



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspire Triumph Technology Academy

CDS Code: 01612590130732

School Year: 2023-24

LEA contact information:

Karen Ringewald

Principal

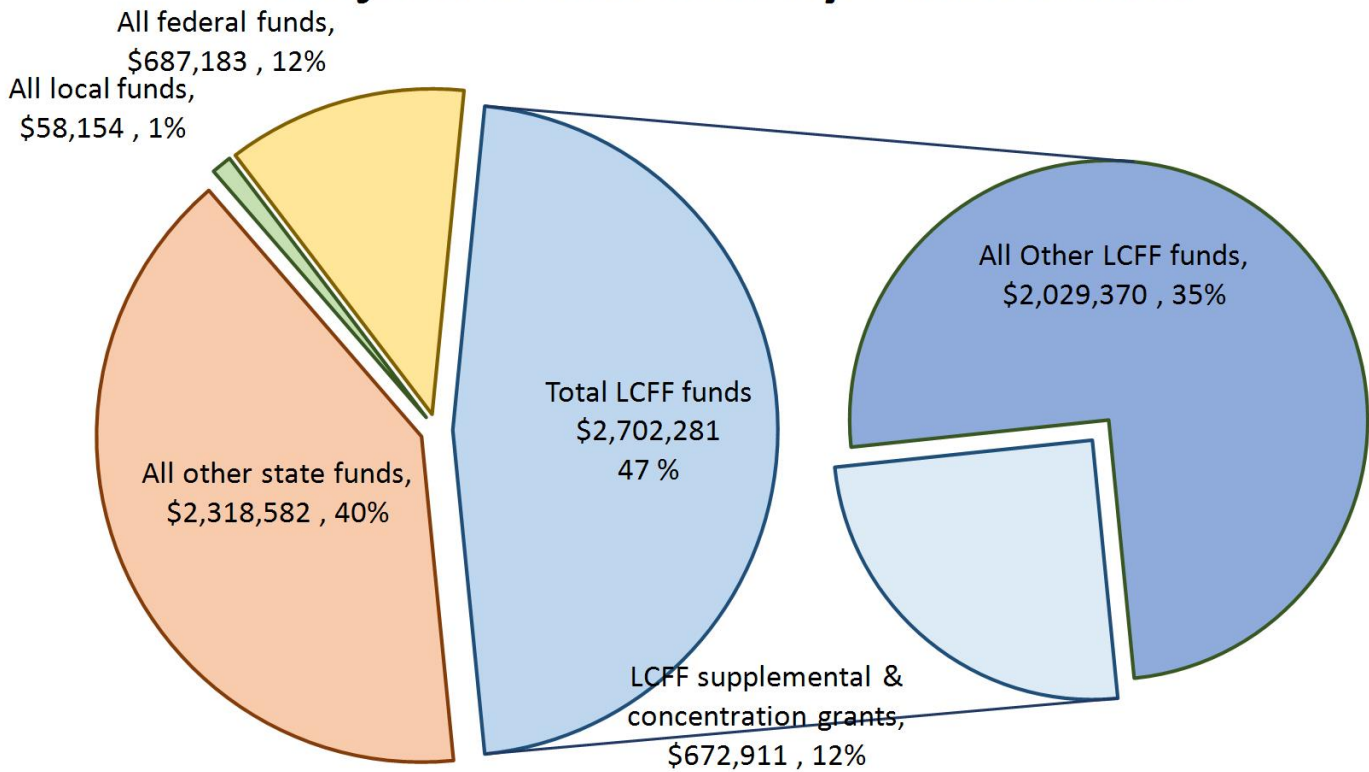
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510-638-9445

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

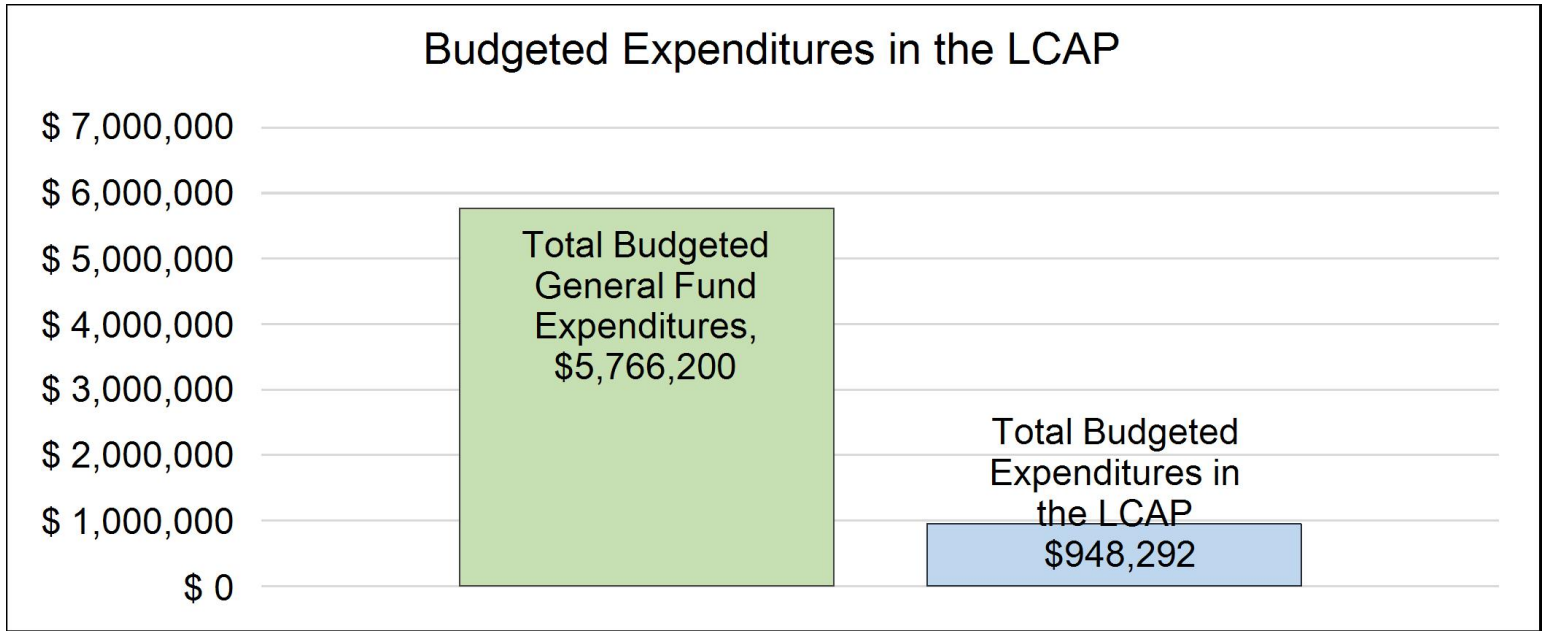


This chart shows the total general purpose revenue Aspire Triumph Technology Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aspire Triumph Technology Academy is \$5,766,200, of which \$2,702,281 is Local Control Funding Formula (LCFF), \$2,318,582 is other state funds, \$58,154 is local funds, and \$687,183 is federal funds. Of the \$2,702,281 in LCFF Funds, \$672,911 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 Triumph Technology 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 Triumph Technology Academy plans to spend \$5,766,200 for the 2023-24 school year. Of that amount, \$948,292 is tied to actions/services in the LCAP and \$4,817,908 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.

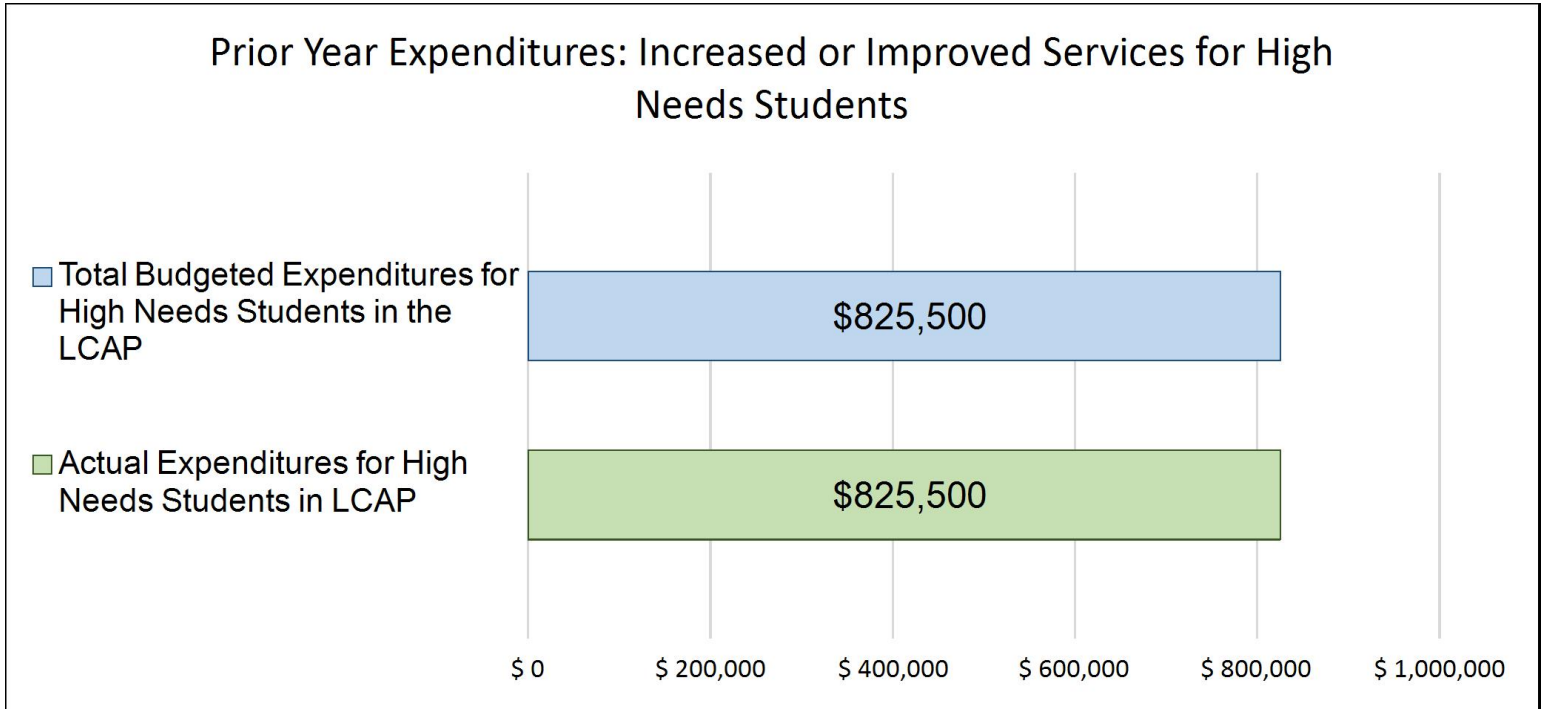
Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Aspire Triumph Technology Academy is projecting it will receive \$672,911 based on the enrollment of foster youth, English learner, and low-income students. Aspire Triumph Technology Academy must describe

how it intends to increase or improve services for high needs students in the LCAP. Aspire Triumph Technology Academy plans to spend \$796,678 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 Triumph Technology 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 Triumph Technology 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 Triumph Technology Academy's LCAP budgeted \$825,500 for planned actions to increase or improve services for high needs students. Aspire Triumph Technology Academy actually spent \$825,500 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 Triumph Technology Academy	Karen Ringewald Principal	karen.ringewald@aspirepublicschools.org; data-contact@aspirepublicschools.org 510-638-9445

Plan Summary [2023-24]

General Information

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

Aspire Triumph Technology Academy is an elementary school that serves 250 students in grades transitional kindergarten through 5th grade. Aspire Triumph Academy opened in 2014.

Aspire Triumph Academy is part of the Aspire Public Schools network. Aspire Public Schools is a non-profit organization that operates high performing charter schools that focus on preparing urban students for college. Aspire Triumph Technology Academy is a charter school located in Alameda County and is chartered through the Oakland Unified School District. Aspire Triumph has been serving students in the East Oakland community since 2014. This school year, we served approximately 250 students. For the 23-24 school year we will serve approximately 260 students in grades TK-5.

Triumph’s demographic profile is 59% African American, 36% Latinx, 2% Asian American/Pacific Islander, >1% Multiracial/Other. We have a total of 19% English Language Learners with 95% of the student body eligible for the free and reduced price meals program. 14% of our students qualify for an individualized education plan.

Aspire’s vision is that every student is prepared to earn a college degree and was founded to address the long-standing inequities in TK-12 education. Its mission is to open and operate small, high-quality charter schools in low-income neighborhoods in order to: increase the

academic performance of historically underserved students, develop effective educators, share successful practices with other forward-thinking educators, and to catalyze change in public schools.

Reflections: Successes

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

We are pleased that we continue to fully implement academic standards and provide a broad course of study to all scholars. We have continued to prioritize the development of our educators, and our open door policy with families has continued to be a point of pride for our community. In addition, 95% of families reported that their children are comfortable with them contacting the school and 87% reported that the school is welcoming to families.

Our local assessments in reading show that we have been successful in reducing the number of students performing far below grade level and accelerating learning. Local data indicates that our students are on track to grow by more than one year in both ELA and math this year. As of midyear our students had made 75% of a year's growth on iReady ELA and 50% of a year's growth on iReady math. We are excited to see our results in June and our progress monitoring data looks promising as we continue to focus on targeted reading interventions for students.

Additionally, we are pleased that we were able to bring back additional family engagement opportunities throughout the year this year; this year we had in-person family engagement events including family math night, family literacy night, a family game night, Black History month celebrations, Latinx Heritage celebrations, and Back to School Night.

Reflections: Identified Need

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

Since returning to in person instruction post COVID, there have been several challenges related to the ongoing impacts of the pandemic, and Triumph has been identified as a school needing Comprehensive School Improvement.

One critical area of need involves student attendance, and our chronic absenteeism rate is considered "Very High." While our school attendance pre-pandemic was generally around 95%, this year, our average daily attendance rate has been around 84%. This steep decrease has been due in part to Covid quarantines and isolation as required to keep our community safe. In addition, many of our families have moved further away from the school and are facing transportation challenges and/or financial hardship that makes it challenging to bring their students to school. Significant staffing disruptions have prevented us from having the people power to support families in

improving attendance. We are looking forward to more level attendance rates as we focus heavily on attendance next year; we know consistent student attendance is critical to student learning. We plan to engage families and students with attendance from the start of the year next year and are hopeful that we will be able to leverage a California Community Schools Partnership Program grant to fund a Community Schools Coordinator who will lead a focus on attendance.

While we have seen solid student growth in our iReady reading and math data this year, we know that many of our students lost significant learning during the pandemic, and our students are performing at the "Very Low" level in both Math and ELA. In spite of the strong growth we have seen this year, as of March, 13 percent of our students were at or above grade level in iReady ELA and 10 percent of our students were at or above grade level in iReady math.

The following are steps that we will take to address the areas in need of improvement:

1. We plan to continue to have a full time Assistant Principal and School Support Manager to support a strong school-wide social emotional learning program and school-wide behavioral health.
2. We plan to continue to have a Principal Resident to coach teachers and provide additional programmatic guidance and overall support for our school's academic program.
3. To improve attendance, we are planning for strong start attendance team to intervene early in attendance issues and leverage our existing School Support Manager and Business Manager to lead this work

LCAP Highlights

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

Aspire Triumph Technology Academy's LCAP for 23-24 includes three goals which we believe will help increase learning outcomes and positively impact student experience.

Our goals include:

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

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

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

As a school community, we will continue to prioritize the physical, emotional, and academic experience of our scholars. We know that students who feel safe at school are better able to learn and receive instruction.

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 Triumph Technology Academy
CSI - Low Performing

Support for Identified Schools

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

After conducting a needs assessment, engaging with our educational partners and study of evidence based practices, we developed a comprehensive improvement plan. Our theory of action focuses primarily on school wide systems that leverage a multi-tiered system of supports to target interventions to students most in need. In a study of our schoolwide data and systems, we identified that a resource inequity is school site leadership that can implement and monitor these systems as well support with 1:1 teacher coaching to ensure that teachers are supported with implementing systems. Our theory of action is if we utilize a multi-tiered system of supports to intervene early with students at risk of chronic absenteeism and with students demonstrating high academic and behavioral needs, then we will see schoolwide improvement. To do this, we plan to use our CSI funds to help fund a one-year Assistant Principal role who will lead and implement these systems and support with 1:1 teacher coaching. We will also use our funds to support with supplemental phonics curriculum to support early literacy intervention.

Monitoring and Evaluating Effectiveness

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

We will monitor the effectiveness of our plan through multiple avenues.

1. We administer iReady ELA and iReady math three times per year. These universal screeners will give us an opportunity to monitor student growth and overall achievement. We will adjust supports and actions based on results of these assessments.
2. We provide SIPPS reading intervention to our Tier 2 and Tier 3 students. As part of the SIPPS program instructors administer progress monitoring assessments on a biweekly basis. These ongoing assessments will also allow us to monitor the success of our plan.
3. We will also monitor this plan through quarterly data step backs with Triumph's Administrative Team and Regional Office. During these data stepbacks the team will analyze data across a range of indicators and determine next steps based on the data in quarterly cycles of inquiry.

Engaging Educational Partners

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

Before finalizing the Local Control and Accountability Plan (LCAP), Educational Partner (EP) engagement played a key role in the identification of progress noted and progress needed in multiple aspects of past and current experiences. Surveys of educational partners, community meetings, and ongoing correspondence with parents/family members, certificated & classified staff, principals and district administration, Special Education Local Plan Area (SELPA), students, and community partners took place throughout the 2022-23 school year. Across all EP groups, representation from Special Education, English Learners, Homeless & Foster Youth, and Socio-Economically Disadvantaged Students (parents, staff, and students) were included in meetings, forums, and surveys. Specifically for the purpose of revising the LCAP, additional EP conversations and presentations took place at committee meetings such as School Site Council, ELAC, and public School Board meetings. A community wide family survey was conducted in January 2023 to collect input for the LCAP.

MEETING DATES

School Site Council: 11/3/22, 2/9/23, 4/20/23

English Learner Advisory Committee: 2/3/23, 4/26/23

Board Meeting presentations: 3/23/23, 4/27/23

We also conducted a large scale student LCAP survey. In student-friendly terms, students were asked to rate and comment on aspects of our 2022-23 LCAP goal areas that are of most interest and relevance to them. Approximately 100 students in Grades 3-5 completed the survey. The data will be reviewed over the summer and shared for site and district analysis early into the 2023-24 school year. Based upon initial observation and feedback from teachers who were present while students completed the survey, there was a general appreciation and liking by students in being given the opportunity to share their input. The collective experience and the expectations of anticipated needs as a result, play a significant factor in the reviewing of goals and revising, as needed, of focus areas, actions and services.

Aspire Triumph Technology Academy is proud of the EP input process used to guide the review and updating of our LCAP. Parents, leadership, teachers, staff, students, and the Board of Trustees all have opportunities to provide input to the LCAP through committee meetings, site meetings, Board meetings, and surveys.

Our site Admin Team sought input from staff at staff meetings and surveys. Regional Leadership discussed the LCAP for updates and input several times, and the Executive Committee was provided opportunities to hear updates on the LCAP development, ask questions, and provide input. Parents were invited to share additional input through an family survey. The draft of this LCAP plan was shared at a meeting of the Executive Committee on 4/27/23, along with a public hearing for any additional public input.

This school year our special education program was selected for CDE Small Monitoring. We consulted and collaborated with our SELPA to participate in Small Monitoring. We incorporated the SELPA's feedback to ensure our special education program is in compliance and students with disabilities are receiving equitable services.

A summary of the feedback provided by specific educational partners.

Throughout all EP engagement opportunities, feedback on the goal and action areas, strengths, challenges, and needs was collected and discussed. Shared input on both the continuation of actions and services, and the identification and analysis of new considerations took place through multiple rounds of conversation and presentation of ideas. Principals and Fiscal Services worked closely to align resources to budgetary allocations and projected expenditures.

In January 2023, we elicited family feedback via a community wide survey. The survey was presented in both English and Spanish, and was publicized via ParentSquare and our take-home newsletter. Feedback was gathered directly from families of our Multi Language Learners through our English Learner Advisory Committee meetings. The EP feedback provided by the survey is summarized below. The results were shared and evaluated during multiple subsequent EP meetings:

SURVEY SUMMARY

Although all EP groups expressed general satisfaction with the learning progress for students at Aspire Triumph, EPs recognize that support will continue to be needed for the actions we currently have in place in order to maintain the ongoing upward trend of overall student success in English language arts and math. A common theme across all EP groups was a general concern about the social-emotional needs and mental wellness of students along with a need to accelerate student learning loss.

In addition, there was a general concern about the rise of chronic absenteeism and an interest in supporting all students and families to feel comfortable engaging in school. Our SSC specifically was concerned with the social-emotional needs of students, including areas of anxiety and need for learning explicit strategies around social-emotional and behavioral skills. Parents also requested additional support for transportation to school.

Staff groups expressed input through staff meetings, committee meetings, and surveys. They indicated appreciation in the collaborative planning work already done and identified an interest in common formative assessments to analyze student progress and identify essential standards in content areas and social-emotional learning. There was an interest to support families in options to support school to home communication and input from families. Additional ideas included resource nights for families, increasing content development, and additional trainings around trauma-informed practice, classroom management, and restorative practices.

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

Aspects of the LCAP that were influenced by specific EP input were:

- 1. If funding allows, increase the number of classified and certificated personnel to provide improved attention, services, and support to students, families, and staff.

- 2. High-quality professional development in support of strengthening research-based, standards aligned instructional delivery with specific focus on improving overall literacy advancement for students.
- 3. Specialized attention to the actions, services, and supports for students adding English and the development of English and bilingual language proficiency
- 4. Continuation of professional development and maintenance of district-wide equity practices. EP input was significantly utilized to refine the metrics, actions, and prioritization of funds in this Local Control and Accountability Plan (LCAP). Additionally, due to EP input, an additional goal focusing on the social-emotional/behavior development of students was added. Through the LCAP update process, it became evident that metrics with data commonly accessible to teachers and leadership will be essential to the successful implementation of LCAP actions. For this reason, all metrics identified in this LCAP utilize data easily accessible to teachers, leadership, and staff through our data management systems so teams can monitor progress on the goals in a timely manner. In general, our ability to now disaggregate data by student groups has permitted us to more specifically create goals and actions that will directly impact students from low-income households and students learning English as an additional language. The actions selected are a direct result of both a data review of identified successes and needs, as well as input from various EP groups. Strong tier 1 reading instruction and reading intervention is the focus of the first LCAP goal in order to highlight the overall need identified through this EP process as a result of learning loss due to the pandemic.

Additionally, the diversity, equity, and inclusion professional learning action was the culmination of building on a previous LCAP goal combined with a variety of EP input recommending anti-bias training for staff.

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: -48.9 * African American/Black: -70.6	SBAC ELA DFS (SY 2020-2021) No data due to COVID-19 pandemic.	SBAC ELA DFS (SY 2021-2022) * All: -90.2 * African American/Black: -89.2		* All: -84.2 * African American/Black: -83.2 * English Learners: -92.9 * Socioeconomically disadvantaged: -84.6
Distance from Standard (DFS)		iReady and other internal assessments			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> * English Learners: -21.3 * Socioeconomically disadvantaged: -48.5 * Hispanic/Latinx: -13.4 * Students with Disabilities: -113.3 	were used to monitor student academic progress.	<ul style="list-style-type: none"> * English Learners: -98.9 * Socioeconomically disadvantaged: -90.6 * Hispanic/Latinx: -91.8 * Students with Disabilities: -149.2 		<ul style="list-style-type: none"> * Hispanic/Latinx: -85.8 * Students with Disabilities: -143.2
Smarter Balanced Assessment (SBAC) Results in Mathematics Distance from Standard (DFS)	SBAC Math Results (SY 2018-2019) <ul style="list-style-type: none"> * All: -44.8 * African American/Black: -64.5 * English Learners: -18.1 * Socioeconomically disadvantaged: -44.7 * Hispanic/Latinx: -13.9 * Students with Disabilities: -96.7 	SBAC Math DFS (SY 2020-2021) <p>No data due to COVID-19 pandemic. iReady and other internal assessments were used to monitor student academic progress.</p>	SBAC Math Results (SY 2021-2022) <ul style="list-style-type: none"> * All: -108.5 * African American/Black: -108.5 * English Learners: -117.2 * Socioeconomically disadvantaged: -110.5 * Hispanic/Latinx: -114 * Students with Disabilities: -125.2 		<ul style="list-style-type: none"> * All: -102.5 * African American/Black: -102.5 * English Learners: -111.2 * Socioeconomically disadvantaged: -104.5 * Hispanic/Latinx: -108 * Students with Disabilities: -119.2
% of EL students making progress toward ELPAC proficiency	2019-2020 Baseline Data 51.6% of ELs making progress toward English language proficiency	ELPI data is unavailable until 2022. Instead we will use ELPAC as a metric for our EL students	2022 ELPI 36% of ELs making progress towards English language proficiency		58% of ELs making progress toward English language proficiency
% of EL students making progress	We revised this measure based on the	2021 ELPAC percentages are:	2022 ELPAC percentages are:		2023 ELPAC percentages are:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
toward ELPAC proficiency	lack of ELPI data until 2022. Baseline and Year 1 outcome are the same.	Level 1: 34.09% Level 2: 34.09% Level 3: 31.82% Level 4: –%	Level 1: 28.13% Level 2: 37.50% Level 3: 28.13% Level 4: 6.25%		Level 1: 12% Level 2: 25% Level 3: 34% Level 4: 29%
EL Reclassification Rate	2019-2020 School Year 31.6% Reclassification Rate	2020-2021 School Year RFEP Rate 3.6%	2021-2022 RFEP Rate 4.4%		34% Reclassification Rate
Sufficient Access to Standard-Aligned Materials Reported on SARC	2019 SARC: 100% of students have access to standards aligned curricular materials	2020-2021 SARC 100% of students have access to standards aligned curricular materials	2021-2022 SARC 100% of students have access to standards aligned curricular materials		100% of students have access to standards aligned curricular materials
Implementation of academic content and performance standards (Local indicator, priority 2 self-reflection)	SY 2019-2020 100% of classrooms use standards aligned curriculum and materials	2020-2021 100% of classrooms implement standards aligned curriculum and materials	2021-2022 100% of classrooms implement standards aligned curriculum and materials		100% of classrooms will use standards aligned curriculum and materials
How program and services will enable EL students to access CCSS and ELD standards for gaining EL proficiency (Local Indicator, Priority 2 self-reflection)	SY 2019-2020 100% of English Language Learners participate in CCSS aligned ELD during designated and integrated ELD.	SY 2020-2021 100% of English Language Learners participate in CCSS aligned ELD during designated and integrated ELD.	SY 2021-2022 100% of English Language Learners participate in CCSS aligned ELD during designated and integrated ELD.		100% of English Language Learners participate in CCSS aligned ELD during designated and integrated ELD.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
p. 8 Other academic outcomes (STAR, DIBELS, etc)	19-20 mid-year STAR Reading Data (no EOY testing due to COVID) 22% of students reading at or above grade level. 20-21 mid-year STAR Reading Data (EOY data not yet available) 22% of students reading at or above grade level	As of Fall 2021, we no longer administer the STAR Reading Assessment and will administer DIBELS instead to students in grades K through 2	2021-2022 DIBELS % of students that made average to well above average progress in zone of growth Grade K: 41.47% Grade 1: 74% Grade 2: 79.6%		As of Fall 2021, we no longer administer the STAR Reading Assessment K-2 DIBELS 45% of students at minimal or negligible risk
p. 8 Other academic outcomes (STAR, DIBELS, etc)	As of Fall 2021, we no longer administer STAR and administered iReady instead. Baseline same as year 2 outcome	We began administering iReady in Fall 2021	2021-2022 iReady Reading % of students that met annual typical growth goal Grade 3: 81% Grade 4: 70% Grade 5: 75% iReady Math % of students that met annual typical growth goal Grade K: 48% Grade 1: 41% Grade 2: 36% Grade 3: 25% Grade 4: 33%		As of Fall 2021, we no longer administer the STAR Reading Assessment 3-5 iReady 35% of students at or above grade level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Grade 5: 43%		

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Grade Level Curriculum	<p>Purchase needed curriculum replacements to ensure that all core subjects have standards-based and board-approved curriculum</p> <p>Purchase additional Phonics supplemental curriculum (SIPPS) or Phonemic Awareness supplemental curriculum (Heggerty) for use in core program</p> <p>Provide professional development for new curriculum purchases (Eureka 2.0)</p> <p>Purchase chromebooks so that all students have devices (1:1) and access to regular grade-level content practice experiences</p> <p>Purchase individualized learning curriculum (iReady, Lexia, Reflex, MyOn)</p> <p>Provide release time for each grade level/content team to have regular lesson Internalization (planning) time and support so teachers can customize grade level curriculum</p> <p>In accordance with the Williams Act Requirements for textbooks and curriculum</p>	\$160,574.00	Yes
1.2	Instruction (Culturally Responsive Teaching)	<p>Professional development provided by the BA Region on critical literacy and culturally responsive teaching</p> <p>Utilize updated ASLF framework as a coaching tool that has integrated Culturally Responsive Teaching</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Strategies to the Culture of Learning and Essential Content domains</p> <p>Utilize Culturally Responsive planning framework (Ignite Chunk Chew Review) for teachers to internalize and plan instruction</p>		
1.3	Instruction (Master Scheduling)	<p>Continue to create a master schedule that is equitable and provides students with access to all core content and opportunities for enrichment/arts</p> <p>Work with Program Specialist to ensure master schedule allows for co-teaching (grouping students purposefully to support with common planning) AND co-planning. Ensure master schedule has time for intervention to the extent possible that does not limit access to enrichment</p> <p>Work with Regional Expanded Learning Program Manager and Afterschool Director to ensure After-School Program is available for all students, runs for 30 additional days outside of the school year, and provides homework support, enrichment, and academic support in fluency (reading fluency, math basic skills, typing skills).</p>		
1.4	Instruction (assessment)	<p>Provide professional development on standards-aligned curriculum (Eureka 2.0, Wit and Wisdom, Amplify). Co-plan PD with regional content directors/program managers.</p> <p>Provide regular time for data discussions (through shared preps, release days with substitutes, or protected time on early release days). These data discussions will focus on CFAs (Common Formative Assessments). Have regional academic team model data discussions and/or provide support with identifying high leverage CFAs</p>		

Action #	Title	Description	Total Funds	Contributing
		Provide ongoing professional development on Science of Reading, including time for planning small group data-informed instruction. Co-plan PD with regional content directors/program managers.		
1.5	MLLs	<p>Work with Regional MLL Program Manager to ensure all MLL students receive designated EL instruction 4 times/week without losing access to core content</p> <p>Purchase additional EL Achieve materials/kits for groups of students based on data</p> <p>Provide Professional Development on Integrated MLL support (co-plan sessions with Regional MLL Program Manager)</p> <p>Provide Professional Development on Designated MLL support</p> <p>Title III funds are being used to partially fund the following supplemental staff positions: Instructional Assistant (ELL)</p>	\$6,380.00	Yes
1.6	Special Education	<p>Ensure classroom General Education and Education Specialist co-teachers have ongoing shared planning time to support co-teaching, data analysis, and collaboration</p> <p>With Program Specialist, conduct a program review and conduct co-teaching self-assessment and create 1-2 goals based on self-assessment</p>		

Action #	Title	Description	Total Funds	Contributing
		Review current practices to ensure there are data stepbacks built into schedule to monitor success and threats of new models and partnerships		
1.7	Black Excellence	<p>Implement Pro-Black Curriculum Initiative (which includes use of alternate texts and activities to highlight black excellence, reduce anti-black bias) in our SEL, ELA, and Math. Work with Regional Academic Team to provide professional development, structured internalization/planning sessions, and do quarterly program learning walks to review quality</p> <p>Continue our Black Student Union (BSU) and provide materials (t-shirts, supplies, etc.)</p>		
1.8	Personnel	<p>To implement and support the actions in goal 1, we will hire/retain the following personnel:</p> <ul style="list-style-type: none"> • Dean of Instruction • Instructional Assistants • Elective Teachers 	\$384,090.00	Yes
1.9	Title I funds	<p>Title I funds are being used to fully or partially fund the following supplemental staff positions:</p> <ul style="list-style-type: none"> • 1.5 FTE School Support Managers 	\$145,234.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

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

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

We were pleased with our professional development and training sessions. We have been able to accomplish most of our PD and training plans for MTSS, standards-based instruction, data analysis, collaborative planning, integrated ELD, anti-racism, classroom management, and the science of reading.

Continued training was successful as evidenced by an increase in iReady local assessments. In midyear iReady reading, our median percent progress toward Typical Growth was 70%-- this shows that in reading our students were on track to make an average of more than one year of reading growth.

In midyear iReady math, our median progress toward Typical Growth was 44%. This indicates that our students are on track to make roughly one year of growth in math. As a result of these midyear outcomes, our school provided after school math tutoring, increased small group math lessons, and adopted the Eureka Squared curriculum in an effort to ensure that our students make at least one year of math growth by the end of the year.

Additionally, purchasing curriculum, technology, and intervention materials in 2022-23 proved to be beneficial. We believe the added materials accelerated student learning. Still, we experienced staffing challenges. To address staffing challenges, we provided stipends, common plan time, and extended hours as alternatives to hiring new staff. Our continued use of Wit and Wisdom and our shift to the Eureka Squared Curriculum along with prioritizing common planning time for teachers has had a positive impact and we believe that it has accelerated student learning.

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

There were no substantive differences between budgeted expenditures and actual expenditures.

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

Our actions, together, provided the means to partially meet our goal of all “scholars meaningfully engaged in rigorous, standards-aligned, culturally responsive academic programming”. We provided multiple curriculum materials to meet the varied needs of our students. We renewed classroom libraries with culturally representative books, infused technology for seamless curriculum delivery, and ensured just-in-time interventions with targeted materials, SIPPS, Wit & Wisdom, SIPPS mastery tests, and DIBELS. In response to iReady progress

monitoring, we adopted the Eureka Squared curriculum midyear. We are hopeful that implementing this more streamlined curriculum will further improve student outcomes. Progress monitoring data to date shows that students are making strong improvement and growth in formative math assessments since adoption of this curriculum. Implementing varied materials enabled us to fully realize academic content, provide full access to CCSS and ELD materials for English Learners, and ensure all students engaged with standards aligned materials.

Ensuring effective staff also ensures student learning. Staff members engaged in professional learning to optimize the curriculum materials noted above as well as MTSS, standards-based instruction, data analysis, collaborative planning, integrated ELD, anti-racism, classroom management, and the science of reading. This year we have been able to meet our professional development actions.

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 DIBELS) 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: An average of 70% positive response rate to student survey questions around	2021-2022 Aspire Student Survey An average of 73% positive response rate to student survey questions around	2022-2023 Aspire Student Survey School safety: 37% responded favorably		An average of 90% positive response rate to student survey questions around safety, connectedness and belonging.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	safety, connectedness and belonging.	safety, connectedness and belonging	Sense of belonging: 50% responded favorably School climate: 52% responded favorably		
Student Suspension Rates as a Percentage (CA School Dashboard)	2019-2020 Suspension Rate (CA School Dashboard) No data reported due to Covid-19 pandemic and suspension of reporting of state indicators	2020-2021 No data reported due to Covid-19 and distance learning	2021-2022 Suspension Rate (CA School Dashboard) <ul style="list-style-type: none"> All Students: 5.1% African American/Black: 7.1% Hispanic/Latinx: 2.2% English Learners: 1.8% Socioeconomically Disadvantaged: 4.5% Students with Disabilities: 2.6% 		Suspension rate of 3% or lower with a decline of at least 0.3% from the previous year
Chronic Absenteeism Rate as a Percentage (CA School Dashboard)	Due to the pandemic-induced closure, our 19-20 chronic absenteeism data is	2020-2021 Chronic Absenteeism Rate (CDE DataQuest; data not reported on CA	2021-2022 Chronic Absenteeism Rate (CA School		Reduce disproportionality across all subgroups and reduce chronic

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	not representative of recent years. The baseline data below is the average chronic absenteeism rate from the 16-17, 17-18, and 18-19 school years All: 21.2% African American: 24.8% English Learners: 19.5% Latinx: 14.7% SPED: 19.0%	School Dashboard) <ul style="list-style-type: none"> All: African American/Black: Hispanic/Latinx: English Learners: Socioeconomically disadvantaged: Students with Disabilities: 	Dashboard) <ul style="list-style-type: none"> All: 66.9% African American/Black: 72.4% Hispanic/Latinx: 58.2% English Learners: 57.4% Socioeconomically disadvantaged: 67.8% Students with Disabilities: 73% 		absenteeism rate to 15%
Efforts we make to seek parent input on making decisions (Aspire Family Survey)	20-21 Baseline 88% of parents responded Strongly Agree or Agree to the family survey question “I am encouraged to share my opinion and feedback in the school decision making process.”	2021 -2022 Family Survey Data 86% of parents responded Strongly Agree or Agree to the family survey question “I am encouraged to share my opinion and feedback in the school decision making process.”	22-23 Aspire Family Survey 87% of families shared the school is welcoming to families and that they know how to communicate with the school (survey questions changed)		90% of parents responded Strongly Agree or Agree to the family survey question “I am encouraged to share my opinion and feedback in the school decision making process.”
How we will promote parental participation in programs for EL,	2020-2021 Baseline Family Engagement	2021 - 2022 Family Engagement Events:	2021 - 2022 Family Engagement Events:		Maintain or increase the number of opportunities for

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Low-Income, and Foster Youth</p> <p>How we will promote parental participation in programs for students with special needs?</p> <p>(LCFF Priority 3)</p>	<p>Events:</p> <ul style="list-style-type: none"> 4 SSC Meetings 4 ELAC Meetings 5 Admin and Family Chats One Saturday School Family event 	<ul style="list-style-type: none"> 4 SSC Meetings 4 ELAC Meetings 4 Admin and Family Chats One Saturday School Family event 	<ul style="list-style-type: none"> 4 SSC Meetings 4 ELAC Meetings Eight evening family engagement events (Math night, Literacy Night, Back to School Night, etc) 		parent engagement and participation in programs for students with special needs, English Learners, Low-Income, and Foster Youth .
5.a: School Attendance Rate	<p>2019-2020 Average Attendance Rate</p> <p>95.8%</p>	<p>2020-2021 Average Attendance Rate</p> <p>89.4%</p>	<p>2021-2022 Average Attendance Rate</p> <p>82.8%</p>		Improve to a 95% or higher average daily attendance rate
6.b: Pupil Expulsion Rates	<p>2019-2020 expulsion rate</p> <p>All: 0%</p>	<p>2020 - 2021 expulsion rate</p> <p>All: 0%</p>	<p>2021-2022 Expulsion Rate</p> <p>All: 0%</p>		Maintain a 0% expulsion rate.
6.d: Surveys of parents to measure safety and school connectedness	<p>2020-2021 Family Survey Data</p> <p>92% of families agree or strongly to statements corresponding to belonging and connectedness.</p>	<p>2021-2022 Family Survey Data</p> <p>92% of families agree or strongly to statements corresponding to belonging and connectedness.</p>	<p>2022-2023 Aspire Family Survey</p> <ul style="list-style-type: none"> School Fit: 63% of families responded favorably 		95% of families agree or strongly to statements corresponding to belonging and connectedness. 95% of families agree or strongly agree that the school provides a

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	93% of families agree or strongly agree that the school provides a safe environment for their child.	88% of families agree or strongly agree that the school provides a safe environment for their child.	<ul style="list-style-type: none"> "The school provides a safe environment for my child(ren)": 65% of families responded favorably 		safe environment for their child.
1.c: School Facilities in Good Repair	Our facility is in fair condition	Our facility is in fair condition	2021-2022 SARC FIT Rating: Good		Maintain facility in excellent condition
7 Broad course of study	2019-2020 School Year 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	100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science PE, and Art/Music		Maintain: 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	Family and Community Engagement & Outreach	Continue to hold ongoing Principal Chats with families Continue to survey families to include feedback in strategic planning Hold quarterly SSC/ELAC meetings where each meeting includes student performances, food, child care, translation, and door prizes		
2.2	Attendance	Establish an Attendance Team that will develop an attendance plan, progress monitor and lead intervention strategies Ensure attendance team reviews attendance data weekly. During data reviews, focus on looking at attendance rates specifically for ELs, Foster Youth, and low-income students. Increase family communication when students are absent (including personal communication for every absence, and conducting home visits for students with chronic absenteeism) School-wide attendance incentive programs (perfect attendance certificates, grade level attendance competitions) Focus on early family education for our TK-2 grade families by providing monthly reminders/information on importance of attendance Include information on the importance of attendance to families during Back to School events, BOY newsletters, First Day Packets and discuss attendance during SLC's Conduct home visits/outreach during the summer to students with chronic absenteeism/truancy		
2.3	SEL	Provide curriculum materials and resources for teachers Provide time for teachers/teams to review SEL data from Panorama, and modify SEL units through a data-informed perspective Provide regular planning time for advisory teams to internalize and adjust SEL units Start student leadership clubs: service crew, environment crew, safety crew		

Action #	Title	Description	Total Funds	Contributing
		<p>Continue monthly family education experiences where students teach family members about our SEL skills and practices</p> <p>Continue to develop Adult SEL</p>		
2.4	MTSS	<p>Continue MTSS team meetings that reinforce learning on creating systems to look at multiple data sources to progress monitor universal program, additional supports, and intensified supports. (One example: create a school Tiered Instruction Matrix (TIM))</p> <p>Work with regional academic teammates (Sr Directors/Program managers) to co-facilitate PD based on topics in order to provide professional development on MTSS to school site teammates.</p> <p>Provide professional development on MTSS to school. Work with regional academic teammates (Directors/Program managers) to co-facilitate PD based on topics</p>		
2.5	Enrollment	<p>Establish a site Enrollment Team that will develop a student enrollment plan and lead student recruitment efforts</p> <p>Increase social media outreach/presences to promote ongoing enrollment</p> <p>Attend at least one community event per month to advertise school</p> <p>Hold at least two Open House events during the open enrollment period and another in April/May for late applicants</p> <p>Hold a community carnival/ice-cream social event</p> <p>Partner with existing families to assist with recruitment efforts, offer incentives (i.e. school swag, gift cards)</p> <p>Identify school recruitment fairs to participate in</p> <p>Elementary schools:</p> <p>Visit local pre-schools/head starts to conduct family information sessions and leave fliers</p> <p>Visit libraries, recreation centers, youth program centers to conduct information sessions and drop-off marketing materials</p>		

Action #	Title	Description	Total Funds	Contributing
		Secondary schools: Hold information sessions for current Aspire families Partner with local elementary schools/middle schools to create opportunities for students/families to participate in Open House/Information sessions Identify local youth organizations (i.e. after school programs, sports) to conduct information sessions and drop off marketing materials		
2.6	Personnel	To implement and support the actions in goal 2, we will hire/retain the following personnel: <ul style="list-style-type: none"> • School Support Manager (Partial) • Campus Monitors 	\$156,152.00	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.

A highlight this year has been a return to in-person events-- we have welcomed family to campus for evening and regular-day culture-building and academically focused events such a literacy events, family math night, Black History month celebration, and more.

While there has been less of an impact of COVID quarantines and isolation this year than last year, there have been lingering impacts from COVID that have resulted in less regular student and staff attendance, which has impeded our ability to implement all of our planned actions with fidelity.

Covid has continued to cause unprecedented disruptions to school operations, particularly in the area of culture and climate. While we have returned to in person instruction, covid quarantines have removed the predictability and consistency that have historically been pillars of our school model. Additionally, we have been unable to host large group gatherings and community building events for our school community.

While we have done our best to hold these events online through zoom, participation has been significantly lower than in previous years. To address this along with lingering social-emotional and mental health needs from the pandemic, we increased social emotional learning time, further committed to our school wide mindfulness initiatives, and reallocated staff to focus on supporting student supervision during unstructured times like recess and lunch.

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

There were no substantive differences between budgeted expenditures and actual expenditures.

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

Our actions, together, support goal 2, to cultivate communities that foster inclusive, joyful, and safe learning environments. Quantitatively, our attendance rate improved from 82.8% to 84.8% (As of May 1) and our chronic absenteeism decreased 55.9%. While our attendance has improved slightly, illness and transportation challenges directly contributed to our level of attendance and chronic absenteeism.

Aspire wide, we transitioned to a new survey platform which asked slightly different questions resulting in lower than expected student responses in many areas. However based on our internal survey data, we saw a strong sense of connectedness at school. 87% of families shared the school is welcoming to families and that they know how to communicate with the school, and 90% of students reported a sense of belonging during site-administered surveys. In addition, staff reported a sense of belonging as 91% of teammates reported feeling like they were valued and belong in a site-administered survey.

This year we were able to provide targeted professional development in RULER, social emotional learning, culturally responsive teaching, crisis intervention and restorative practices. Additionally, our parent meetings continued for both ELAC and SSC.

A highlight this year has been a return to in-person events-- we have welcomed family to campus for evening and regular-day culture-building and academically focused events such a literacy events, family math night, Black History month celebration, and more.

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

This goal and its expected outcomes have not been changed. Some metrics have been adjusted to align with what is on the CA School Dashboard and CDE DataQuest. Some actions have been consolidated to help improve accessibility.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

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

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.a Teacher Credentials	2020-2021 SARC 73% of teachers have full credential	85% of teachers have full credential	2021-2022 SARC Information will be updated after CDE updates SARC		100% of teachers have full credential

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			teacher credentialing information		
6.e Teacher Sense of Safety and School Connectedness as a Percentage	Spring 2021 Staff Survey 100% of staff agree or strongly agree with the statement “I have positive working relationships with parents and families at my school.” 100% of staff agree or strongly agree with the statement “I am equipped to interrupt implicit bias and racial aggression if I see them at work.”	2021-22 Data 100% of staff agree or strongly agree with the statement “I have positive working relationships with parents and families at my school.” 100% of staff agree or strongly agree with the statement “I am equipped to interrupt implicit bias and racial aggression if I see them at work.” Question changed in 21-22 survey- new question 100% of staff agree or strongly agree with the statement “I can be my authentic self at work and am comfortable sharing all aspects of my culture and identity.”	2022-2023 Aspire Teammate Survey Questions no longer used on survey.		Maintain 95% or higher of staff agree or strongly agree with the statement “I have positive working relationships with parents and families at my school.” Maintain 95% or higher of staff agree or strongly agree with the statement “I am equipped to interrupt implicit bias and racial aggression if I see them at work.”

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Regular Coaching (using ASLF & TLF)	Ensure all teachers receive coaching and feedback sessions every 2 weeks (using the Aspire Student Learning Framework) School leadership team members create goals using the Transformational Leadership Framework (TLF) and have mid-year and end of year coaching conversation with principals Stipends for teacher leaders to support peer-to-peer coaching and department leadership	\$29,112.00	Yes
3.2	Culturally Responsive Teaching (CRT) Professional Development	Quarterly professional development on how to integrate Culturally Responsive Teaching Practices Instructional Rounds focused on CRT strategies using updated ASLF framework		
3.3	Teammate Retention	Quarterly staff input on school culture/climate All teammates write one wellness goal during their Professional Learning Plan Retention and hiring bonuses to attract and retain highly qualified teachers	\$66,750.00	Yes
3.4	Affinity groups	Ensure all teammates have ability to attend regional affinity groups		
3.5	Pipeline development	During Professional Learning Plan (PLP) meetings, all teammates will set stretch goals to develop them for their future career goals and receive support/development in those areas (which may include release time for observations, tests, etc.) Work towards securing 2 Alder Residents		

Action #	Title	Description	Total Funds	Contributing
3.6	Teacher credentialing	In accordance with the Williams Act Requirements regarding teacher credentialing Such that schools are working to improve and clear Teacher Misalignments		

Goal Analysis [2022-23]

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

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

We were able to implement many of our planned actions. However, due to staffing shortages, we did not have any resident teachers this year, thus we did not allocate funds toward this program.

Due to prolonged distance learning as a result of COVID, this year half of our teachers were in their first or second year of teaching in person. As a result we saw a higher need for coaching of students, and we hired an interim Dean of Instruction to support with coaching these first and second year teachers.

Throughout much of the year, we were able to offer in-person coaching and professional development which we believe will support stronger outcomes as a school

We seek quarterly feedback for PD and ongoing feedback from all teammates and our lead teachers. Based on this feedback, we increased planning and collaboration time in our PD scope and sequence so teachers could collaboratively plan together and do data analysis- this had a positive impact on staff feeling supported and able to have more sustainability in their work, and 100% of classroom teachers reported their workload is sustainable in our spring survey.

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

There were no substantive differences between budgeted expenditures and actual expenditures.

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

Our tiered professional development and coaching have been supportive of our teachers, particularly our newest teachers. As part of our tiered PD, our 1st and 2nd year classroom teachers receive weekly co teaching as well as weekly observation, coaching debriefs, and planning support. As part of our equity-based PD, all of our staff have created goals around interrupting bias and racism at our site, and we have biquarterly PD check ins for teammates to reflect and collaborate around their progress and our progress as a school.

In addition, to support our PD around Aspire's Student Learning framework our teachers engage in weekly peer observations with our admin team. During these observations teams choose a focal area of Aspire's Student Learning Framework rubric, review the rubric ahead of the observation, and focus in on this area during the observation. The observation team then debriefs the classroom visits and shares out two highlights and one potential next step connected to the particular domain of the rubric with the teacher that was observed. It seems that our PD has helped teachers feel supported as all but two of our classroom teachers plan to return for the 23/24 school year.

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

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)
672,911	67,266

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
33.16%	0.00%	\$0.00	33.16%

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 95.45% unduplicated students. As a result, the needs of low-income students and English learners 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.

In Goal 1 we first plan to focus on purchasing materials to increase the effectiveness of our existing curriculum for all students but especially for students who continue to demonstrate needs, MLLs and LI. To address multiple levels of instruction, we added funds to purchase culturally responsive texts, SIPPS reading intervention curriculum, iReady diagnostic and progress monitoring tools to support monitoring students’ academic progress, and hired staff to implement our SIPPS reading intervention. In addition, our Actions identify added staff (Action #7) and tools to meet the growing demand for social emotional learning. Many students who are identified with academic and emotional needs also qualify for low-income status. We are well aware that families with limited incomes have struggled more than most these past few years. Consequently, we added more staff to our current MTSS members to strengthen our systematic response to support students at all levels of the MTSS framework, academically and emotionally. Examples of how we strengthened our MTSS framework are as

follows:

- Biweekly equity focal group meetings centered on data analysis and interventions support design for our chronically absent students
- Biquarterly interdisciplinary COST team meetings focused on data analysis and support design for students not making expected progress

The majority of our students qualify as low-income and therefore demonstrate needs specific to families with limited resources. Implementing technology systems such as online reading access through MyOn, 1:1 laptop access at school, and reinforced communication through ParentSquare serves our families as well as our students.

Additionally, targeted professional development will focus on ways teachers can differentiate in the classroom for a diverse student body that requires proficiency in strategies for MLLs, cycles of inquiry for analyses, updating credentials to meet the needs of our students, and culturally responsive pedagogy.

Goal 2 requires different actions but our students' needs were our priority. As described in the Engaging Educational Partners and Metrics sections, our attendance rate increased this year and chronic absenteeism rate decreased this year. However, the data for both metrics is concerning. The majority of our students missing school qualify for low-income status. We know from experience, research and survey results that students respond to incentive programs, personal outreach, and mentorship.

As noted earlier, current conditions created a greater need for attention to social emotional learning, especially for students and their families with limited income. First, we plan to implement more intense practices using SEL curriculum and corresponding training such as morning meeting lessons, RULER, PBIS, Restorative Practices.

We will continue to communicate with our educational partners through meetings, family workshops, SARB, and engagement events.

Goal 3

We find our that students with limited resources can struggle to stay engaged during class due to multiple barriers. Students who experience poverty often come to school with anxiety around physical and emotional safety as well as academic needs. To that end, we train teachers in effective pedagogy specific to our student body needs. Specifically, we plan to focus on restorative practices, culturally responsive strategies, anti-racist practices and adult SEL to ensure teachers work effectively with students' needs in mind and engage in self care. In addition, we plan to retain instructional assistants to support teachers in the classroom and we are evaluating hiring practices to increase staff diversity and ensure all staff are appropriately credentialed.

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 32.28%. 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	\$796,678.00			\$151,614.00	\$948,292.00	\$787,718.00	\$160,574.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Grade Level Curriculum	English Learners Foster Youth Low Income	\$160,574.00				\$160,574.00
1	1.2	Instruction (Culturally Responsive Teaching)						
1	1.3	Instruction (Master Scheduling)						
1	1.4	Instruction (assessment)						
1	1.5	MLLs	English Learners				\$6,380.00	\$6,380.00
1	1.6	Special Education						
1	1.7	Black Excellence						
1	1.8	Personnel	English Learners Foster Youth Low Income	\$384,090.00				\$384,090.00
1	1.9	Title I funds	English Learners Foster Youth Low Income				\$145,234.00	\$145,234.00
2	2.1	Family and Community Engagement & Outreach						
2	2.2	Attendance						
2	2.3	SEL						
2	2.4	MTSS						
2	2.5	Enrollment						

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.6	Personnel	English Learners Foster Youth Low Income	\$156,152.00				\$156,152.00
3	3.1	Regular Coaching (using ASLF & TLF)	English Learners Foster Youth Low Income	\$29,112.00				\$29,112.00
3	3.2	Culturally Responsive Teaching (CRT) Professional Development						
3	3.3	Teammate Retention	English Learners Foster Youth Low Income	\$66,750.00				\$66,750.00
3	3.4	Affinity groups						
3	3.5	Pipeline development						
3	3.6	Teacher credentialing						

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
2,029,370	672,911	33.16%	0.00%	33.16%	\$796,678.00	0.00%	39.26 %	Total:	\$796,678.00
								LEA-wide Total:	\$796,678.00
								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	Grade Level Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$160,574.00	
1	1.5	MLLs	Yes	LEA-wide	English Learners	All Schools		
1	1.8	Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$384,090.00	
1	1.9	Title I funds	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.6	Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$156,152.00	
3	3.1	Regular Coaching (using ASLF & TLF)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$29,112.00	

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	3.3	Teammate Retention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$66,750.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$830,500.00	\$830,500.00

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	Classroom libraries	Yes	\$12,000.00	\$12,000.00
1	1.2	SIPPS Reading Intervention Curriculum	Yes	\$197,000.00	\$197,000.00
1	1.3	Wit & Wisdom Curriculum	Yes		
1	1.4	UnBound Ed Professional Development for Lead Team	Yes	\$1,500.00	\$1,500.00
1	1.5	Ongoing gen ed-sped collaboration meetings	Yes		
1	1.6	Continued use of the Eureka Math Curriculum	Yes		
1	1.7	Staff to support student learning	Yes	\$420,000.00	\$420,000.00
1	1.8	Implement both integrated and designated English Language Development support for Multi Language Learners	Yes		
1	1.9	Schoolwide MTSS System	Yes	\$135,000.00	\$135,000.00
1	1.10	NGSS	Yes		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	SEL Focus	Yes		
2	2.2	School culture and climate	Yes		
2	2.3	School MTSS program	Yes		
2	2.4	Student Wellbeing	Yes	\$60,000.00	\$60,000.00
2	2.5	Family SEL workshop	Yes		
2	2.6	Tiered professional development to support newest teachers	Yes		
2	2.7	Staff Development	Yes		
2	2.8	Expanded Learning Program	Yes		
3	3.1	Staff Professional Development centered around Equity	Yes		
3	3.2	Resident Teachers	Yes		
3	3.3	Aspire Student Learning Framework	Yes		
3	3.4	Tiered professional development to support our newest teachers	Yes		
3	3.5	Induction Coaching		\$5,000.00	\$5,000.00

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)
\$673,748	\$825,500.00	\$825,500.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Classroom libraries	Yes	\$12,000.00	\$12,000.00	0.00%	0.00%
1	1.2	SIPPS Reading Intervention Curriculum	Yes	\$197,000.00	\$197,000.00	0.00%	0.00%
1	1.3	Wit & Wisdom Curriculum	Yes				
1	1.4	UnBound Ed Professional Development for Lead Team	Yes	\$1,500.00	\$1,500.00	0.00%	0.00%
1	1.5	Ongoing gen ed-sped collaboration meetings	Yes				
1	1.6	Continued use of the Eureka Math Curriculum	Yes				
1	1.7	Staff to support student learning	Yes	\$420,000.00	\$420,000.00	0.00%	0.00%
1	1.8	Implement both integrated and designated English Language Development support for Multi Language Learners	Yes				
1	1.9	Schoolwide MTSS System	Yes	\$135,000.00	\$135,000.00	0.00%	0.00%
1	1.10	NGSS	Yes				
2	2.1	SEL Focus	Yes				

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.2	School culture and climate	Yes				
2	2.3	School MTSS program	Yes				
2	2.4	Student Wellbeing	Yes	\$60,000.00	\$60,000.00	0.00%	0.00%
2	2.5	Family SEL workshop	Yes				
2	2.6	Tiered professional development to support newest teachers	Yes				
2	2.7	Staff Development	Yes				
2	2.8	Expanded Learning Program	Yes				
3	3.1	Staff Professional Development centered around Equity	Yes				
3	3.2	Resident Teachers	Yes				
3	3.3	Aspire Student Learning Framework	Yes				
3	3.4	Tiered professional development to support our newest teachers	Yes				

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$2,080,899	\$673,748	0.00%	32.38%	\$825,500.00	0.00%	39.67%	\$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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