



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspire Juanita Tate Academy Charter School

CDS Code: 19647330124792

School Year: 2023-24

LEA contact information:

Taquita Aguilar

Principal

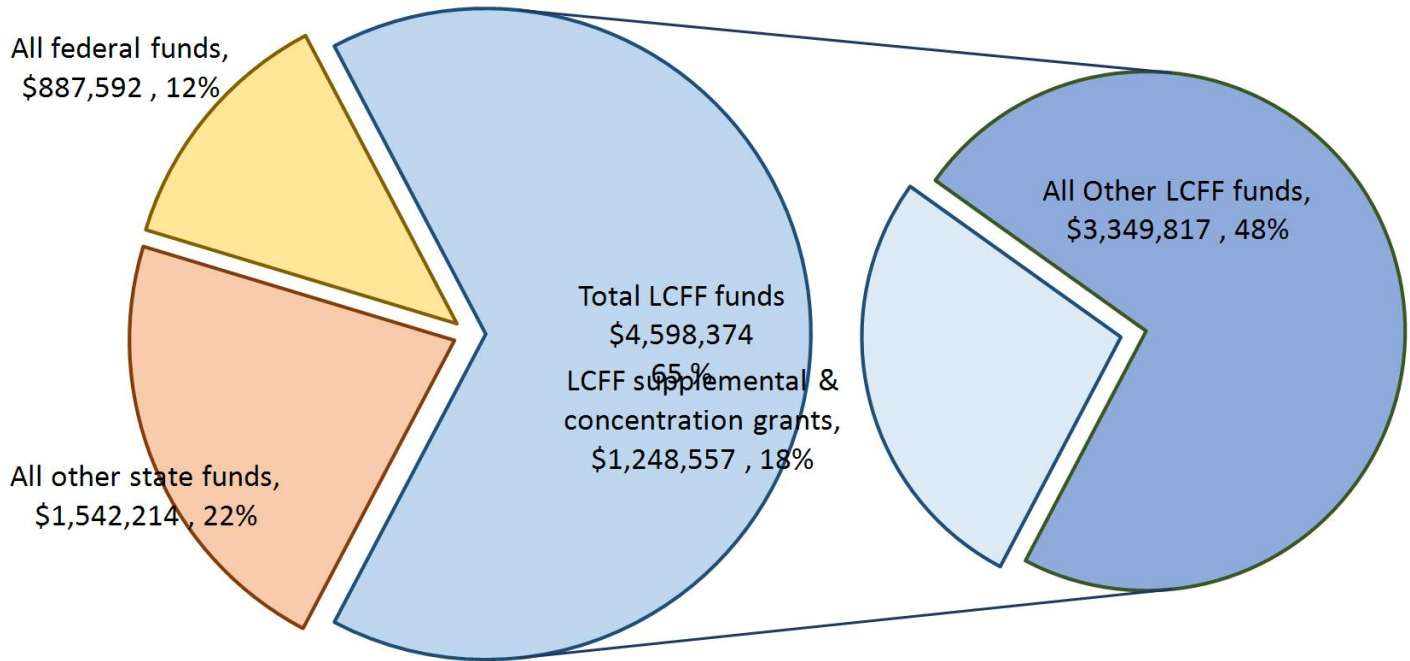
Taquita.Aguilar@aspirepublicschools.org; data-contact@aspirepublicschools.org

323.235.8400

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

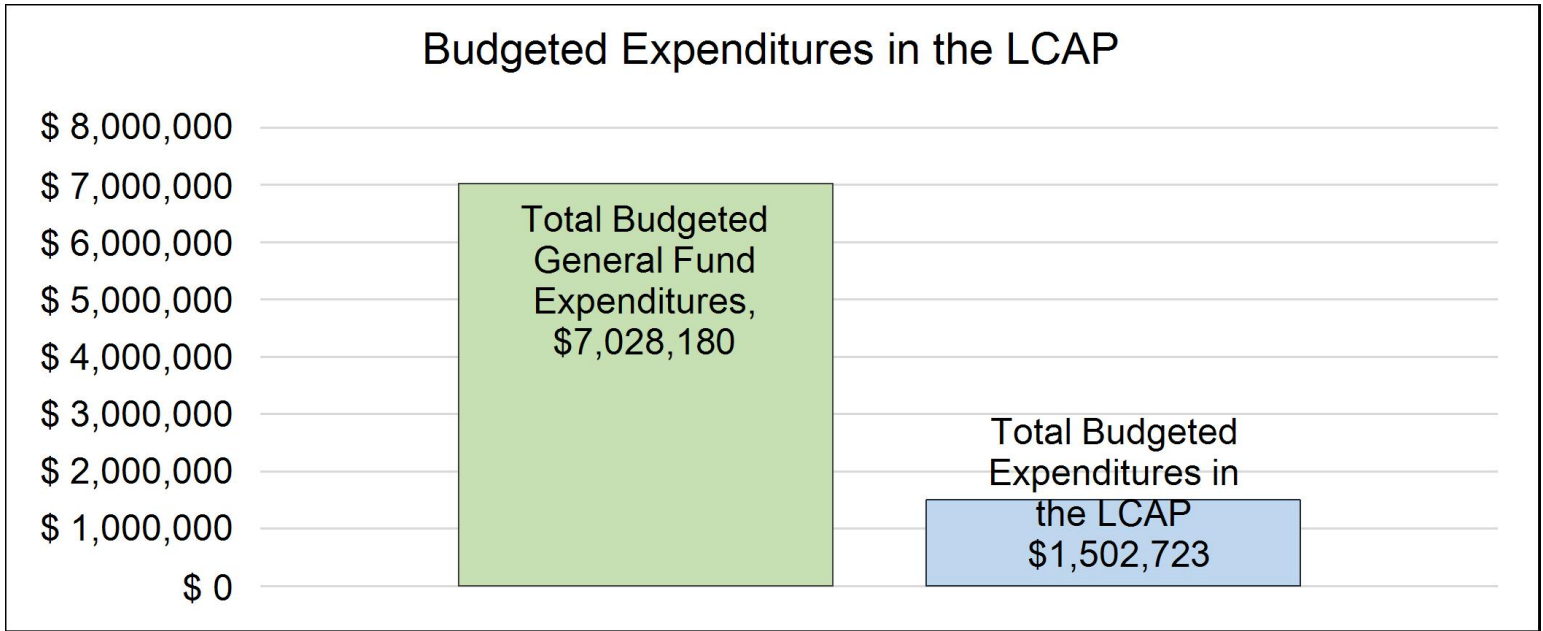


This chart shows the total general purpose revenue Aspire Juanita Tate Academy Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aspire Juanita Tate Academy Charter School is \$7,028,180, of which \$4,598,374 is Local Control Funding Formula (LCFF), \$1,542,214 is other state funds, \$0 is local funds, and \$887,592 is federal funds. Of the \$4,598,374 in LCFF Funds, \$1,248,557 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 Juanita Tate Academy Charter School 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 Juanita Tate Academy Charter School plans to spend \$7,028,180 for the 2023-24 school year. Of that amount, \$1,502,723 is tied to actions/services in the LCAP and \$5,525,457 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.

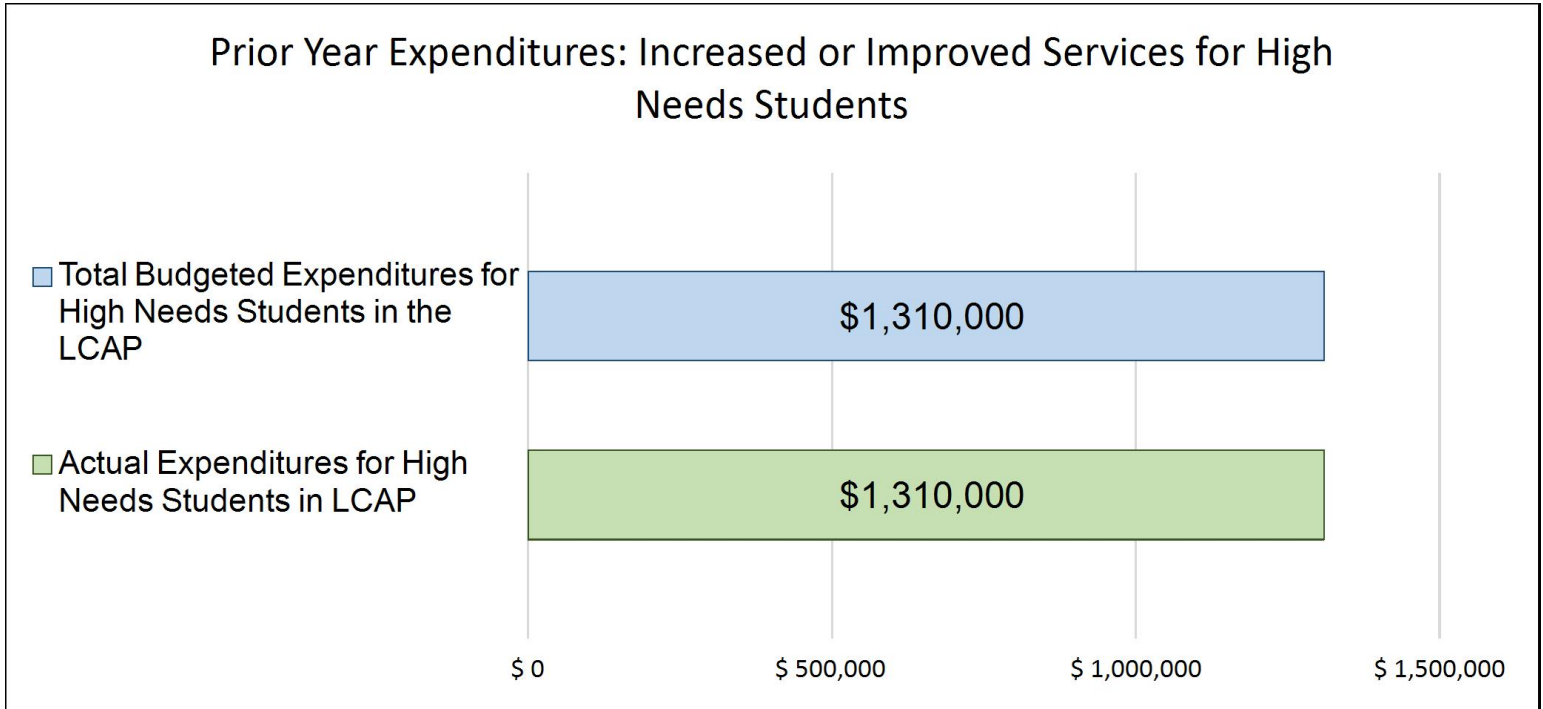
## Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Aspire Juanita Tate Academy Charter School is projecting it will receive \$1,248,557 based on the enrollment of foster youth, English learner, and low-income students. Aspire Juanita Tate Academy Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Aspire

Juanita Tate Academy Charter School plans to spend \$1,308,900 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 Juanita Tate Academy Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Aspire Juanita Tate Academy Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Aspire Juanita Tate Academy Charter School's LCAP budgeted \$1,310,000 for planned actions to increase or improve services for high needs students. Aspire Juanita Tate Academy Charter School actually spent \$1,310,000 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 Juanita Tate Academy Charter School	Taquita Aguilar Principal	taquita.aguilar@aspirepublicschools.org 323.235.8400

## 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 Tate Academy is a Public Choice School in South Los Angeles. We have been open and successfully operating for eleven years. We are part of the Aspire Charter Management Organization. More than 85% of our students are residents of the local South Los Angeles Community. The South Los Angeles community we serve is a marginalized population that consists of African-American families, Latino families and families from an immigrant population. The local community does not offer many arts programs, youth sports or activities to get students involved in after school. Many of the parents and guardians in our community work more than one job or are limited on how they can support their child and/or children. Due to the limited support and access the students receive outside of school, it is imperative that our LCAP plan is purposeful and targeted to address their needs. In the past few years, we have used the LCAP plan to ensure that our students have a beautiful, safe and well-kept facility. We have made it a point to use the funds to give students access to computers, instructional materials, and intervention to not only close the opportunity gap, but to facilitate their strengths through extracurricular activities.

Aspire Tate currently serves 342 TK-6th students. The demographics are as follows: 95% Free Reduced Lunch; 85% Latinx; 7% African American; 1% White; 46% Multi Language Learner; 15% Recently Reclassified (RFEP); 13% SPED.

Our instructional program focuses on the development of academic skills as outlined by Common Core State Standards. We use a blended learning model in math and ELA that provides standards aligned instruction for all of our students, as well as individualized online instruction designed to meet their learning needs. All of our English Learners receive designated English Language Development at their specific

English proficiency levels and integrated English Language Development during core content instruction to support access to the curriculum and Common Core State Standards.

As an important means to achieving our vision of college and career readiness for all, Tate is committed to building a welcoming and inclusive learning environment for every student. We use the PBIS approach to teach and reinforce our school-wide expectations of safety, respect and responsibility and restorative practices as an alternative to exclusionary discipline practices and proactive community building.

School Mission and Vision:

The mission of Aspire Tate Academy is to prepare the students of the South Los Angeles community for college and careers in the 21st century. By giving students access to education and developing the skills innately within them, students will have the knowledge, emotional intelligence, love, critical thinking skills and principles to be self-motivated, lifelong learners and give back to their community with hopes of making it a better place to live for future generations.

Aspire Tate Academy will achieve this mission by:

Maintaining a close-knit school community based on respect, love and acceptance of all (Ubuntu and In Lak'ech philosophy)

Holding high expectations for students, families and school staff

Developing scholars' emotional intelligence, leadership, academic, artistic, and athletic skills

Modeling and facilitating critical thinking skills

Celebrating scholars' community and culture

## Reflections: Successes

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

ELA

We are proud of the work we have done to align on balanced literacy components. We have worked to ensure all students receive targeted phonics instruction. We have increased the capacity of our instructional team to support foundational skills instruction across Tier I, Tier II and Tier III. Lastly, I would like to highlight our adherence to the Common Core State Standards and focus on strong instruction within ELA. This has supported student growth as measured by iReady assessments. This has supported a closer distance from standard for our students who are identified FRL, MLL and Latinx when compared to the state of California (via CA Dashboard).

In the 2021 - 2022 school year, while we did not maintain the growth made during the 2018 - 2019 academic school year, distance from standard (DFS) remained higher than surrounding neighborhood schools. Specific average DFS is as follows:

Overall: - 29.5

Multi language learners: -44.9

Latinx: - 27.9

Socioeconomically disadvantaged: -29.9

Students with disabilities: -61.5

## MATH

The 2021 - 2022 school year asked us to reopen a school following a year and a half in distance learning. Given the research around learning loss in mathematics. We focused our attention on providing differentiated supports and strengthening our co-teach program. We continued to dive into the Common Core State Standards to ensure lessons were aligned and all students received grade level work. While our distance from standard did not improve when compared to the 2018 - 2019 school year, SBAC results in mathematics showed our school performing higher than the state of CA. Specific average DFS is as follows:

Overall: -40.4

Multi language learners: -48

Latinx: - 37

Socioeconomically disadvantaged: -40.1

Students with disabilities: -82.7

## Culture and Climate

Our school culture has remained strong. Parent surveys have shown our community continues to be satisfied with the academic programming and overall culture of our school. Internal student surveys have also shown a consistent connectedness to the school community. We have worked to be more intentional around SEL practices. This includes integrating CASEL competencies and social justice standards into our regular SEL pacing. We have also adopted pieces of the RULER curriculum and will continue to take on pieces as we strengthen our ability to provide an SEL curriculum centered on social justice.

Aspire Juanita Tate Academy also focused our attention on supporting the emotional wellness of our adults. This work was centered around Elena Aguilar's "Onward". This work supported our teacher retention rate of 100%.

## Reflections: Identified Need

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

Our greatest areas of need have been identified as our multilanguage learners and students with disabilities. These subgroups have the largest percentage disproportionately in ELA and mathematics, when compared to our whole school. To support both populations, our



school has continued our work within co-teach and providing differentiated supports. We have also shifted our master schedules to focus on an inclusive model that prioritizes students receiving grade level instruction at least 80% of the school day. Furthermore, we have used the work of "The Opportunity Myth" to analyze grade-level instruction and "strong instruction" through the lens of academic discourse and student cognitive lift. Lastly, we have focused our attention on designated ELD and the supports we are providing for students who are new to the country.

## LCAP Highlights

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

This year's LCAP will focus its attention on responding to the learning needs of identified subgroups and preparing for the acceleration of learning for our whole school community. We are prioritizing foundational skills instruction alongside our understanding of the science of reading to support our students who are in need of accelerated reading growth. We have worked to build our programming around phonics instruction and will continue this in the upcoming school year.

We will continue with these practices and include a focus on Students with Disabilities sub group, African American students and Multi Language Learners. These three subgroups have shown the largest disproportionality based on internal data and CA Dashboard Data. This year you will notice that we are focusing on professional development in specific areas such as tier I and tier II reading instruction, mathematics instruction and improving our integrated ELD programming.

Aspire Tate Academy will be in our third year implementation of RULER. RULER implementation will continue to include usage of the Mood Meter, MetaMoment and Classroom Charter. We have also strengthened our focus on the CASEL competencies and integrated social justice standards in the current PATHS curriculum. Teachers taught specific lessons and objectives focused on equity, emotional competency and regulation. Teachers will continue to have designated SEL blocks that include the CASEL competencies and social justice standards.

Goal 1 articulates the support that educators and students will receive with planning instructional units in both math and ELA. Teachers will receive support to plan units based on a new math curriculum adoption. Our plan also includes supports for English Language Learners as we create a consistent ELD instructional block next year. Additional phonics materials will also support growth in our youngest learners as they improve in their foundational skills. This goal also highlights the work that we will continue to do in order to support full inclusion for our students with special needs including continuing to learn about Universal Design for Learning and focusing on co-planning with special education and general education in math. Finally, goal 1 includes supports for our intervention system that will occur during the regular school day as well as after school.

Goal 2 is focused on our culture and climate and we have included opportunities to participate in after school sports programs. We will also focus on attendance with an attendance team that will support our chronically absent students. PBIS will continue to be strengthened through clear and consistent school-wide rules, incentives and consequences based in our House System that will reinforce joy and a positive school culture. During this year, we will also continue an SEL block so that students will feel supported with their social emotional learning. We also

have a goal around parent engagement in order to ensure that we also have a strong communication system with parents, leading to a healthy school culture.

Goal 3 describes the professional development and supports that our adults will receive in order to contribute to a healthy and thriving school culture. We describe the professional development in mathematics, culturally responsive teaching and universal design for learning. This portion of the LCAP also highlights the release time that teachers will receive in order to plan the most effective lessons for students. We also highlight summer professional development so that educators can grow in their own practice.

**Students with Disabilities:** We have shifted our reading intervention system to include Sonday System. All Ed. Specialists have received professional development around the three Sonday System curriculums. Ed. Specialists have also received training in Orton Gillingham. Students with disabilities will receive targeted instruction to support their reading growth. They will also receive support through a co-teach model that incorporates accommodations to support with access to the grade level work. Because we have been successful with our tier III instruction, we are looking to expand Orton Gillingham training to more educators to support differentiated instruction at a tier I level.

**English Learners:** We are currently utilizing EL Achieve as our designated ELD programming. This year, we will focus our attention on building our instructional practices within Integrated ELD. Teachers will receive development to support the implementation of strategies to scaffold success within specific language demands (speaking and listening).

**Parent Engagement:** We will continue having one parent engagement a month. In addition to the one parent engagement a month, we will invite parents on campus for a walkthrough with administration, recess with their child or breakfast with their child at least once a month. We have also begun, and will re-implement our Black Parent Affinity group.

## Comprehensive Support and Improvement

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

### ***Schools Identified***

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

N/A

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

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

***Monitoring and Evaluating Effectiveness***

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

# Engaging Educational Partners

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

Coffee with the Principal: hosted monthly beginning in August

School Site Council:

Meeting #1: 10.25.2022

Meeting # 2: 2.28.2023

Meeting # 3: 4.18.2023

Meeting #4: 5.23.2023

English Learner Advisory Council:

Meeting #1: 10.21.22

Meeting #2: 1.31.23

Meeting #3: 3.8.2023

Meeting #4: 6.6.2023

All parents are invited to attend and provide feedback during Coffee with the Principal, SSC meetings and ELAC. To elicit feedback, we provide parents with the “state of Tate” utilizing internal and external data. We also discuss growth and successes within specific annual focus areas. Parents are provided with an anchor chart (or Jamboard document) and place post-its in the area of growth section or the area of success. This is done every month beginning in February and ending in May. We extend the timelines to ensure we have a large amount of parents and multiple perspectives and voices in each space.

Teachers and other staff/teammates : All Aspire Tate teammates are invited to LCAP feedback office hours beginning in the month of March. Teammates determine the large “bucket” to focus their attention on and provide successes and opportunities for growth. This feedback is analyzed by Tate’s admin team and is used to determine next steps for our school site.

A summary of the feedback provided by specific educational partners.

Parents:

Parents have stated that they are satisfied with the level of communication they receive from our school. They have also voiced appreciation for our responsiveness to parent and student feedback. Furthermore, they have appreciated parent workshops that support with their understanding of how to help their student(s) at home.

Parents have asked for more extracurricular activity opportunities for their students. This can include art or music classes. They have also continued to ask for more support, in the form of more adults, in classrooms to support with the implementation of co-teach and the facilitation of small groups. Lastly, parents continue to request an increase in the amount of classroom books that give students access to the Spanish language.

Teachers and other staff:

Following school closure and instruction during a global pandemic, teammates expressed the need to continue with community building. They also requested targeted professional development to increase their instructional capacity within our current context of distance learning and hybrid instruction. Teammates appreciated the shifts we have made regarding co-teach instruction and our continued focus on foundation skills and phonics in lower grades.

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

This year's LCAP is being built around the input of all stakeholders. The following items are a direct result of parent input:

- The maintaining of instructional assistants to support with co-teach models and small group instruction
- A focus on building decodable libraries in grades TK - 2
- Orton Gillingham training for TK-6 teachers
- Science of reading training

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

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

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Smarter Balanced Assessment (SBAC) Results in English Language Arts (ELA)	SBAC ELA Results (SY 2018-2019) * All: -2.5 * African American/Black: -24.7	SBAC ELA DFS (SY 2020-2021)  No data due to COVID-19 pandemic.	SBAC ELA DFS (SY 2021-2022)  * All: -29.5 * African American/Black: data		* All: -23.5 * African American/Black: -23.5 * English Learners: -38.9 * Socioeconomically disadvantaged: -23.9
Distance from Standard (DFS)		iReady and other internal assessments			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>* English Learners: -7.1</li> <li>* Socioeconomically disadvantaged: -2.5</li> <li>* Hispanic/Latinx: -1</li> <li>* Students with Disabilities: -69.1</li> </ul>	were used to monitor student academic progress.	not displayed for privacy <ul style="list-style-type: none"> <li>* English Learners: -44.9</li> <li>* Socioeconomically disadvantaged: -29.9</li> <li>* Hispanic/Latinx: -27.9</li> <li>* Students with Disabilities: -61.5</li> </ul>		<ul style="list-style-type: none"> <li>* Hispanic/Latinx: -21.9</li> <li>* Students with Disabilities: -55.5</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: +4.8</li> <li>* African American/Black: -24.3</li> <li>* English Learners: +5.4</li> <li>* Socioeconomically disadvantaged: +4.8</li> <li>* Hispanic/Latinx: +7.4</li> <li>* Students with Disabilities: -67.9</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: -40.4</li> <li>* African American/Black: data not displayed</li> <li>* English Learners: -48</li> <li>* Socioeconomically disadvantaged: -40.1</li> <li>* Hispanic/Latinx: -37</li> <li>* Students with Disabilities: -82.7</li> </ul>		<ul style="list-style-type: none"> <li>* All: -34.4</li> <li>* African American/Black: -34.4</li> <li>* English Learners: -42</li> <li>* Socioeconomically disadvantaged: -34.1</li> <li>* Hispanic/Latinx: -31</li> <li>* Students with Disabilities: -76.7</li> </ul>
% of EL students making progress toward ELPAC proficiency	2019 EL Progress Indicator: 39.6% EL making progress toward proficiency	ELPI data is unavailable until 2022. Instead we will use ELPAC as a metric for our EL students	2022 ELPI  52.5% of ELs making progress towards English language proficiency		Improve to 55% or more of students making progress toward English Language Proficiency

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of EL students making progress toward ELPAC proficiency	We revised this measure based on the lack of ELPI data until 2022. Baseline and Year 1 outcome are the same.	2021 ELPAC percentages are: Level 1: 25.29% Level 2: 51.18% Level 3: 20.59% Level 4: 2.94%	2022 ELPAC percentages are: Level 1: 21.34% Level 2: 34.76% Level 3: 40.24% Level 4: 3.66%		2023 ELPAC percentages are: Level 1: 15% Level 2: 25% Level 3: 25% Level 4: 35%
EL Reclassification Rate	2019 - 2020 School Year RFEF Rate 6.2%	2020 - 2021 School Year 0.0% Reclassification Rate (*Testing suspended due to COVID)	2021-2022 RFEF Rate 13.9%		40% EL Reclassification Rate
Sufficient Access to Standard-Aligned Materials Reported on SARC	2019 SARC: 100% of students have access to standards aligned curricular materials	2020-2021 SARC 100% of students have access to standards aligned curricular materials	2021-2022 SARC 100% of students have access to standards aligned curricular materials		100% of students have access to standards aligned curricular materials
Implementation of academic content and performance standards (Local indicator, priority 2 self-reflection)	SY 2019-2020 100% of classrooms use standards aligned curriculum and materials	2020-2021 100% of classrooms implement standards aligned curriculum and materials	2021-2022 100% of classrooms implement standards aligned curriculum and materials		100% of classrooms will use standards aligned curriculum and materials
How program and services will enable	SY 2019-2020	SY 2020-2021	SY 2021-2022		100% of English Language Learners



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL students to access CCSS and ELD standards for gaining EL proficiency (Local Indicator, Priority 2 self-reflection)	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 will have access to and participate in CCSS aligned ELD during designated and integrated ELD.		participate in CCSS aligned ELD during designated and integrated ELD.
iReady Reading and Math % of students that met annual typical growth goal  DIBELS zones of growth	We began administering iReady in Fall 2021. Baseline same as year 2 outcome	We began administering iReady in Fall 2021.	2021-2022  DIBELS % of student making average to well above average progress in zones of growth  Grade K: 38% Grade 1: 36.17% Grade 2: 44.89%  iReady Reading % of students that met annual typical growth goal  Grade 3: 70% Grade 4: 53% Grade 5: 65% Grade 6: 69%  iReady Math % of students that met annual typical growth goal		100% of students make annual typical growth

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Grade K: 20% Grade 1: 21% Grade 2: 38% Grade 3: 42% Grade 4: 63% Grade 5: 77% Grade 6: 92%		

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Curriculum	<p>Math: We will provide support for our newly adopted math curriculum. The school will provide professional development to support mathematical understanding and practices as outlined in the California Content standards. We will also provide professional development for internalization protocols, formative and summative assessments. Time will be given for teacher collaboration in order to increase coherence across our school.</p> <p>ELL/MLL PD: We will continue to send teachers to regional professional development regarding our ongoing ELD curriculum. New teachers will be trained on curriculum. Experienced teachers will continue to be trained on lesson planning, design and oral language production. Our school site will analyze ELPAC data in order to implement, teach and monitor integrated and designated ELD. Staff will be trained to implement structured student talk routines in order to increase oral language production and ensure that student interactions are frequent, purposeful and accountable.</p>	\$102,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	iReady Implementation (Mathematics)	All classroom teachers, TK-6 will use iReady assessments and personalized learning platforms across mathematics. This will support our internal progress monitoring systems. It will also support the implementation of differentiated supports and small group structures to address unfinished learning across ELA and mathematics. (cost accounted for in goal 1.1)		
1.3	English Learner (EL) and Multi-Lingual Learners (MLL) & PD to support MLLs	All classroom teachers will receive continued professional development around speaking and listening in support of the growth of our MLL population.  Title III funds are being used to partially fund the following supplemental staff position: <ul style="list-style-type: none"> <li>• Instructional Assistant</li> </ul>	\$20,016.00	
1.4	Title I	Aspire Tate Academy will be using Title I to fund a reading intervention specialist, mental health counselor and school site health specialist.	\$173,807.00	No
1.5	SPED & Co-teaching	Ed. Specialists will receive continued training around Sonday System and professional development to strengthen co-teach programming.		No
1.6	Art in Action Curriculum	All students in grades TK - 6 will receive art instruction using the Art in Action curriculum as a baseline. This will support the implementation of grade level art standards.	\$83,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	TK - 2 Decodable Text Libraries	Decodable libraries in grades TK - 2 to support with targeted small group instruction and encourage reading growth.	\$30,900.00	Yes
1.8	Personnel	To implement and support the actions within goal 1, we will fund: <ul style="list-style-type: none"> <li>• Ed Tech Specialist</li> <li>• Dance Teacher</li> <li>• PE Teacher</li> <li>• Instructional Assistants</li> <li>• Substitutes</li> </ul>	\$490,000.00	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.

### Goal 1, Action 1: Ensemble Learning Partnership

Through the Ensemble Learning Partnership, students continued to receive regular opportunities to engage with Speaking and Listening standards with scaffolds aligned to structured student talk protocols. Additionally, all classroom teachers received virtual PD around increasing the amount of academic discourse occurring in classrooms.

#### Successes:

- 100% of teachers have access to a number of structured student talk protocols
- Aspire Tate Academy normed on sentence frames as scaffolds across Language Functions
- Aspire Tate Academy normed on sentence frames as scaffolds within mathematics
- All Tate students have regular access to Three Reads as a mathematical language routine
- Our EL Progress Indicator increased from 39.6% to 52.5%

#### Challenges:

- Professional development only occurred virtually, this created hurdles around immediate implementation
- There is a need to think through lesson planning protocols that centers the language proficiencies of our students when making decisions around specific language scaffolds

### Goal 1, Action 2: iReady implementation within ELA and mathematics

Successes:

- All students have access to iReady personalized instruction in ELA and mathematics. Students have access to this platform at school and while at home
- Students in grades 3rd - 6th experience standards- based assessments in mathematics aligned to their current units
- Regular and consistent data analysis has occurred across TK-6
- Students in all subgroups have grown in ELA

Challenges:

- While we have seen growth, our African American and/or Black population continues to perform at a lower proficiency, when compared to other subgroups, in mathematics

Goal 1, Action 3: Classroom texts

Successes:

- All classrooms have classroom libraries that reflect the diverse experiences

Challenges:

- Current curriculums do not reflect the diverse texts. We are working to ensure regular instruction includes culturally relevant texts

Goal 1, Action 5: Reading A - Z, Grades TK - 4

Successes:

- All students in grades TK-4 have regular access to texts using this reading A-Z platform

Challenges:

- TK - 2 students benefit from paper/hard copy books. We continue to think through how we support learning to read while using this platform

Goal 1, Action 6: Adoption of Sonday System Reading Intervention Curriculum

Successes:

- Students with disabilities have experienced regular and consistent small group structures focused on their specific reading need
- Students with disabilities have received reading instruction through a multisensory approach
- Students with disabilities have grown in their understanding of the rules of the English language

Challenges:

- We need to continue to think about a regular and consistent PLC/data analysis cycle that allows for earlier intervention when a student is unable to pass their mastery check

Goal 1, Action 7: Devices

Successes:

- Students have access to and are able to use technology while in the classroom and at home

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.

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

Goal #1 states: We will ensure all scholars are meaningfully engaged in rigorous, standards-aligned, culturally responsive academic programming. Our actions, together, provided the means to mostly meet our goal of all “scholars meaningfully engaged in rigorous, standards-aligned, culturally responsive academic programming”. We provided multiple curriculum materials to meet the varied needs of our students. We renewed classroom libraries with culturally representative and inclusive books, infused technology for seamless curriculum delivery, and ensured just-in-time interventions with targeted materials, Sonday, SIPPS and assessment monitoring iReady, DIBELS. Implementing varied materials enabled us to fully realize academic content, provide full access to CCSS and ELD materials for English Learners, and ensure all students engaged with standards aligned materials.

Staff development was key to meeting this goal. Ensuring that all teammates in grades TK - 2 were trained in SIPPs supported our delivery of a targeted tier I reading program. Students also benefitted from more strict and strategic curriculums in science, art and foundational skills.

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	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: - I feel a sense of belonging at my school: 76%- I feel connected to at	2021-2022 Aspire Student Survey <ul style="list-style-type: none"> <li>• I feel a sense of belonging at my school: 69%</li> </ul>	2022-2023 Aspire Student Survey <p>Grades 3-5:</p> <ul style="list-style-type: none"> <li>• Sense of belonging: 68% favorable</li> </ul>		<ul style="list-style-type: none"> <li>• I feel a sense of belonging at my school: 80%</li> <li>• I feel connected to at least one</li> </ul>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>least one adult at my school: 80%- I feel connected to other students at my school: 77%- I look forward to school: 81%- I feel safe during school: 82%- Have not experienced bullying due to race/ethnicity or gender: 96%</p>	<ul style="list-style-type: none"> <li>• I feel connected to at least one adult at my school: 78%</li> <li>• I feel connected to other students at my school: 74%</li> <li>• I look forward to school: 81%</li> <li>• I feel safe during school: 79%</li> <li>• Have not experienced bullying due to race/ethnicity or gender: 90%</li> </ul>	<ul style="list-style-type: none"> <li>• School Safety: 61% favorable</li> <li>• Teacher-student relationships: 75% favorable</li> </ul> <p>Grade 6:</p> <ul style="list-style-type: none"> <li>• Sense of belonging: 58% favorable</li> <li>• School Safety: 68% favorable</li> <li>• Teacher-student relationships: 81% favorable</li> </ul>		<p>adult at my school: 85%</p> <ul style="list-style-type: none"> <li>• I feel connected to other students at my school: 80%</li> <li>• I look forward to school: 85%</li> <li>• I feel safe during school: 90%</li> <li>• I have not experienced bullying due to race/ethnicity or gender: 100%</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: 0%</li> <li>• African American/Black: 0%</li> </ul>		<p>Suspension rate of 3% or lower with a decline of at least 0.3% from the previous year</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<ul style="list-style-type: none"> <li>• Hispanic/Latinx: 0%</li> <li>• English Learners: 0%</li> <li>• Socioeconomically Disadvantaged: 0%</li> <li>• Students with Disabilities: 0%</li> </ul>		
<p>Chronic Absenteeism Rate as a Percentage (CA School Dashboard)</p>	<p>Use 19-20 Chronic Absenteeism Rates from Aspire Data Portal</p> <p>All: 1.0%  African American: 6.1%  English Learners: 0.9%  Latinx: 0.6%  SPED: 2.2%  *Baseline data to come after 2021 - 2022 school year</p>	<p>2020-2021 Chronic Absenteeism Rate</p> <p>(data not reported on CA School Dashboard)</p>	<p>2021-2022 Chronic Absenteeism Rate (CA School Dashboard)</p> <ul style="list-style-type: none"> <li>• All: 34%</li> <li>• African American/Black: 60%</li> <li>• Hispanic/Latinx: 32.6%</li> <li>• English Learners: 31%</li> <li>• Socioeconomically disadvantaged: 34.2%</li> <li>• Students with Disabilities: 31.4%</li> </ul>		<p>To be completed following 2021- 2022 Absentee rates</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Efforts we make to seek parent input on making decisions (Aspire Family Survey)	Pull baseline data from 20-21 Family Survey Data on data portal 88% 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.”	77% of parents responded Strongly Agree or Agree to the family survey question “I am encouraged to share my opinion and feedback in the school decision making process.”	22-23 Aspire Family Survey  70% of parents responded strongly agree or agree. “I am encouraged to share my opinion and feedback in the school decision making process.”		90% 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.”
How we will promote parental participation in programs for EL, Low-Income, and Foster Youth  How we will promote parental participation in programs for students with special needs?  (LCFF Priority 3)	Maintain the number of opportunities (once a month) for parent engagement and participation in programs for students with special needs, English Learners, Low-Income, and Foster Youth.	Maintain the number of opportunities (once a month) for parent engagement and participation in programs for students with special needs, English Learners, Low-Income, and Foster Youth.	Maintain the number of opportunities (once a month) for parent engagement and participation in programs for students with special needs, English Learners, Low-Income, and Foster Youth.		Maintain the number of opportunities (once a month) for parent engagement and participation in programs for students with special needs, English Learners, Low-Income, and Foster Youth.
5.a: School Attendance Rate	94.4%	94.1%	2021-2022  91.5%		98%
6.b: Pupil Expulsion Rates	0%	0%	2021-2022 Expulsion Rate (CDE DataQuest)		0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			0%		
6.d: Surveys of parents to measure safety and school connectedness	I am encouraged to share my opinion and feedback in the school decision making process: 88% I feel comfortable discussing my child's needs with their teacher and/or other school staff: 92% I feel welcomed and connected to my child's school: 92% My child's school provides opportunities for involvement: 92% The school provides a safe environment for my child: 93%	I am encouraged to share my opinion and feedback in the school decision making process: 77% I feel comfortable discussing my child's needs with their teacher and/or other school staff: 88% I feel welcomed and connected to my child's school: 86% My child's school provides opportunities for involvement: 85% The school provides a safe environment for my child: 86%	2022-2023 Aspire Family Survey <ul style="list-style-type: none"> <li>70% responded favorably "I'm encouraged to share my opinion and feedback in the school decision making process"</li> <li>63% responded favorably "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff"</li> <li>89% responded favorably "The school provides a safe</li> </ul>		I am encouraged to share my opinion and feedback in the school decision making process: 90% I feel comfortable discussing my child's needs with their teacher and/or other school staff: 92% I feel welcomed and connected to my child's school: 92% My child's school provides opportunities for involvement: 92% The school provides a safe environment for my child: 93%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			environment for child(ren)"		
1.c: School Facilities in Good Repair	Exemplary	Exemplary	2021-2022  School facilities in good repair		Maintain Exemplary
7 Broad course of study	100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science PE, and Art/Music	100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science PE, and Art/Music	2021-2022  100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art		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

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	PBIS and Restorative Practices	Aspire Tate Academy will continue to implement restorative practices as a primary behavior management and discipline system. Our PBIS system will work alongside restorative practices. Our school counselor and assistant principal will support implementation of this work.	\$136,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	RULER Implementation	Teachers will receive professional development to implement the RULER SEL curriculum. Implementation will include mood meter, classroom charter and blueprint.		
2.3	Family Workshops	The School Site Counselor and Principal will hold monthly family workshops.		
2.4	Personnel	To implement and support the actions within goal 2, we will fund: <ul style="list-style-type: none"> <li>• Dean of Instruction</li> <li>• Custodians</li> <li>• Campus Ops Mgr</li> <li>• School Support Mgr</li> <li>• School Site Health Specialist</li> <li>• Office Assistant</li> </ul>	\$367,000.00	Yes
2.5	Facilities	Ensure maintenance and proper care for facilities so that all scholars have access to a safe learning environment	\$100,000.00	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.

The 2022 - 2023 academic school year provided more opportunities for parents to be participants in their student's education. This statement is made in comparison to the 2021 - 2022 academic school year. Parents were provided with consistent opportunities to participate in activities that supported literacy. This was aligned to our focus on foundation skills development and targeted reading supports. These activities included literacy workshops, drop everything and read (DEAR) and Read Across America week where parents were invited in as guest readers. Additionally, parents who served on ELAC and SSC were also involved in walkthroughs focused on SIPPS instruction across 1st and 2nd grades. To support with our focus on recess implementation, we re-implemented "Parents on the Playground" to allow space for parents to provide feedback on newly implemented recess initiatives.

While there were no substantive differences in planned actions, specific actions seemed to have a greater impact on our school culture. These actions also resulted in more positive parent feedback. For example, Action 6: Playworks Partnership was a primary focus to create a more positive school culture. Systems and structures were created that provided a more aligned approach to recess. Student leadership and greater participation in activities supported with a reduction in outside incidents. Action 2: Art Teacher provided more opportunity for students to engage in the arts during the day and after school. Parent stated they appreciated the many avenues students were able to pursue through our increased extracurricular activities programs.

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.

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

Our actions, together, support goal 2, to cultivate communities that foster inclusive, joyful, and safe learning environments. Quantitatively, our attendance rate has maintained. From 91.5% to 91.6%. However, our chronic absenteeism decreased from 34.6% to 30.9%. There was a significant decrease for our African American/Black population. Chronic absenteeism fell from 52.2% in the 2021 - 2022 academic school year to 33.3% in the 2022 - 2023 academic school year. Additionally, winter 2023 student survey results showed 68% of students in grades 3rd - 6th feeling a sense of belonging and 63% of students in grades 3rd - 6th stating a positive school climate. While we have set a goal of 80%+ in the incoming school year, we recognize both survey results as a small success and movement in the right direction.

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	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.aTeacherCredentials	100% of all teachers in Aspire Tate Academy are appropriately assigned and fully credentialed in the	100% of all teachers in Aspire Tate Academy are appropriately assigned and fully credentialed in the	2021-2022 SARC  Information will be updated after CDE updates SARC		100% of all teachers in Aspire Tate Academy are appropriately assigned and fully credentialed in the



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	subject area and for the students they are teaching.	subject area and for the students they are teaching.	teacher credentialing information		subject area and for the students they are teaching.
6.e Teacher Sense of Safety and School Connectedness as a Percentage	<p>I have positive working relationships with parents and families at my school: 100%</p> <p>My site's goals for student achievement are clear and well-defined: 97%</p> <p>In the last month, I have received recognition or praise for doing good work: 83%</p>	<p>I have positive working relationships with parents and families at my school: 100%</p> <p>My site's goals for student achievement are clear and well-defined: 95%</p> <p>In the last month, I have received recognition or praise for doing good work: 77%</p>	<p>2022-2023 Aspire Teammate Survey</p> <p>Questions no longer used on survey, similar question used to update year 2 outcome.</p> <p>"Overall, how much do you feel like you belong at your school?" 83% of teachers responded favorably, 75% of staff responded favorably</p> <p>"Overall, how satisfied are you with your job right now?" 67% of staff responded favorably, 75% of teachers responded favorably</p>		<p>I have positive working relationships with parents and families at my school: 100%</p> <p>My site's goals for student achievement are clear and well-defined: 97%+</p> <p>In the last month, I have received recognition or praise for doing good work: 100%</p>

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Observation & Feedback Cycle	All teammates will have a site supervisor who observes teammate responsibilities.		

Action #	Title	Description	Total Funds	Contributing
		All teammates engage in learning monthly learning walks with a focus on coaching and goals. All teammates engage in biweekly data and planning reflections.		
3.2	Professional Development	<ul style="list-style-type: none"> <li>All teammates will receive ongoing differentiated professional development through coaching and early release professional development throughout the school year</li> <li>Aspire Student Learning Framework (ASLF) - Teacher support and development using the ASLF</li> <li>Universal Design for Learning (UDL) + Co-Teaching</li> <li>Science teachers will be required to attend regional professional development about Amplify and OpenSci Ed</li> <li>Math teachers will be required to attend regional professional development about iReady</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.

Instructional teammates did not receive development through standards insitute. Rather, training focused on the research from The Opportunity Myth. Classroom teachers and instructional assistants focused development on consistent implementation of grade - level instruction. Training then focused on strong instruction/students doing the work/cognitive lift.

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.

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

Action 3, SIPPS training supported our general education teachers and instructional assistants with implementation of a targeted approach to reading instruction. All students in grades TK-3 were provided with opportunities to engage with reading groups at their specific level of need. Amplify training also helped our teachers launch the Amplify curriculum. We continued with Sonday System training to strengthen our current practice and onboard new teammates.

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)
1,248,557	\$ 124,921

## 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
37.27%	0.00%	\$0.00	37.27%

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 94.10% 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 37.03%. This proportionality percentage will be met through a combination of targeting the increased LCFF funds towards supports that target unduplicated pupils. Each goal’s intent is to focus our services toward our unduplicated pupils as we believe centering our work on our students who represent historically marginalized populations will benefit all students. These services are highlighted by principally directing our actions toward our unduplicated populations, which include improving and increasing our intervention and acceleration services, increasing staff to support SEL and well-being, improving our MTSS and PBIS programs, and improving the services provided by our APs, Ed Specialists, Instructional Assistants, Counselors, and Intervention specialists. In addition, Aspire will increase the amount and rigor of the EL professional development provided to teachers enabling all staff to increase their ability to provide a rigorous, culturally relevant, and ELD standards aligned curriculum.

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

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

<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	\$1,308,900.00			\$193,823.00	\$1,502,723.00	\$1,269,823.00	\$232,900.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Curriculum	English Learners Foster Youth Low Income	\$102,000.00				\$102,000.00
1	1.2	iReady Implementation (Mathematics)						
1	1.3	English Learner (EL) and Multi-Lingual Learners (MLL) & PD to support MLLs					\$20,016.00	\$20,016.00
1	1.4	Title I	All				\$173,807.00	\$173,807.00
1	1.5	SPED & Co-teaching	All					
1	1.6	Art in Action Curriculum	English Learners Foster Youth Low Income	\$83,000.00				\$83,000.00
1	1.7	TK - 2 Decodable Text Libraries	English Learners Foster Youth Low Income	\$30,900.00				\$30,900.00
1	1.8	Personnel	English Learners Foster Youth Low Income	\$490,000.00				\$490,000.00
2	2.1	PBIS and Restorative Practices	English Learners Foster Youth Low Income	\$136,000.00				\$136,000.00
2	2.2	RULER Implementation						

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.3	Family Workshops						
2	2.4	Personnel	English Learners Foster Youth	\$367,000.00				\$367,000.00
2	2.5	Facilities	English Learners Foster Youth Low Income	\$100,000.00				\$100,000.00
3	3.1	Observation & Feedback Cycle						
3	3.2	Professional 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
3,349,817	1,248,557	37.27%	0.00%	37.27%	\$1,308,900.00	0.00%	39.07 %	<b>Total:</b>	\$1,308,900.00
								<b>LEA-wide Total:</b>	\$1,308,900.00
								<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	Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$102,000.00	
1	1.6	Art in Action Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$83,000.00	
1	1.7	TK - 2 Decodable Text Libraries	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,900.00	
1	1.8	Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$490,000.00	
2	2.1	PBIS and Restorative Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$136,000.00	
2	2.4	Personnel	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$367,000.00	



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 (%)
2	2.5	Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	

## 2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$1,534,302.00	\$1,534,302.00

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	Professional Development: Ensemble Learning Partnership	Yes	\$615,000	\$615,000
1	1.2	iReady Implementation (ELA and mathematics)	Yes	\$20,000	\$20,000
1	1.3	Classroom texts	Yes	\$20,000	\$20,000
1	1.4	Wit and Wisdom (discontinued)	No		
1	1.5	Reading A-Z (Grades TK -4)	Yes	\$5,000	\$5,000
1	1.6	Adoption of Sonday System Reading Intervention Curriculum	Yes	\$50,000	\$50,000
1	1.7	Student Devices	Yes	\$125,000	\$125,000
1	1.8	Amplify Curriculum	No	\$52,000	\$52,000
1	1.9	Art in Action Curriculum	No	\$12,000	\$12,000
1	1.10	SIPPS Training	Yes	\$5,000	\$5,000

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	1.11	Dean of Instruction	No	\$50,302	\$50,302
2	2.1	RULER Implementation	Yes	\$5,000	\$5,000
2	2.2	Art Teacher	No	\$110,000	\$110,000
2	2.3	Restorative Practices	Yes	\$225,000	\$225,000
2	2.4	Parent Coordinator and Workshops	Yes	60,000	60,000
2	2.5	Ed Tech and Teacher Communication	Yes	\$89,000	\$89,000
2	2.6	Playworks Partnership	Yes	\$11,000	\$11,000
3	3.1	Professional Development dedicated to antiracism	No		
3	3.2	Professional Development: Simultaneous Learning - discontinued	No		
3	3.3	Professional Development: Standards Alignment	No		
3	3.4	Classroom Support	Yes	\$80,000	\$80,000

## 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)
\$1,204,883	\$1,310,000.00	\$1,310,000.00	\$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	Professional Development: Ensemble Learning Partnership	Yes	615,000	615,000	0.00%	0.00%
1	1.2	iReady Implementation (ELA and mathematics)	Yes	20,000	20,000	0.00%	0.00%
1	1.3	Classroom texts	Yes	20,000	20,000	0.00%	0.00%
1	1.5	Reading A-Z (Grades TK -4)	Yes	5,000	5,000	0.00%	0.00%
1	1.6	Adoption of Sonday System Reading Intervention Curriculum	Yes	50,000	50,000	0.00%	0.00%
1	1.7	Student Devices	Yes	125,000	125,000	0.00%	0.00%
1	1.10	SIPPS Training	Yes	5,000	5,000	0.00%	0.00%
2	2.1	RULER Implementation	Yes	5,000	5,000	0.00%	0.00%
2	2.3	Restorative Practices	Yes	225,000	225,000	0.00%	0.00%
2	2.4	Parent Coordinator and Workshops	Yes	60,000	60,000	0.00%	0.00%
2	2.5	Ed Tech and Teacher Communication	Yes	89,000	89,000	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)
2	2.6	Playworks Partnership	Yes	11,000	11,000	0.00%	0.00%
3	3.4	Classroom Support	Yes	80,000	80,000	0.00%	0.00%

**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)
\$3,063,289	\$1,204,883	0.00%	39.33%	\$1,310,000.00	0.00%	42.76%	\$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