



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspire Slauson Academy

CDS Code: 19647330124784

School Year: 2023-24

LEA contact information:

Robert Dawson

Principal

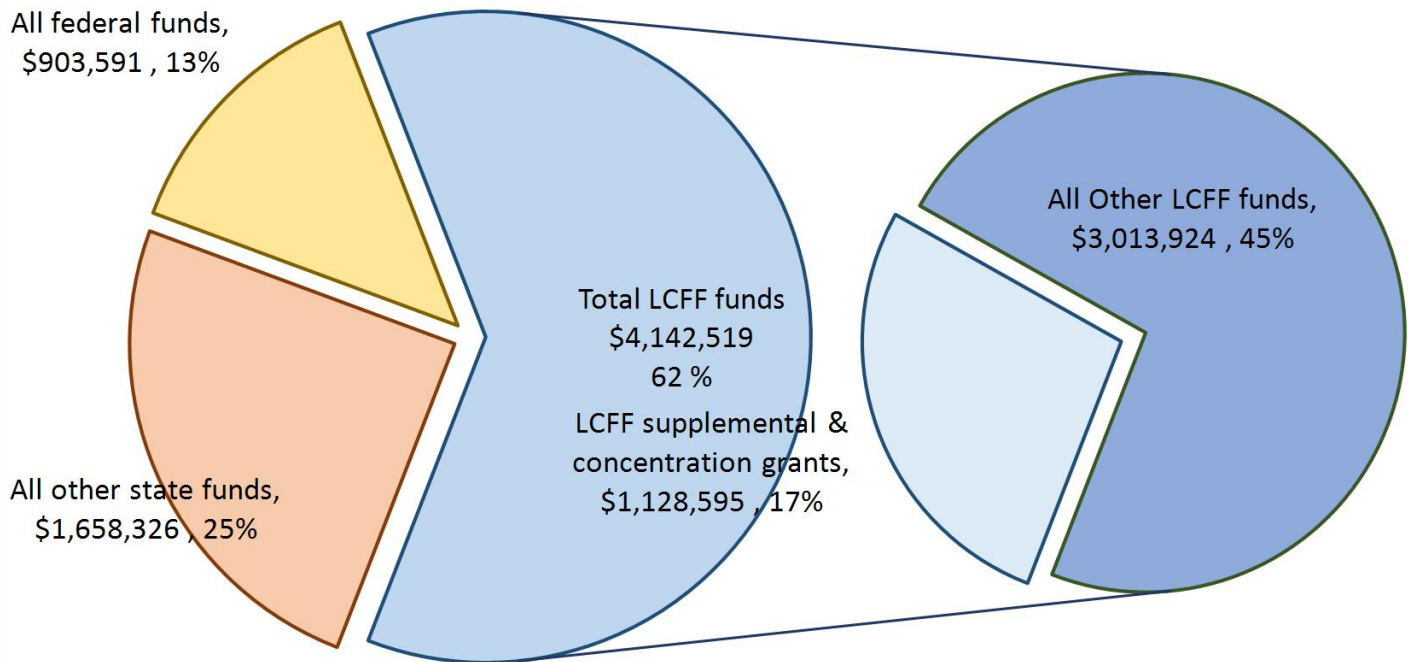
Robert.Dawson@aspirepublicschools.org; data-contact@aspirepublicschools.org

(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

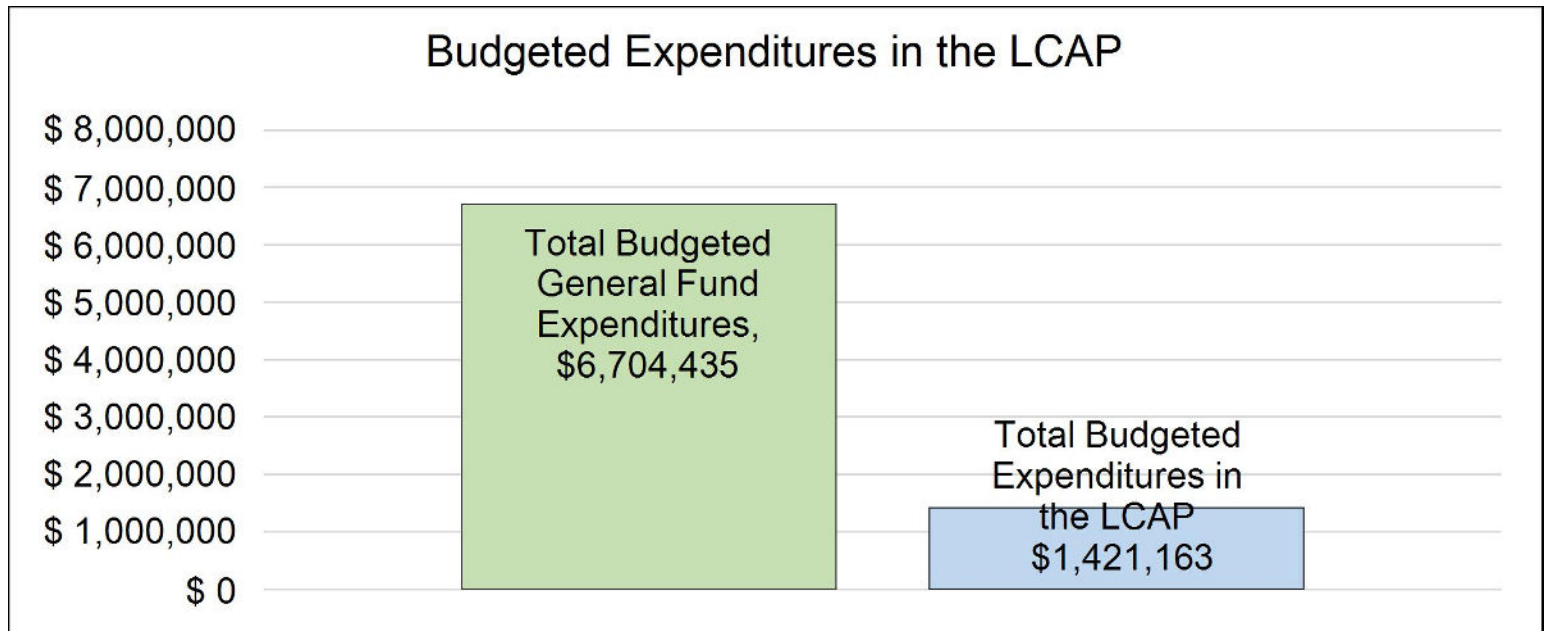


This chart shows the total general purpose revenue Aspire Slauson Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aspire Slauson Academy is \$6,704,436, of which \$4,142,519 is Local Control Funding Formula (LCFF), \$1,658,326 is other state funds, \$0 is local funds, and \$903,591 is federal funds. Of the \$4,142,519 in LCFF Funds, \$1,128,595 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 Slauson Academy plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Aspire Slauson Academy plans to spend \$6,704,435 for the 2023-24 school year. Of that amount, \$1,421,163 is tied to actions/services in the LCAP and \$5,283,272 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.

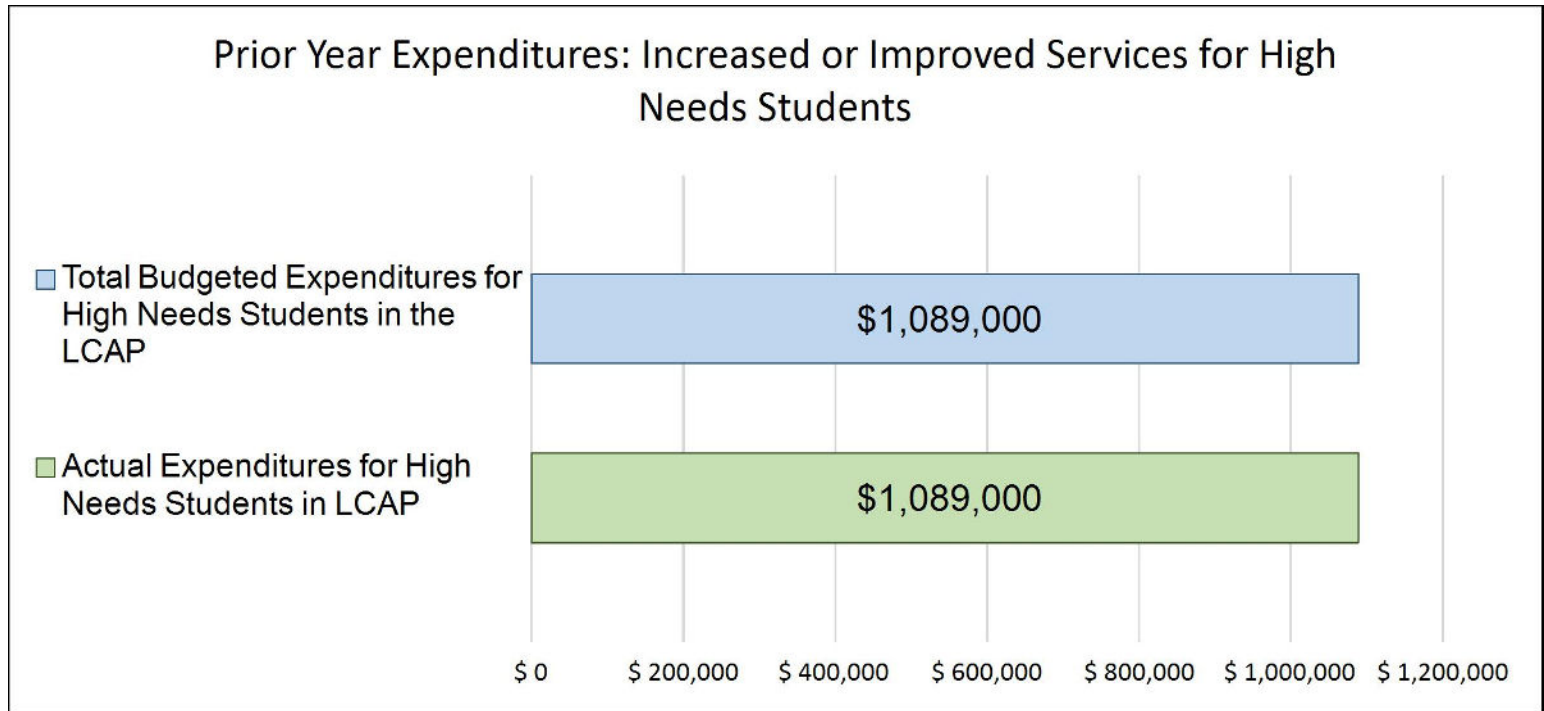
Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Aspire Slauson Academy is projecting it will receive \$1,128,595 based on the enrollment of foster youth, English learner, and low-income students. Aspire Slauson Academy must describe how it intends to

increase or improve services for high needs students in the LCAP. Aspire Slauson Academy plans to spend \$1,215,000 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 Slauson Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Aspire Slauson Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Aspire Slauson Academy's LCAP budgeted \$1,089,000 for planned actions to increase or improve services for high needs students. Aspire Slauson Academy actually spent \$1,089,000 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 Slauson Academy	Robert Dawson Principal	robert.dawson@aspirepublicschools.org; data-contact@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.

College for Certain

Aspire Public Schools is a growing Charter Management Organization with our work grounded in unique core values that drive our work and our goals. Our community of students, teachers, leaders, staff, and families are focused on ensuring every child's aspirations – including college – are within reach.

Vision

Every student is prepared to earn a college degree.

Mission Statement

To open and operate small, high-quality charter schools in low -income neighborhoods, in order to:

- Increase the academic performance of underserved students

- Develop effective educators
- Share successful practices with other forward-thinking educators, and
- Catalyze change in public schools.

Our Purpose

In 1998, we set out to open and operate small, high-quality charter schools in low-income neighborhoods in order to increase the academic performance of underserved students, develop effective educators, share successful practices with other forward-thinking educators, and catalyze change in public schools nationwide. Nearly twenty years later, our focus remains the same. Our schools are free, public schools serving grades TK-12 with a clear focus on College For Certain, even for our youngest scholars. Aspire currently operates 38 schools across three California regions (Los Angeles, the Bay Area, and the Central Valley).

Aspire's programs are designed to meet the needs of students in historically underrepresented populations. Students are minority children from working class families, where at least one parent was unable to complete high school and homes are multilanguage. Aspire's students come from overcrowded schools in urban environments. College for Certain is not something that all of our families believed was attainable until now! Aspire shifts mindsets and builds students up to believe in themselves as they carve their path to four year colleges. There are many reasons that explain Aspire's success in California. Inspirational leadership of Aspire's founders and the deeply held philosophy that all children can learn sets a foundation of work that guides Aspire students through grades and straight to college.

Aspire Slauson Academy

Aspire Slauson Academy Charter is a K-6 Public School Choice 2.0 school in Los Angeles that is part of the Aspire Public Schools network. Aspire Slauson Academy was founded ten years ago and has served the community of South Los Angeles since 2011. Aspire believes in a small school model and Slauson Academy is one of three co-located elementary schools nestled in an aesthetically appealing facility that is home to nearly 1,100 students combined. Aspire Public Schools is a non-profit organization that operates high performing charter schools that focus on one goal; preparing urban students for college.

Aspire Slauson Academy Charter is a safe, caring, academically rigorous and inspiring learning environment where students develop the skills, knowledge and traits to become college-educated leaders in their communities. The School's mission is to provide all students with an exceptional education that will allow them to excel inside and outside the classroom. The school seeks to achieve this mission by providing students a culturally responsive, rigorous core curriculum, a well-trained staff, high standards and expectations, extended instructional hours/support, personalized learning opportunities, and early access to college-preparatory experiences. By ensuring students become voracious, self-motivated, competent and lifelong learners, the School will prepare them not only for college but also for the 21st Century world.

Aspire Slauson Academy currently serves 341 Kindergarten through sixth grade students who live in the community and consider our academy their resident school. The demographics are as follows:

100% Free Reduced Lunch

85% Latino

20% African American

48% English Learners

6% Homeless

100% Socio-economically Disadvantaged

16.6% Students with Disabilities

0% Foster Youth

Aspire Slauson Academy is currently implementing a variety of evidence based instructional resources that are CCSS and NGSS aligned and support student learning in dynamic ways. All instructional materials for ELA, Math, Writing, Science, Language, Technology, and English Language Development are current and have been specifically selected to guide our specialized work in literacy skills, language, and academic conversations. We have adopted the balanced literacy models for reader's and writer's workshop, we continue to implement Eureka Math with Zearn online, we are currently implementing EL Achieve for designated and integrated language development, Stemscores for Science, and PATHS for social-emotional learning. We have a 1:1 Chromebook technology model in grades 1st through 6th and we have issued brand new iPads to all of our kindergartners. We have developed our capacity as a team in the blended learning model for math and reading, the Distance Learning model for 100% remote teaching and learning, and we are shifting into a Simultaneous Technology Learning Model for the 2021-2022 school year. Our Technology Vision, grounded in the SAMR technology framework, drives our creativity and innovation with technology and inspires us to take our work and our students to the next level with learning at all times.

To enhance our program, we continue to expand on our school wide PBIS behavior model and we are constantly applying our knowledge of Trauma Sensitive School Models and Culturally Responsive behavior frameworks to varying aspects of our classrooms, our common areas, our playgrounds, and in our community. We also ensure that 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 state standards. Most importantly, we recently embarked on our learning journey in Racial Justice and Cultural Competence to understand what we need to break down walls, stereotypes, systemic racism, prejudice, hate, and discrimination in our world so that we provide our students with endless opportunities to succeed in their futures and in college.

The development of our identity as a unique charter elementary school in South Los Angeles, as detailed above, has taken time and careful nurturance. Given the external circumstances that many of our students live in, it has taken our team time to understand these circumstances and to determine how to best support our students. We have spent the

past five years learning about trauma sensitive school models and building knowledge in trauma and the brain. We came to fully understand what our students truly needed as we referenced our studies to Maslow’s Hierarchy of School Needs:

The fundamentals of our school culture and climate needed intensive care and structure in order to push students with learning goals and academics. The South Los Angeles area is complex and, when compared to other

neighboring areas, is an area that is in need of significant development, structure, and transformation. Statistics indicate that the surrounding community is stifled with violence, gangs, drugs, domestic abuse, homelessness, poverty, and more. These are the circumstances that many of our students are faced with and are forced to navigate all while urged to wake up daily to carry their “trauma” with them to school. This level of trauma has required significant work and time.

After working diligently on ourselves in order to better understand our students, we finally started to experience the positive impact that our intensive work had resulted in. Our students and families started reporting to us through surveys that their children felt included, positive, healthy, and happy at school with our teachers and staff. We set out to accomplish incredibly ambitious goals for the 19-20 school year (see table below) through targeted work in balanced literacy and phonics and had hoped to demonstrate our anticipated success through the end of year SBAC assessments (see below highlighted in yellow).

Unfortunately, the world was unexpectedly disrupted by a worldwide pandemic that forced both teachers and students to leave and close schools down. This setback shattered every element of our meticulous action plan for academic success in 19-20 and dismantled the landscape of our work as we knew it. What we had predicted would be on our shoulders upon returning to our schools in the 21-22 school year is now our reality. We are now faced with addressing severe social emotional needs, learning loss, regression, trauma, and student trust in the world around them. Our work for the past year and a half has been suspended in time and is now going to require focus, passion, empathy, perseverance, clarity, commitment, and drive in order to continue closing the racial achievement gap in our community.

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 develop ELA units based in social justice standards. We have worked to ensure all students receive rigorous reading instruction by supporting teachers with instructional planning. We have increased the capacity of our instructional team to support literacy skills by partnering with outside professional development. 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 the state for our students with disabilities. Specific average DFS is as follows:

Overall: - 68.7

Multi language learners: -87

Latinx: - 71

Socioeconomically disadvantaged: -96

Students with disabilities: -84.2

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 Tier 1 math program through observations, feedback and planning release days. We continued to dive into the Common Core State Standards to ensure lessons were aligned and all students received grade level work. Our distance from standard did not improve when compared to the 2018 - 2019 school year. Our Latinx (Hispanic) students scored better than the state average as did our students with disabilities. Specific average DFS is as follows:

Overall: -96.3

Multi language learners: -109

Latinx: - 71

Socioeconomically disadvantaged: -96

Students with disabilities: -136

Culture and Climate

Our school culture has remained consistent. Parent surveys have shown our community continues to be satisfied with the academic programming and overall culture of our school. 75% of our educators feel that they are confident in their skills so support our most struggling students both academically and emotionally. Internal student surveys have also shown a consistent connectedness to the school community. We have worked with all staff to support our students with social emotional learning. 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. 83% of our educators agree that students are given the opportunity to learn about people from different races, ethnicities and cultures. Our House System also continues to bring joy and school spirit to our community. We are well below the state average in suspensions as well and our suspension rate continues to be below 1%.

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 instructional program will continue to be our top priority in the coming year we are in the "very low" category on the Dashboard. We will adopt a new math curriculum in the new year and support all instructional staff to implement the curriculum with integrity in order to support student needs in math. We will prioritize personalized learning through our curricular program, which has shown to support growth in our students this year. We will prioritize a culture of learning and professional development where students are ready to meet the challenges of both state and internal assessments.

Our English Language Arts indicator is also "low" and although it is higher than math, we will still continue to ensure that our educators have coaching and feedback in order to design high quality units of instruction that support learner needs. We will also ensure that educators are thorough in their formative assessment of standards throughout the year in order to intervene when students are struggling. Our plan is to continue a robust intervention system during school hours, but to also after additional after school tutoring in both math and English Language Arts.

One of the main indicators that we hope to improve upon is chronic absenteeism, which is "very high" at 40%. We have reduced this to 28.6% over this school year, however we hope to reduce it even more in order to be able to support student learning. We will continue to convene an attendance team that monitors data, especially in the first month of school, where research has shown that we can intervene with the highest level of efficacy.

LCAP Highlights

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

This year's LCAP will continue the work of previous years at Aspire Slauson Academy. As we look forward to 2023-2024, we will continue our goals of providing rigorous instruction to each learners. In particular, this year's LCAP stresses actions that will improve chronic absenteeism for all students, especially focusing on English Language Learners and Students with disabilities. In the coming school year, we look forward to meeting our goals in academics, school culture and adult development.

Highlights from Goal #1:

We will adopt a new math curriculum and align our professional development to support adults to learn the curriculum well. We will purchase all new materials for the curriculum launch and support teachers through planning throughout the year. We will also intensify our supports for our students who need the most intervention and provide interventions during the school day as well as during the after school program. We will also continue to support English Language arts with a focus on foundational skills and grammar in the phonics and writing blocks. Social justice will continue to be a focus as we embed social justice standards into our units of study. We will also support inclusive practices by continuing to learn about Universal Design for Learning and co-planning practices in order to bridge special education and general education supports.

Highlights from Goal #2:

We will continue to use a house system to support the joyous school culture that we have built over the years. We will continue to utilize our mental health and behavioral support staff members to support teachers and students with restorative practices and PBIS. Social emotional learning will continue with our SEL curriculum and we will monitor student survey data to ensure that our students are supported academically as well as emotionally during the school day.

Highlights from Goal #3:

The third goal is about cultivating and retaining a strong staff of educators. We will continue to do this by offering professional development in culturally responsive teaching and continuing a focus on equity and anti-racism. We will also continue to support our educators by providing them opportunities to seek out summer professional development.

Comprehensive Support and Improvement

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

Schools Identified

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

Aspire Slauson Academy Charter
ATSI for the following student groups: Students with disabilities

Support for Identified Schools

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

After conducting a needs assessment, root cause analysis, engaging with our educational partners and studying evidence based practices, we developed a theory of action to support our students with disabilities. We will start with addressing the rates of chronic absenteeism and then concurrently support our students academically. We will focus on establishing a strong foundation for student attendance before the school year begins by creating proactive plans for students who were chronically absent this year. Our theory of action is that if we implement consistent and proactive attendance interventions, offer problem-solving strategies and resources, increase communication with families and

workshop offerings, and provide consistent attendance incentives, then we will see improved outcomes for our students with disabilities. We plan to implement these as universal supports, so we expect to not only improve outcomes for our students with disabilities, but for all student groups. We will also implement a robust intervention system where we intervene with students after cycles of inquiry identifying that they are not meeting grade level standards. We will engage in cycles of inquiry in order to specifically target students that need the most support. We will offer them intervention during the day as well as give at promise students priority in our after school intervention. We will continuously monitor their progress in math, ELA and chronic absenteeism.

Monitoring and Evaluating Effectiveness

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

In order to monitor and evaluate our plan for our students with disabilities, we will add an attendance focus and attendance team members to our MTSS team. We will track all data and interventions via a shared documenting system, which will clearly identify steps and personnel responsible for said steps. We will hold quarterly staff development meetings in which we analyze school-wide attendance and academic data to determine effectiveness of implemented interventions and identify any new interventions.

Engaging Educational Partners

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

Stakeholder Engagement and Involvement in Our Program

Slauson Academy works diligently to create a positive school culture for our students and our families. Slauson Academy promotes a college going culture and has followed the ASPIRE Vision for College for Certain. Slauson Academy classrooms are named for universities that connect our school with students, family and staff. Our main priorities written into our LCAP, our School Action Plan, and our Personal Goals fall under three core areas: Culture & Climate, Instruction, and Culturally Responsive Teaching.

At ASA, we encourage our parents and guardians to work as our partners in supporting their children's education. Parents can expect to participate in monthly principal/parent meetings, Back to School Night, Student Led Conferences, School Site Council meetings (SSC), and English Language Advisory Committee meetings (ELAC).

Annual Family Survey/Panorama Education: Slauson implements an ASPIRE wide survey to inform the LCAP. This survey informs academic instruction, demonstration of learning areas, essential content for instruction, culturally responsive teaching, academic ownership, and culture of classroom.

Annual Student SEL Panorama Survey: Slauson implements an ASPIRE wide survey to inform school safety, social awareness, self-management, emotional regulation, and growth mindset for all students.

Annual Teammate Survey: This survey informs multiple areas that lend to improving the overall school program including areas such as satisfaction and affiliation, development and communication, diversity/equity/inclusion, PD and development, Org wide initiatives, school culture, home office support, and direct supervisor satisfaction.

Parent Meetings: Regularly scheduled meetings with parents throughout the year provide opportunities to collect qualitative data around items that parents feel are important and are critical for improving our school program. Parents are provided forums to express their feelings, contributing ideas, and for providing the school with constructive feedback.

Coffee w/ Principal: Monthly principal meetings allow for the principal to provide up to date information on what the school is focusing on during that month. Parents are provided calendar updates and work with the school at the same time to align student support and focus. Parents are also provided the opportunity to provide input or feedback for items they want to focus on.

Staff Meetings: Staff meetings include announcements, data analysis, and professional development. Meetings are spent reviewing student performance on standardized tests, internal assessments, behavior data or classroom assessments or school culture as measured by suspensions, tardies and/or classroom behavior. This data, as well as the solutions, informed all parts of the LCAP, but primarily student climate and pupil achievement.

QUANTITATIVE MEASURES: Panorama Education

Annual Family Survey – This survey was administered from January 17-January 27 2023. Survey was sent virtually to families via Parent Square. It includes questions such as: “How often do you meet in person with teachers at your child’s school?; How does the school value the diversity of children’s backgrounds? and Do you feel a sense of belonging with your child’s school community? ”

Annual Student Classroom Survey – This survey was administered from January 17, 2023 – January 27, 2023 to students in grades 3rd- 6th. It includes questions such as: “In school, how possible is it for you to change: being talented, giving a lot of effort, liking the subjects you are studying; and When things go wrong for you, how calm are you able to stay.”

Annual Student SEL Survey – This survey was administered in February 2023 to students in grades 3rd -6th. It includes questions such as: “Does your teacher want you to do your best?; Does your teacher explain the behavior rules for your classroom?; and Does your teacher ask you questions about what you are learning?”

Teammate Survey – All staff in the school take this online survey (February 2023). It includes questions such as “I have the materials and equipment to do my job right; My sites goals for student achievement are well-defined and clear; and I feel adequately supported by parents.”
QUALITATIVE MEASURES INCLUDE: Regular monthly parent meetings (SSC and ELAC), Monthly Coffee with the Principal, Parent Involvement Events, Staff Meetings for Professional Development, and Lead Team Meetings.

MONTHLY EVENTS FOR EDUCATIONAL PARTNERS INVOLVEMENT August 2022 – Donuts w/ Dawson, SSC #1, Back to School Night

September 2022 – Donuts w/ Dawson, Attendance workshop for Parents, SSC #, ELAC #1

October 2022 – Donuts w/ Dawson, Parent Workshop Anti-bullying, Parents on the Playground, Fall Festival

November 2022 – Donuts w/ Delgado, Parent Workshop, Pies with Parents, Parents on the Playground

December 2022 – ELAC #2, Winter Showcase, Donuts w/ Delgado, Student Led Conferences, Awards Ceremony

January 2023 – Parent Workshop, Donuts w/ Dawson, Parents on the Playground

February 2023 – Parent Workshops Healthy Relationships, Someone Special Dance, Donuts w/ Dawson

March 2023-Donuts w/Dawson, ELAC #3

A summary of the feedback provided by specific educational partners.

Feedback from our Parents

Aspire Slauson Academy encourages and values parent input and feedback throughout the entire school year. Across the years, parent participation and involvement has increased significantly with every year that leadership and the instructional team returns to serve the

community. Below is the feedback collected from our families through the LCAP survey, the ELAC Language Survey, and empathy interviews with our counselor

At Aspire Slauson Academy we believe that Achievement is an agreement that is grounded in the needs of our parents, students, and teachers as drawn through collaboration across the years. It Explains how parents and teachers will work together to make sure all our students reach or exceed grade-level standards. Our mission is to provide all students with an exceptional education that will allow them to excel inside and outside the classroom so that they become self-motivated, competent, critical thinking, lifelong learners that are ready for college and the 21st Century world. To develop the capacity of our teachers to translate theory into action in order to become exceptional practitioners of culturally relevant instructional strategies, trauma sensitive school models, restorative practices, and instructional design. To foster and expand on meaningful partnerships with parents that empower them to support, advocate, engage, and participate in our program so that our goals of "College for Certain" are internalized by all of our students.

Throughout our LCAP development process, we consulted with the following stakeholder groups (list all stakeholder groups below): SSC, ELAC, Students, Parents, Teachers

Celebrations:

Parents feel that instruction is rigorous and tests are aligned to student learning (LCAP Survey)

Parents feel teachers are teaching the appropriate grades (LCAP Survey)

Parents feel that they have multiple opportunities to connect with the school and give input (LCAP Survey)

Parents feel the JTC campus is clean and well maintained (LCAP Survey)

Parents feel that their children feel safe at school

Parents feel Slauson provides a safe environment for their children

Parents feel that conferences and materials provided to students support their learning at home and in school

Parents feel that they have built strong relationships with the Admin Team and feel comfortable bringing any concerns to their attention and giving their

honest opinion when input is requested.

Areas for Opportunity:

Parents are expressing they would like to be more in classroom activities

Parents would like more opportunities to be involved

Parents feel that discipline policies could be implemented more efficiently

Parents express that they would like to see more acknowledgement of student diversity and backgrounds
Summarized Feedback from
Parents in Our Community

Aspire Slauson Academy encourages and values parent input and feedback throughout the entire school year. The principal at Aspire Slauson Academy is moving into his 11th year with the community and it is evident that the community places great trust in his leadership approach and his vision for moving the academy forward. Across the years, parent participation and involvement has increased significantly with every year that leadership and the instructional team returns to serve the community. Below is the feedback collected from our families through the LCAP survey, the ELAC Language Survey, informal polls via zoom, empathy interviews with our counselor, and informal meetings/interactions with parents in passing.

Celebrations

Parents feel that instruction is rigorous and tests are aligned to student learning (LCAP Survey)

Parents feel teachers are teaching the appropriate grades (LCAP Survey)

Parents feel that they have multiple opportunities to connect with the school and give input (LCAP Survey)

Parents feel the JTC campus is clean and well maintained (LCAP Survey)

Parents feel that their children feel safe at school

Parents feel Slauson provides a safe environment for their children

Parents feel that conferences and materials provided to students support their learning at home and in school

Areas for Opportunity

Parents are expressing they would like to be more in classroom activities
Parents would like more opportunities to be involved

Parents feel that discipline policies could be implemented more efficiently

Parents express that they would like to see more acknowledgement of student diversity and backgrounds.

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

After careful analysis of qualitative and quantitative data, there were specific themes that emerged from each of the forums across all stakeholder groups. As our LCAP developed, the planning process developed inductively and led us to this section in which gaps began to have some connection to clear elements of the school culture and with our assessment data. In closing our analysis with what our stakeholders shared with us, we identified the common hindering force to our success as Data Use/Analysis, gaps in teacher knowledge and skills, and gaps in organizational structures/policy. The feedback provided by our parent stakeholders offered up a sort of triangulation opportunity that will ultimately benefit the entire community. The following elements written into our LCAP will impact our educational program and will be woven into each of our goals. We have identified the following as aspects of the LCAP that were influenced by specific stakeholder input:

1. Culturally Responsive Teaching: ASA will support programming to build awareness and capacity for understanding how to take action to catalyze change.
2. Aspire Slauson Academy will increase stakeholder sense of belonging/inclusion at ASA through events and activities that extend learning or increase participation in healthy social environments.
3. Ongoing professional development on Equity, Racial Justice, and Cultural Competence in effort to build our collective muscle to focus on growing in our equity lens for enhancing instructional design and learning experiences devoid of deficit perspectives and to address issues of equity
4. Develop and facilitate an after school intervention protocol to support student fluency in both Math & Language Arts.
5. School Counselor to develop and schedule monthly parent workshops that are most pressing for parents including understanding trauma, social emotional skills, communication, trust, parenting, and college bound supports.

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: -40.9 * African American/Black: data	SBAC ELA DFS (SY 2020-2021) No data due to COVID-19 pandemic. iReady and other internal assessments	SBAC ELA DFS (SY 2021-2022) * All: -68.7 * African American/Black: -65.1		* All: -62.7 * African American/Black: -59.1 * English Learners: -81 * Socioeconomically disadvantaged: -62.7
Distance from Standard (DFS)					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	not displayed for privacy * English Learners: -44.4 * Socioeconomically disadvantaged: -40.9 * Hispanic/Latinx: -39.2 * Students with Disabilities: -36.3	were used to monitor student academic progress.	* English Learners: -87 * Socioeconomically disadvantaged: -68.7 * Hispanic/Latinx: -71 * Students with Disabilities: -84.2		* Hispanic/Latinx: -65 * Students with Disabilities: -78.2
Smarter Balanced Assessment (SBAC) Results in Mathematics Distance from Standard (DFS)	SBAC Math Results (SY 2018-2019) * All: -43.4 * African American/Black: data not displayed * English Learners: -39.9 * Socioeconomically disadvantaged: -43.4 * Hispanic/Latinx: -38.6 * Students with Disabilities: -53.6	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) * All: -96.3 * African American/Black: -104.2 * English Learners: -109.5 * Socioeconomically disadvantaged: -96.3 * Hispanic/Latinx: -94.3 * Students with Disabilities: -136.2		* All: -90.3 * African American/Black: -98.2 * English Learners: -103.5 * Socioeconomically disadvantaged: -90.3 * Hispanic/Latinx: -88.3 * Students with Disabilities: -130.2
% of EL students making progress toward ELPAC proficiency	2019 CA School Dashboard Data: 30.2%	ELPI data is unavailable until 2022. Instead we will use ELPAC as a metric for our EL students	2022 ELPI 48% of ELs making progress towards English language proficiency		55% or Above of EL students making progress toward ELPAC 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% Level 2: 41.67% Level 3: 31.67% Level 4: 1.67%	2022 ELPAC percentages are: Level 1: 27.33% Level 2: 34.78% Level 3: 31.06% Level 4: 6.83%		2023 ELPAC percentages are: Level 1: 15% Level 2: 35% Level 3: 35% Level 4: 15%
EL Reclassification Rate	2019-2020 RFEP rate was 5.5%	2020-2021 RFEP Rate 2.7%	2021-2022 RFEP Rate 7.4%		20% or higher RFEP 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 students use high-quality instructional materials that are aligned to CCSS in ELA, Math, Science, and Social Studies.	2020-2021 100% of students will be provided high-quality instructional materials that are aligned to CCSS in ELA, Math, Science, and Social Studies.	2021-2022 100% of students will be provided high-quality instructional materials that are aligned to CCSS in ELA, Math, Science, and Social Studies.		100 % of students will be provided high-quality instructional materials that are aligned to CCSS in ELA, Math, Science, and Social Studies.
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 and access CCSS aligned ELD during designated and integrated ELD and in routines for Academic Conversations	100% of English Language Learners participate in CCSS aligned ELD during designated and integrated ELD.		participate in and access CCSS aligned ELD during designated and integrated ELD and in routines for Academic Conversations
Supplement the core instructional program with sufficient adopted/aligned materials and devices (Local indicator, priority 2, self-reflection)	2019-2020 100% of students have access to the appropriate content materials needed for instructional program and intensive literacy goals/intervention	2020-2021 100% of students have access to the appropriate content materials needed for instructional program and intensive literacy goals/intervention	2021-2022 100% of students have access to the appropriate content materials needed for instructional program and intensive literacy goals/intervention		100% of students will have access to the appropriate content materials needed for instructional program and intensive literacy goals/intervention
p. 8 Other academic outcomes (STAR, DIBELS, etc)	We no longer administer the STAR Assessment	We no longer administer the STAR Assessment	We no longer administer the STAR Assessment		We no longer administer the STAR Assessment
p. 8 Other academic outcomes (STAR, DIBELS, etc)	Starting in Fall 2021, we now administer iReady and DIBELS	Baseline data is the same as Year 2 Outcome.	2021-2022 DIBELS % of students making average to well above average progress in zone of growth Grade K: 33.87% Grade 1: 40.74% Grade 2: 77.55%		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>iReady Reading % of students met annual typical growth</p> <p>Grade 3: 41% Grade 4: 56% Grade 5: 55% Grade 6: 54%</p> <p>iReady Math % of students met annual typical growth</p> <p>Grade K: 56% Grade 1: 19% Grade 2: 75% Grade 3: 50% Grade 4: 44% Grade 5: 39% Grade 6: 49%</p>		

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Unit Planning Support	Deans of instruction will support teachers during release days in order to plan Math and ELA units.	\$263,000.00	Yes
1.2	Designated ELD	The school will launch a common instructional ELD block with EL Achieve resources.		

Action #	Title	Description	Total Funds	Contributing
1.3	Integrated ELD	<p>Teachers will receive professional development and support with implemented grammar in writing to support Multilingual Language Learners.</p> <p>Title III funds are being used to partially fund the following supplemental staff position:</p> <ul style="list-style-type: none"> • Instructional Assistant 	\$19,140.00	
1.4	Early Learning: TK	Professional development for TK students will be provided for teachers and instructional assistants.		
1.5	Universal Design for Learning	All staff will engage in professional development and a book club in order to support the integration of universal design for learning (UDL)		No
1.6	Phonics Instruction	Teachers in TK through second grade will be supported to implement phonics curriculum and be supplied with teacher manuals and other supplies related to the curricular resource.		
1.7	Intervention	Purchase intervention curriculum for intervention staff to use during the school day and in the after school program.		
1.8	Mathematics professional development	Purchase new math curriculum and professional development services aligned to curricular resource	\$70,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Teacher Coaching	Instructional staff will be developed through a system of coaching and feedback aligned to the new Aspire Wide Learning Framework that will support culturally responsive teaching.		
1.10	Science Curriculum	All teachers that teach science will implement science curriculum and engage in professional development offered regionally and offered through the publisher.		
1.11	Special Education	Services for students with IEPs will be provided using co-teaching strategies and supportive of co-teaching in Math		No
1.12	Personnel	To implement and support the actions in goal 1, we will fund the following personnel: <ul style="list-style-type: none"> • Instructional Assistants • Ed Tech Specialist • Art Teacher • PE Teacher 	\$365,000.00	Yes
1.13	Title I	Title I funds are being used to fully or partially fund the following supplemental staff positions: <ul style="list-style-type: none"> • Behavior Intervention Specialist • Mental Health Counselor • School Site Health Specialist 	\$187,023.00	

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 actions planned were implemented as written during the 22-23 school year. The main difference was in the vendors of Action 1, however the professional learning did take place with an outside consultant for English Language Arts.

Action 1: The main difference was the vendor for this action. However, funds were spent for professional development for teachers and administrators.

Action 2 was carried out as planned and informed after cycles of inquiry based on internal assessment data.

Action 3 was carried out and monitored through lesson plans and observations.

Action 4 was implemented as stated

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 differences between budgeted expenditures and estimated actual expenditures.

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

The actions listed provided the means to partially meet the goal. We provided multiple curricular materials to meet the varied needs of students. Targeted professional development, feedback, coaching and observation cycles supported teachers to deliver instruction. All of the curricular and staff resources supported students to grow. We implemented a new science curriculum and this gave all students access to NGSS standards and background knowledge. Our staffing vacancies were filled by the end of the year, allowing for a continuity of services for all students. We will continue to utilize professional development from our region as well as external partners in mathematics to ensure that all students are meeting internal assessment goals.

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: Student sense of Safety <ul style="list-style-type: none"> • 75% of students at Slauson 	2021-2022 Aspire Student Survey <ul style="list-style-type: none"> • Student sense of Safety: Maintained 73.75% of 	2022-2023 Aspire Student Survey <ul style="list-style-type: none"> • School Safety: 49% favorable 		Student sense of Safety 90% or more of our students at Slauson academy will express feeling a sense of safety and connectedness at school based on

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Academy expressed feeling a sense of safety and connectedness at school (67% African American, 67% Latinx)	students at Slauson Academy expressed feeling a sense of safety and connectedness at school based on internal student survey (83.5% African American, increased by 17%; 73.25% Latinx, Increase of 6.25%)			internal student survey 82% or more African American 82% or more Latinx
Student Suspension Rates as a Percentage (CA School Dashboard)	2019-2020 Suspension Rate (CA School Dashboard) No data reported due to Covid-19 pandemic and suspension of reporting of state indicators	2020-2021 No data reported due to Covid-19 and distance learning	2021-2022 Suspension Rate (CA School Dashboard) <ul style="list-style-type: none"> • All Students: 0.6% • African American/Black: 3.2% • Hispanic/Latinx: 0.3% • English Learners: 0% 		Suspension rate of 3% or lower with a decline of at least 0.3% from the previous year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 0.6% Students with Disabilities: 0% 		
Chronic Absenteeism Rate as a Percentage (CA School Dashboard)	19-20 Chronic Absenteeism Rates from Aspire Data Portal All: 4.1% African American: 13.3% English Learners: 26% Latinx: 60% SPED: 20%	2020-2021 Chronic Absenteeism Rate (data not reported on CA School Dashboard)	2021-2022 Chronic Absenteeism Rate (CA School Dashboard) <ul style="list-style-type: none"> All: 44% African American/Black: 57.1% Hispanic/Latinx: 42% English Learners: 37.4% Socioeconomically disadvantaged: 44.1% Students with Disabilities: 50.8% 		Use 23-24 Chronic Absenteeism Rates from Aspire Data Portal All: Less than 4.0% African American: >4.0% English Learners: >13% Latinx: >30% SPED: >10%
Efforts we make to seek parent input on making decisions	Baseline Data from 20-21 Family Survey Data 84% of parents responded Strongly	21-22 Family Survey Data 79% of parents responded Strongly Agree or Agree to the	22-23 Aspire Family Survey		Internal Family Survey 94% or more of Slauson Parents express that they are

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Aspire Family Survey)	Agree or Agree to the family survey question “I am encouraged to share my opinion and feedback in the school decision making process.” 4% drop from the year before	family survey question “I am encouraged to share my opinion and feedback in the school decision making process.” (4% decrease)	78% of parents responded strongly agree or agree. “I am encouraged to share my opinion and feedback in the school decision making process.”		encouraged to share their 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)	Monthly virtual meetings in SY 20-21	21-22 Increase frequency Parent Square usage- Posts Monthly average 45 Smart Alerts with direct access to media via links: monthly average 8 And Parent Meetings Virtual SSC: 4 Virtual ELAC: 4 Virtual Principal: 10	22-23 Family Engagement Monthly "donuts with the principal" event; 4 SSC and 4 ELAC meetings; back to school night, and parent workshops		Increase number of meetings and attendance for parental participation in programs for EL, FRL, FY, and SpEd
5.a: School Attendance Rate	Internal Data Report for May 2021 Average Daily Attendance Rate for Distance Learning 95.1% as of May 28,2021	Internal Data Report 20-21 ADA 88.2% Rate for ReOpening of Schools Post Pandemic	2021-2022 89.1%		Internal Data Report for May 2021 Average Daily Attendance Rate for Distance Learning 97% as of May 28,2021
6.b: Pupil Expulsion Rates	19-20 expulsion data as pulled from CDE	20-21 expulsion data as pulled from CDE	2021-2022 Expulsion Rate (CDE DataQuest)		19-20 expulsion data as pulled from CDE

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	DataQuest 0.0% Expulsions	DataQuest 0.0% Expulsions	0%		DataQuest 0.0% Expulsions
6.d: Surveys of parents to measure safety and school connectedness	Baseline data from 20-21 Family Survey Data on data portal 85% of parents expressed feeling a sense of safety and connectedness at Slauson Academy	20-21 Family Survey Data on APS data portal: 84% of parents expressed feeling a sense of safety and connectedness at Slauson Academy	2022-2023 Aspire Family Survey <ul style="list-style-type: none"> 83% responded favorably "The school provides a safe environment for child(ren)" 75% responded favorably "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff" 		23-24 data from 20-21 Family Survey Data on data portal 97% of parents expressed feeling a sense of safety and connectedness at Slauson Academy
1.c: School Facilities in Good Repair	Baseline data from the 2019 SARC Systems: GOOD Interior: GOOD Cleanliness:	2020-2021 data from SARC Systems: GOOD Interior: GOOD Cleanliness:	2021-2022 data from SARC Systems: GOOD Interior: GOOD Cleanliness:		Data from the 2023 SARC Systems: GOOD Interior: GOOD Cleanliness:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	GOOD Electrical: GOOD Restrooms/Fountains: GOOD Safety: GOOD Structural: GOOD External: GOOD Overall: Exemplary	GOOD Electrical: GOOD Restrooms/Fountains : GOOD Safety: GOOD Structural: GOOD External: GOOD Overall: Exemplary	GOOD Electrical: GOOD Restrooms/Fountains : GOOD Safety: GOOD Structural: GOOD External: GOOD Overall: Exemplary		GOOD Electrical: GOOD Restrooms/Fountains : GOOD Safety: GOOD Structural: GOOD External: GOOD Overall: 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	After School Sports Program	Slauson Academy provides year long opportunities for students to participate in afterschool sports. Credentialed staff lead intramural athletic activities in soccer, football, & basketball open to all students in grades 3-6. Each team sport competed in league play against our neighboring academies		No

Action #	Title	Description	Total Funds	Contributing
2.2	Attendance	Refine and improve attendance monitoring systems using attendance engagement plans with an attendance team. We will monitor data and implemented tiered attendance interventions in order to reduce chronic absenteeism.	\$196,000.00	Yes
2.3	Culture and Climate	We will create a pyramid of behavioral interventions that mirrors the academic intervention pyramid with social-emotional development support. We will gather data on student experiences through surveys and adjust if needed based on student behavioral data. We will document incidents through Power School and norm on interventions to reduce time out of class for students.		No
2.4	School Culture and Climate: House System	We will use the Ron Clark Academy House System to create a positive climate and culture for students and staff. We will invest in house uniforms for all students and staff to wear weekly. The PBIS model and House System will target average daily attendance and chronic absenteeism. We will target professional development in the RCA house model for team members.		No
2.5	Parent workshops	The parent coordinator and office assistant will support family engagement, communication, and support creating an inclusive environment for all educational partners. We will develop a series of workshops on a variety of topics that will be useful to families. Workshops will be calendared throughout the year based on feedback and relevance for families and students.		No
2.6	Social Emotional Learning	We will use the RULER training and curriculum to support SEL learning for students and adults. We will monitor SEL surveys and respond to data and adjust curricular resources accordingly.		No

Action #	Title	Description	Total Funds	Contributing
2.7	Personnel	To implement and execute the actions in goal 2, we will fund the following roles: <ul style="list-style-type: none"> • Campus Monitor • Custodians • Campus Ops Manager 	\$165,000.00	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.

Action 1: We completed all of the components of action 1. We will continue to revise our pyramid of behavioral interventions as new and different student behaviors caused us to continue to revise our behavioral systems.

Action 2: Students consistently received SEL instruction, however we did not have adult SEL instruction and will continue to work on that in the coming year.

Action 3: We continued the work with our house system and invested our budget as stated in the action.

Action 4: This action was not completed as stated, however we will continue to design after school clubs in the coming school year.

Action 5: We completed parent workshops that were useful to families throughout the year.

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

The reduced cost of Family Workshops (Action 5) offset the increased costs of SEL Focus (Action 2) and Student Wellbeing balanced financially.

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

Slauson Academy provided parent engagement opportunities by providing monthly meetings with the community. During these meetings the Principal, Parent Coordinator, & School Mental Health Counselor developed and implemented a series of Parent Workshops on topics such as study skills, preparing for assessments, and social emotional preparedness. The House system also improved our school culture as we continue to prioritize a strong learning community. A comprehensive SEL block also supported students with their social emotional learning, leading to progress towards the goal.

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 through the Aspire Student Learning Framework.

We will also continue our practice of regular feedback through individualized professional learning plans. The actions within this goal are designed to provide positive and supportive learning environments to help each student attain success

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	2019 SARC Data Indicate 15 Fully Credentialed Teachers 2 Misassignments	13/14 (93%) of teachers are fully credentialed	2021-2022 SARC Information will be updated after CDE updates SARC		23-23 SARC Data Indicate 100% Fully Credentialed Teachers with 100% English Language

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			teacher credentialing information		Authorizations or Emergency Permits
6.e Teacher Sense of Safety and School Connectedness as a Percentage	2020 Teammate Survey Data 84% of Slauson Team Members expressed a sense of safety and school connectedness in the past year.	2021 Teammate Survey Data 84% of Slauson Team Members expressed a sense of safety and school connectedness in the past year.	2022-2023 Aspire Teammate Survey Sense of belonging: 90% of staff responded favorably, 58% of staff responded favorably		23-24 Teammate Survey Data 95% or more of Slauson Team Members expressed a sense of safety and school connectedness in the past year.
Teachers receive coaching and ongoing professional development to build capacity in strategies that support the school model	20-21 Teammate Survey on level of coaching received and appropriate training and resources for implementing new models: 71% expressed not having consistent coaching or training or resources/materials. 100% of K-6 Teachers will participate in instructional Labs and Literacy PD for Balanced Literacy Quarterly	21-22 Teammate 100% of K-6 teachers participate in ELA professional Development for standards and phonics.	22-23 Aspire Teammate Survey 57% of teachers responded favorably to effectiveness of coaching they received over the year		23-24 Teammate Survey on level of coaching received and appropriate training and resources for implementing new models: 100% of K-6 Teachers will participate in Instructional Labs and Literacy PD for Balanced Literacy Quarterly
Teacher Development through Coaching Cycles and use of the ASLF	100% of K-6 Educators will engage in one full coaching cycle and all components as part of	Baseline: 60% of K-6 educators have been coached through one full cycle of ASLF work as part of the	100% of K-6 Educators engaged in one full coaching cycle and all components as part of		100% of K-6 Educators will engage in at least three full coaching cycles and all components as

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	the ASLF coaching cycle to support developmental goals and targets.	building of our site based coaching model.	the ASLF coaching cycle to support developmental goals and targets.		part of the ASLF coaching cycle to support developmental goals and targets.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Math PD	All math teachers will receive professional development from the publisher of the math curriculum as a new curriculum will be implemented this year. All educators will understand how to support math planning with elements of universal design for learning. Educators will also participate in release days to support unit planning with the Dean of Instruction.	\$16,000.00	Yes
3.2	Culturally Responsive Teaching	All teachers will receive feedback and coaching based on the Aspire Student Learning Framework. The ASLF has been updated to support culturally responsive teaching and learning. All educators will receive professional development in culturally responsive teaching.		No
3.3	Professional Development for English Language Arts	Educators will have the opportunity to attend summer professional development with an outside vendor. This PD will support educators to create units of study for the coming school year.		No
3.4	Planning Days	Teachers will receive consistent planning days where they are released from the classroom in order to plan units of study for their students under the guidance of the administrative team.	\$140,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Small Groups	Educators will have access to materials and professional development in order to provide small group instruction to all students.		No

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.

Action 1: We implemented this action as written

Action 2: We implemented this goal as written, however we did not partner with NEP and completed training in house.

Action 3: We had a Pro-Black programming educator who supported Black History Month celebration.

Action 4: We implemented this goal as written.

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

We did not partner with the National Equity Project in this year. We were able to allocate funds towards other actions and as result, there were no substantive differences between budgeted and estimated actual expenditures.

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

Our actions supported goal 3. Our family events ensured that educational partners had access to our educators and our school. Our targeted professional development on anti-racism and culturally responsive teaching, both in house and in the region, supported educators to understand culturally responsive teaching and teach using social justice standards. Both our work with Black Excellence programming and transformational leadership helped to support this goal.

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)
1,128,595	\$ 101,159

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
37.45%	0.00%	\$0.00	37.45%

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 82.61% 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 37.20%. This proportionality percentage will be met through a combination of targeting the increased LCFF funds towards supports that target unduplicated pupils. Each goal’s intent is to focus our services toward our unduplicated pupils as we believe centering our work on our students who represent historically marginalized populations will benefit all students. These services are highlighted by principally directing our actions toward our unduplicated populations, which include improving and increasing our intervention and acceleration services, increasing staff to support SEL and well-being, improving our MTSS and PBIS programs, and improving the services provided by our APs, Ed Specialists, Instructional Assistants, Counselors, and Intervention specialists. In addition, Aspire will increase the amount and rigor of the EL professional development provided to teachers enabling all staff to increase their ability to provide a rigorous, culturally relevant, and ELD standards aligned curriculum.

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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A - single school LEA	N/A - single school LEA
Staff-to-student ratio of certificated staff providing direct services to students	N/A - single school LEA	N/A - single school LEA

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,215,000.00			\$206,163.00	\$1,421,163.00	\$1,335,163.00	\$86,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Unit Planning Support	English Learners Foster Youth Low Income	\$263,000.00				\$263,000.00
1	1.2	Designated ELD						
1	1.3	Integrated ELD					\$19,140.00	\$19,140.00
1	1.4	Early Learning: TK						
1	1.5	Universal Design for Learning	All					
1	1.6	Phonics Instruction						
1	1.7	Intervention						
1	1.8	Mathematics professional development	English Learners Foster Youth Low Income	\$70,000.00				\$70,000.00
1	1.9	Teacher Coaching						
1	1.10	Science Curriculum						
1	1.11	Special Education	Students with Disabilities					
1	1.12	Personnel	English Learners Foster Youth Low Income	\$365,000.00				\$365,000.00
1	1.13	Title I					\$187,023.00	\$187,023.00
2	2.1	After School Sports Program	All					
2	2.2	Attendance	English Learners Foster Youth Low Income	\$196,000.00				\$196,000.00
2	2.3	Culture and Climate	All					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.4	School Culture and Climate: House System	All					
2	2.5	Parent workshops	All					
2	2.6	Social Emotional Learning	All					
2	2.7	Personnel	English Learners Foster Youth Low Income	\$165,000.00				\$165,000.00
3	3.1	Math PD	English Learners Foster Youth Low Income	\$16,000.00				\$16,000.00
3	3.2	Culturally Responsive Teaching	All					
3	3.3	Professional Development for English Language Arts	All					
3	3.4	Planning Days	English Learners Foster Youth Low Income	\$140,000.00				\$140,000.00
3	3.5	Small Groups	All					

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
3,013,923	1,128,595	37.45%	0.00%	37.45%	\$1,215,000.00	0.00%	40.31 %	Total:	\$1,215,000.00
								LEA-wide Total:	\$1,215,000.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Unit Planning Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$263,000.00	
1	1.8	Mathematics professional development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$70,000.00	
1	1.12	Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$365,000.00	
2	2.2	Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$196,000.00	
2	2.7	Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$165,000.00	
3	3.1	Math PD	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$16,000.00	

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 (%)
3	3.4	Planning Days	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$140,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,102,000.00	\$1,102,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Targeted Professional Learning Opportunities for Leadership	No		
1	1.2	Professional Development for Teachers	No		
1	1.3	Increased and Improved Services for English Language Learners	Yes	\$448,000	\$448,000
1	1.4	Supplementing the Core Instructional Program for ELA and Math	Yes		
2	2.1	Improved Culture and Climate	Yes	\$200,000	\$200,000
2	2.2	Targeted Professional Development Opportunities for SEL Support Team	Yes	\$10,000	\$10,000
2	2.3	The House System: Enhancing School Culture through Inclusion and Community	No	\$10,000	\$10,000
2	2.4	Develop and Facilitate after School Clubs for our K-6 Students and Families	No		
2	2.5	Parent Workshops that Address and support Parents with Navigating Post Pandemic Trauma and Home Life	Yes	140,000	140,000

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)
3	3.1	Expand on our School Wide events for Students and Families	Yes		
3	3.2	Targeted Professional Development Opportunities for Building Capacity in Equity Work, Racial Justice, and Cultural Competence	Yes	25,000	25,000
3	3.3	Black Excellence Programming	Yes	9,000	9,000
3	3.4	Transformational Leadership Framework for Principal/Dean	No	260,000	260,000
3	3.5		Yes		

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$1,040,207	\$1,089,000.00	\$1,089,000.00	\$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	1.3	Increased and Improved Services for English Language Learners	Yes	\$445,000	\$445,000	0.00%	0.00%
1	1.4	Supplementing the Core Instructional Program for ELA and Math	Yes				
2	2.1	Improved Culture and Climate	Yes	\$200,000	\$200,000	0.00%	0.00%
2	2.2	Targeted Professional Development Opportunities for SEL Support Team	Yes	\$10,000	\$10,000	0.00%	0.00%
2	2.5	Parent Workshops that Address and support Parents with Navigating Post Pandemic Trauma and Home Life	Yes	\$140,000	\$140,000	0.00%	0.00%
3	3.1	Expand on our School Wide events for Students and Families	Yes				
3	3.2	Targeted Professional Development Opportunities for Building Capacity in Equity Work, Racial Justice, and Cultural Competence	Yes	\$25,000	\$25,000	0.00%	0.00%
3	3.3	Black Excellence Programming	Yes	\$9,000	\$9,000	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)
3	3.5		Yes	\$260,000	\$260,000	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)
\$2,687,111	\$1,040,207	0.00%	38.71%	\$1,089,000.00	0.00%	40.53%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

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

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

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

Data Entry Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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