire a Family Liaison/Support Manager. The reduced cost of Family workshops offset the increased costs of SEL focus. Consequently, we utilized Edgenuity to offer on-line classes for students that expended more than half of the budgeted funds resulting in nominal differences between planned and estimated actual.

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

Our combined actions supported goal 3, “that all scholars have access to a team of diverse, effective, and thriving professionals who are developed and supported to show up their best and enact culturally responsive and anti-racist practices.” Professional development training provided a means to continue with professional growth, professional learning plans, coaching, and training specific to certification. We maintained focus on the Aspire Student Learning Framework and using content specific grouping to support collegiality. Our teachers maintained a credential rate of 72% and reported an increased sense of safety and school connectedness.

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.

**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)
1,448,208	\$156,676

## 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
30.67%	0.00%	\$0.00	30.67%

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 84.26% 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 29.79%. 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 infused with AVID strategies.

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.

To address the needs of our English learners and low income students, 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. In addition, we will implement Silent Sustained Reading throughout 6-12 grades for the first ten minutes of each Humanities course. Teachers will have access to grade appropriate text, both fiction and nonfiction text.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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	\$1,502,606.00			\$260,302.00	\$1,762,908.00	\$1,426,192.00	\$336,716.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Grade Level Curriculum	All English Learners Foster Youth Low Income	\$159,916.00				\$159,916.00
1	1.2	Hiring instructional staff	All					
1	1.3	Instructional Program: Schoolwide MTSS System	All					
1	1.4	Instruction (Master Scheduling)	All					
1	1.5	MLL	English Learners	\$40,000.00			\$17,429.00	\$57,429.00
1	1.6	College & Career Readiness (Early College HS, A-G Readiness, Grading for Equity)	All					
1	1.7	Instruction (CRT)						
1	1.8	SPED						
1	1.9	Personnel	English Learners Foster Youth Low Income	\$244,173.00				\$244,173.00
1	1.10	Title I	English Learners Foster Youth				\$242,873.00	\$242,873.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
2	2.1	School Culture and Climate						
2	2.2	Family and Community Engagement & Outreach						
2	2.3	Attendance						
2	2.4	SEL						
2	2.5	MTSS						
2	2.6	Enrollment						
2	2.7	Personnel	English Learners Foster Youth Low Income	\$565,658.00				\$565,658.00
2	2.8	Facilities	English Learners Foster Youth Low Income	\$253,409.00				\$253,409.00
3	3.1	Regular Coaching (using ASLF & TLF)	All English Learners Foster Youth Low Income	\$79,300.00				\$79,300.00
3	3.2	Culturally Responsive Teaching (CRT) Professional Development	All					
3	3.3	Teammate Retention	English Learners Foster Youth Low Income	\$160,150.00				\$160,150.00
3	3.4	Teacher Credentialing						
3	3.5	Pipeline Development						

## 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
4,722,204	1,448,208	30.67%	0.00%	30.67%	\$1,502,606.00	0.00%	31.82 %	<b>Total:</b>	\$1,502,606.00
								<b>LEA-wide Total:</b>	\$1,502,606.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$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	Grade Level Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$159,916.00	
1	1.5	MLL	Yes	LEA-wide	English Learners	All Schools	\$40,000.00	
1	1.9	Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$244,173.00	
1	1.10	Title I	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.7	Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$565,658.00	
2	2.8	Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$253,409.00	

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 (%)
3	3.1	Regular Coaching (using ASLF & TLF)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$79,300.00	
3	3.3	Teammate Retention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$160,150.00	

## 2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$1,209,000.00	\$1,209,000.00

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	Instruction (Master Scheduling)	Yes		
1	1.2	Hiring instructional staff <ul style="list-style-type: none"> <li>• Spanish Teacher</li> <li>• Physics Teacher</li> </ul>	Yes		
1	1.3	Instructional Program: School wide MTSS System	Yes		
1	1.4	Curricular Programming and Resources/Grade Level Curriculum	Yes		
1	1.5	Implement both integrated and designated English Language Development support for Multi Language Learners	Yes	\$64,000.00	\$64,000
1	1.6	Academic Program: College & Career Readiness (Early College HS, A-G Readiness, Grading for Equity)	Yes	\$20,000.00	\$20,000
1	1.7	Site Based Professional Development: CRT	Yes	\$25,000.00	\$25,000
2	2.1	SEL Focus	Yes		

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)
2	2.2	School Culture and Climate	Yes	\$500,000.00	\$500,000
2	2.3	School MTSS Program	Yes		
2	2.4	Student Wellbeing: Enrollment	Yes	\$510,000.00	\$510,000
2	2.5	Staff Wellbeing	Yes		
2	2.6	Attendance Monitoring	Yes		
2	2.7	Community Engagement	Yes		
2	2.8	Restorative Practices	Yes		
2	2.9	Student Extra-Curricular	Yes	\$90,000.00	\$90,000
2	2.10	Positive Behavioral Intervention and Supports (PBIS)	Yes		
3	3.1	Staff Well Being & Retention	Yes		
3	3.2	Staff Professional Development: Culturally Responsive Teaching	Yes		
3	3.3	Aspire Student Learning Framework	Yes		



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)
3	3.4	Tired Professional development to support our newest teachers.	Yes		
3	3.5	Induction Coaching	Yes		
3	3.6	Teacher Credentialing Continue to Hire Only Highly Qualified Teachers	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)
\$1,283,871	\$2,398,000.00	\$2,398,000.00	\$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	Instruction (Master Scheduling)	Yes	\$450,000.00	\$450,000.00		
1	1.2	Hiring instructional staff <ul style="list-style-type: none"> <li>• Spanish Teacher</li> <li>• Physics Teacher</li> </ul>	Yes	\$739,000.00	\$739,000	0.00%	0.00%
1	1.3	Instructional Program: School wide MTSS System	Yes				
1	1.4	Curricular Programming and Resources/Grade Level Curriculum	Yes				
1	1.5	Implement both integrated and designated English Language Development support for Multi Language Learners	Yes	\$64,000.00	\$64,000	0.00%	0.00%
1	1.6	Academic Program: College & Career Readiness (Early College HS, A-G Readiness, Grading for Equity)	Yes	\$20,000.00	\$20,000	0.00%	0.00%
1	1.7	Site Based Professional Development: CRT	Yes	\$25,000.00	\$25,000	0.00%	0.00%
2	2.1	SEL Focus	Yes				

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)
2	2.2	School Culture and Climate	Yes	\$500,000.00	\$500,000	0.00%	0.00%
2	2.3	School MTSS Program	Yes				
2	2.4	Student Wellbeing: Enrollment	Yes	\$510,000.00	\$510,000	0.00%	0.00%
2	2.5	Staff Wellbeing	Yes				
2	2.6	Attendance Monitoring	Yes				
2	2.7	Community Engagement	Yes				
2	2.8	Restorative Practices	Yes				
2	2.9	Student Extra-Curricular	Yes	\$90,000.00	\$90,000	0.00%	0.00%
2	2.10	Positive Behavioral Intervention and Supports (PBIS)	Yes				
3	3.1	Staff Well Being & Retention	Yes				
3	3.2	Staff Professional Development: Culturally Responsive Teaching	Yes				
3	3.3	Aspire Student Learning Framework	Yes				
3	3.4	Tired Professional development to support our newest teachers.	Yes				
3	3.5	Induction Coaching	Yes				
3	3.6	Teacher Credentialing Continue to Hire Only Highly Qualified Teachers	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)
\$4,224,301	\$1,283,871	0.00%	30.39%	\$2,398,000.00	0.00%	56.77%	\$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](mailto: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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> 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).

California Department of Education  
January 2022