LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Aspire Firestone Academy

CDS Code: 19-64733-0122622

School Year: 2022 – 23

LEA contact information: Marni KislingerMarnie.Kislinger@aspirepublicschools.org
323 249-5740

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 2022 – 23 School Year
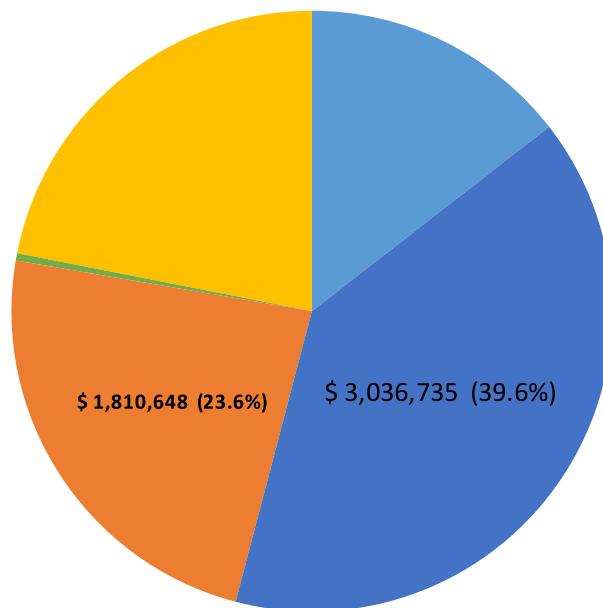
This chart shows the total general purpose revenue Aspire Firestone Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aspire Firestone Academy is $7,668,325.00, of which $4,147,505.00 is Local Control Funding Formula (LCFF), $1,810,648.00 is other state funds, $30,000.00 is local funds, and $1,680,172.00 is federal funds. Of the $4,147,505.00 in LCFF Funds, $1,110,770.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

Budgeted Expenditures in the LCAP
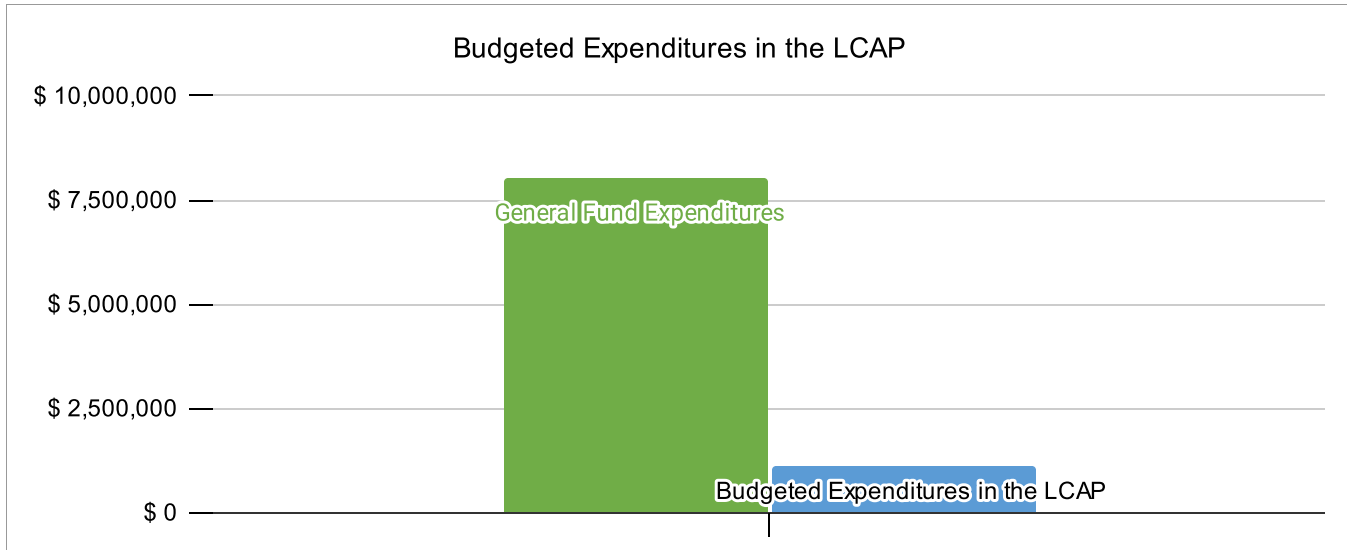
This chart provides a quick summary of how much Aspire Firestone Academy plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Aspire Firestone Academy plans to spend $8,005,319.00 for the 2022 – 23 school year. Of that amount, $1,124,000.00 is tied to actions/services in the LCAP and $6,881,319.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
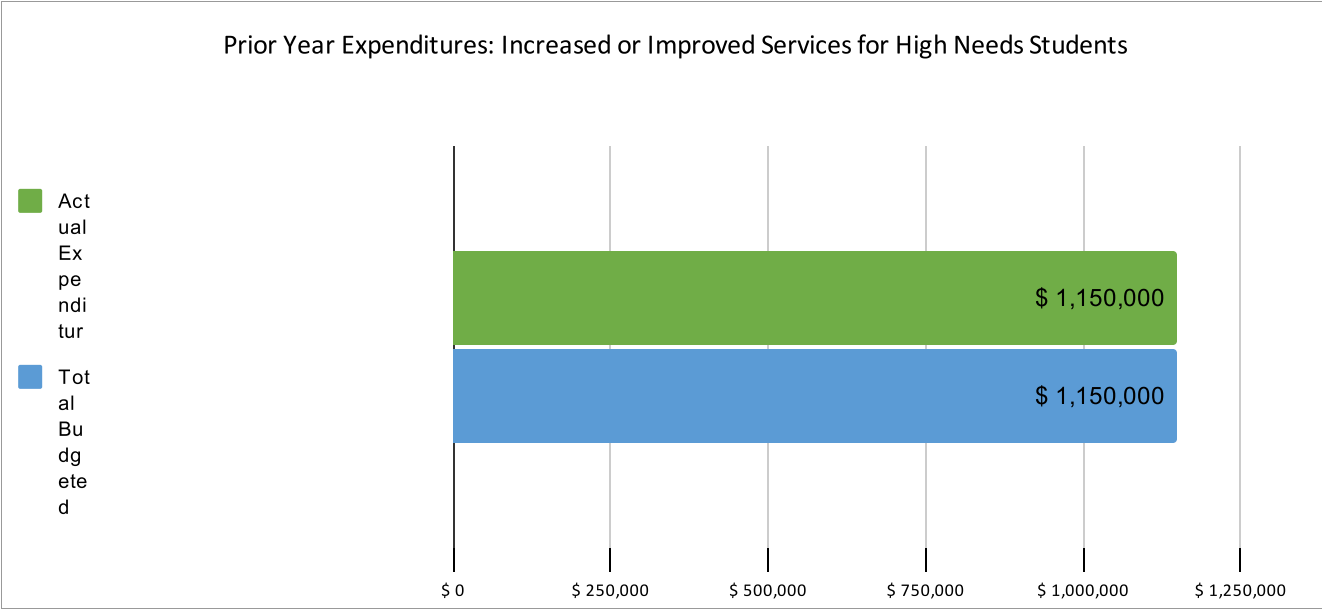
General fund budget expenditures not included in the LCAP are divided into two main categories - salaries & benefits, and operating.

Salaries & benefits are included for the following positions: core teachers, specialist teachers (those

Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Aspire Firestone Academy is projecting it will receive $1,110,770.00 based on the enrollment of foster youth, English learner, and low-income students. Aspire Firestone Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Aspire Firestone Academy plans to spend $1,124,000.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2021 – 22

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Actual Expenditur : $ 1,150,000

Total Budgeted : $ 1,150,000

$ 0 $ 250,000 $ 500,000 $ 750,000 $ 1,000,000 $ 1,250,000

This chart compares what Aspire Firestone 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 Firestone 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 2021 – 22, Aspire Firestone Academy's LCAP budgeted $1,150,000.00 for planned actions to increase or improve services for high needs students. Aspire Firestone Academy actually spent $1,150,000.00 for actions to increase or improve services for high needs students in 2021 – 22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Aspire Firestone Academy	Marnie Kislinger, Principal	marnie.kislinger@aspirepublicschools.org 315-382-8785

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Our core values of Well-Being, Culture of Belonging, Community Partnership, Agency and Self Determination, and Joy bring our Vision to life and drive our actions each day including obtaining feedback from our educational partners. We routinely obtain feedback in three primary ways- Surveys, Community Forums, District/ Community Group Meetings- to incorporate our educational partners' beliefs that guide our efforts from high-level perspectives to targeted recommendations. All priorities and goals, including LCAP goals and additional funding, were developed within the context of our core values. With additional funding, our needs remain the same but now we can increase efforts through intensity and or frequency.

Specifically, we met with our educational partners, ELAC, SSC, staff, and the administrator group in March and April 2021 as we prepared to return to in-person learning. Our focus groups discussed safe, in person learning and ways to mitigate learning loss. Our educational partners emphasized the need to support related LCAP actions by increasing personnel to ensure the safety and well-being of staff and students. We funded additional positions for instructional support that provide interventions to increase English language proficiency, reading, and arts education for all students. Again, we meet regularly with our educational partners through several venues to monitor our efforts and gather feedback.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Our vision and core values are at the heart of all conversations. As additional funds became available, we used our standing outreach efforts to obtain input from all aspects of our community- students, staff, parents, and community members.

Additional staff **providing direct services to students** will accomplish the following.

1. Increase personnel to

increase the intensity and frequency of interventions for our students through additional certificated and classified personnel

Multi-lingual support

increase access to tutoring

provide on-site substitute

expand after school programming

2. Increase mental health supports for students, staff and families through

counselors, psychologists

improved social emotional curriculum

increased access to mental health services

family workshops

virtual school: independent study

social emotional professional development

3. Increase professional development

instructional coaching through additional site administration

implement new phonics curriculum

strengthen core instruction curriculum

virtual learning

4. Ensure facilities serve students optimally through

additional custodial staff

5. Increase collaboration with outside organizations to assist with

services to students and families around mental health

intervention to mitigate learning loss

train staff in curriculum, SEL and academic

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

As noted earlier, we routinely obtain feedback in three primary ways- Surveys, Community Forums, District/ Community Group Meetings- to incorporate our educational partners' beliefs that guide our efforts from high-level perspectives to targeted recommendations. Since the pandemic began, we have focused on physical and emotional safety for our students. Throughout this emergency response, we surveyed families (March 2021), conducted virtual meetings with ELAC (March and April 2021), SSC (March and April 2021), students (April 2021), staff (May and June 2021), and administration (August 2021) and corresponded via web-based tools as we prepared to return to in person learning. Our focus groups, listening meetings, and safety talks resulted in articulating the impact of distance learning on families, students, and staff including social emotional issues as well as academics.

It was especially important to ensure our community felt safe returning to in-person instruction. Consequently, we hired additional staff to help with sanitizing facilities. We knew from multiple meetings that our community members were impacted emotionally by the conditions of virtual learning and the pandemic itself. We dedicated time and financial support for increased access to mental health services via counselors, psychologists, outside agencies, and family resources. We worked to mitigate student learning loss through additional support staff, and decreasing small group ratios as well as adding intervention programs (iReady, Sonday, Zearn).

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

We built a strong distance learning program in SY 20-21 that prioritized social emotional learning, literacy instruction, and small group learning sessions in order to differentiate for student needs. We also built a strong attendance intervention program to support our students and families with class attendance over distance learning. All of our staff and students were provided with the necessary tools to engage in distance learning.

Thanks to the communication and structures we adopted during distance learning, we maintained a comparable attendance rate. We were able to continue communication efforts seamlessly when we returned to in-person instruction and engage our school community continuously. As funds became available we used our standing outreach efforts to obtain input from all aspects of our community- students, staff, parents, ELAC, and SSC. Additionally, distance learning required that we learn, use, and implement technology to enhance instruction. When we returned, we maintained technology tools that enhance in-person instruction and provide consistent intervention, e.g. iReady, Zearn, SeeSaw.

Despite additional funds, the most challenging area is staffing. It is difficult to hire for critical areas already in short supply. Returning to in-person instruction makes it more difficult. The availability of qualified personnel is limited, and many people are hesitant to return to the workforce, thereby reducing the pool of candidates.

Additionally, the substitute pool was difficult pre-pandemic for all districts. The situation is exacerbated by an increase in pandemic related absences. When staff members or their family members get covid, absences are extended until it is safe to return.

As a result, it is difficult to bring some actions to scale, e..g. provide interventions systematically. Consequently, we delineated a timeline of spending funds over the three years allotted. This first year will focus on academic learning loss, social emotional issues, and partnering with educational organizations for temporary support. Once we are post pandemic, we are hopeful that staffing difficulties will be resolved and we can hire qualified staff more easily.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

As noted in Prompt 1, we use our core values of Well-Being, Culture of Belonging, Community Partnership, Agency and Self Determination, and Joy to bring our Vision to life and to guide our plans and daily decisions. Our LCAP reflects our core values as does our Safe Return and Continuity of Services, ESSER Expenditure Plan and this Supplement. It is vitally important to align all plans and consequently, our spending to the same purpose, our vision, mission, and core values.

Pre pandemic we outlined our Instructional Approach, https://aspirepublicschools.org/discover_aspire/instructional-approach/ , which continues to serve us today as we navigate a once-in-a lifetime experience.

Equity Commitments, https://aspirepublicschools.org/discover_aspire/equity/

Core Values, https://aspirepublicschools.org/discover_aspire/

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were* not *included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

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 Firestone Academy	Marnie Kislinger	marnie.kislinger@aspirepublicschools.org 323.249.5740 ext. 16804

Plan Summary 2022-23

General Information

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

Aspire Firestone Academy (AFA) is a TK-5 direct-funded countywide benefit charter school located in South Gate, California. It is chartered through the Los Angeles Unified School District and the California Department of Education through its charter authorization process, as well as the Public School Choice Resolution. Aspire Firestone Academy has been serving students in the South Gate community for the past 12 years. This school year, we served approximately 345 students, and we will continue to serve approximately 345 students in grades TK-5 for the 22-23 school year.

Currently, the school's demographic profile is 95% Latinx/Hispanic, 0% African American, 0% Asian, 0% White, 0% Native Hawaiian/OtherPacific Islander, 0% American Indian/Alaskan Native, 3% multiple ethnicities, and 3% unclassified, with 93% of the student body eligible for the free and reduced priced meals program. 36% of students are classified as English Language Learners, and 9% of our students receive Special Education services. Currently, 0% of our students are Foster Youth.

At Firestone, we believe that our students are inherently bright and capable and that it is our responsibility to support their learning through a rigorous, standards-aligned curriculum, social-emotional learning, and a focus on antiracism, equity, and social justice. We know that our students are capable of achieving at high levels, and we believe that - in order to do so - they must see themselves in what they are learning; we also recognize the power of celebrating and uplifting voices of those who have been traditionally underrepresented.

Reflections: Successes

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

Due to COVID and school closures, we do not have current CA School Dashboard data to report on. However, utilizing a variety of data sources, we have identified the following areas as successes:

Academic Growth as Measured by Internal Data:

MATH:

- Schoolwide, 41% of our students exceeded anticipated growth by December 2021. The median growth schoolwide was 48%, right around the 50% growth we would anticipate at this time of year. We attribute this to all of the work we have done as a school and as a region around math instruction (internalization protocols with the Eureka curriculum, planning support, focus on the math standards and rigor). In addition, this year we have also begun implementing the math language routines, with a focus on successive pair shares.

- The median growth for MLLs (ELLs + R_RFEP) was 50%, exceeding the schoolwide median of 48%. In addition, 42% of MLLs exceeded anticipated growth by December 2021, one percent more than the schoolwide average. Furthermore, we saw a decrease of MLLs three or more grade levels below by 8%, a decrease of MLLs two grade levels below by 15%, and an increase of MLLs who are only one grade level below by 25%. We attribute this to the work we have done as a school and region around math instruction, as well as our focus on GLAD strategies and our focus on the math language routines.

- Our students with IEPs also demonstrated growth. We saw an 18% decrease in students three or more grade levels below, a 9% decrease in students two grade levels below, and a 28% increase in students one grade level below. We attribute this to the work we have done as a school and region around math instruction, as well as collaboration (in planning and instruction) between our Education Specialists and our General Education teachers, as well as our focus on the math language routines.

READING:

TK- 2nd Grade:

- Forty seven percent of our second grade students demonstrated well above average, above average, and average growth between our August and December administrations. We are especially proud of this growth, as this group of students received only half a year of kindergarten in-person instruction in the 2019-2020 school year before moving into remote instruction. Thus, they did not receive the in-person phonics and foundational reading skills instruction that typically happens in the second half of kindergarten and especially in 1st grade. We attribute this growth to our consistent implementation of our foundational reading skills curriculum, Really Great Reading. In addition to implementing a consistent daily, research based foundational reading block, our 2nd grade team also used the alternative pacing guide provided by the company to address any unfinished learning from previous years.

- Forty three percent of our students with IEPs demonstrated well above average, above average, and average growth between our August and December administrations. This is also a point of pride because of the collaborative work between our Education Specialists, the general education teachers, and our Intervention Specialist. In addition, our Education Specialists and our Interventionists have implemented the Sonday System, a research based phonics intervention system

3rd- 5th Grades:

- One of the areas where we saw the most growth is the reduction of students who are two and three grade levels below (schoolwide) and the increase of students who are only one grade level below. We saw a 6% reduction of students three or more grade levels below

(schoolwide), and an even greater decrease (11%) in students who were two grade levels below (schoolwide). This coincided with a 16% increase in students who are one grade level below. We strongly attribute this to the combination of a strong, research-based foundational reading skills curriculum (Really Great Reading) and the implementation of our antiracist, rigorous, and standards based ELA curriculum.

- This same trend is also visible for our MLLs (ELL + R_RFEP), where we saw a 16% reduction in students reading two grade levels below and a 20% increase in students reading only one grade level below. In addition to the work we are doing in ELA, we also believe that this can be attributed to the professional development we have provided on ways to support reading comprehension. For instance, in our literacy focused PDs, we focus on strategies to support the building of vocabulary and background knowledge, as the research demonstrates that these are the most important skills readers need in order to access complex text. PD time is devoted to the learning of new strategies, and planning time is provided to teachers and teams to allow them to implement said strategies. We strongly believe that our work in ELA (focusing on both foundational reading skills and building an antiracist, rigorous, and standards based ELA curriculum), as well as our professional development focus on research based strategies to support literacy have led to this growth.

- This trend is also visible for our students with IEPs, where we saw a 31% reduction in students three or more grade levels below and an 8% increase in students one grade level below. This is also a point of pride because of the collaborative work between our Education Specialists, the general education teachers, and our Intervention Specialist. We have worked hard to ensure that the work our students with IEPs receive is rigorous and standards-based, and because of the collaboration between the GE teacher and our Education Specialists, rigorous work is always accessible to our students with IEPs.

Suspension and Expulsion Rates: Aspire Firestone Academy has maintained a 0% suspension and expulsion rate. With the return to in person learning, students have had greater social emotional needs as they have dealt with trauma as a result of the pandemic. Our focus on restorative practices, family engagement, student engagement, and antiracist social emotional learning have helped support students in their transition back to in person schooling.

Grant: Aspire Firestone Academy is proud to be a recipient of both the Accelerate and Lifting to Great grants through Great Public Schools Now. These grants have provided the opportunity for us to redesign our instructional pedagogy with a focus on antiracism and PBL.

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.

Based on Dashboard/DataQuest data, Chronic Absenteeism is our primary area of need. It is important to note, however, that the high chronic absenteeism rate we have experienced this year is directly linked to the COVID pandemic. The rate is more than four times our rate of chronic absenteeism from previous years, which can be attributed to student quarantines due to COVID infection and exposure. The impacts of this pandemic are far-reaching and painful. To address this need, Firestone has been holding attendance support plan meetings to identify and individualize supports for each family. These meetings are run by an administrator, the school counselor, attendance clerk,

and the classroom teacher in collaboration with the family. Some examples of supports are: attendance incentive trackers, purchasing alarm clocks for families, and creating nighttime and morning routine charts for families. We also offer weekly/bi weekly check ins with families who struggle with attendance. We have found that typically attendance will be impacted when the family has some type of familial struggle, so we also connect families to the appropriate resources. Lastly, all families have received a free goPass card for the Metrorail. As noted in our metrics, we still anticipate an eventual outcome of 6% for our chronic absenteeism.

Academic Needs: Although we are proud of the academic growth from we have seen from the start of the 21-22 school year, Aspire Firestone Academy also recognizes that there is still unfinished learning that will need to be accelerated. To address this, teachers are continuing to participate in professional development around PBL, antiracism, and foundational reading skills. In addition, we are continuing to restructure our afternoons to provide time and space for targeted small group intervention, with a focus on foundational reading skills.

SEL: When students returned to in person schooling in the 21-22 school year, many had experienced trauma as a result of the pandemic. To address this, Aspire Firestone Academy is focusing on antiracist SEL, because social emotional learning without addressing institutional racism is simply reinforcing systems of white supremacy. We recognize that when SEL is a separate block, it often emphasizes compliance rather than true social-emotional learning. Through professional development, we aim to ensure that we support all of our students in the return to in person learning.

Supporting MLLs: Although our MLLs (ELs) are showing growth in our internal reading data, Aspire Firestone Academy recognizes that supporting MLLs is an area of need, especially in ELA. Our staff consistently disaggregates data in our MTSS Data Talks with a lens for our MLLs, which enables us to track the efficacy of supports and ensure we are seeing consistent academic growth.

LCAP Highlights

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

Include any key features. Goals and actions are the same. Measures are demonstrating that we're on the right path, despite COVID.

This year's LCAP will focus its attention on responding to the learning needs of identified subgroups and preparing for the acceleration of learning for our whole school community. Prior to school closures in the 19-20 school year, Aspire Firestone Academy had two key priorities-- Literacy and Community. During the 21-22 school year, we are maintaining these areas of focus through the lens of antiracism by focusing on:

Academic Acceleration:
-- Continued participation in professional development both in PBL and antiracism.
--Development and revision of comprehensive PBL units that are grounded in the social justice standards and antiracism.
--Redesigning of ELA units to ensure that literature is more diverse and inclusive; staff will also purchase additional books for their classroom libraries to ensure students are provided a more diverse and inclusive range of literature and informational text.

--Purchasing of additional hands-on materials to support academic acceleration through PBL.
--Continued training and coaching on a structured systematic, multisensory reading intervention program for all students
--Purchasing of a comprehensive assessment platform to assess student learning in both math and ELA.
Community:
--Hiring of a full time family coordinator/community organizer.
--Continued implementation of restorative practices.
--Partnership with outside organizations to deepen learning in antiracism and to continue to evaluate practices through the lens of antiracism.
--Continued implementation of social skills groups.
--Holding of monthly parent workshops.
--Provision of opportunities for all stakeholders to assess sense of belonging and the level of social and emotional support at the school.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

At Aspire Firestone Academy, we believe that engagement from all stakeholder groups is key to the successful implementation of our program. Throughout our LCAP development process, we consulted with the following stakeholder groups: administrators, teachers, non-instructional staff members, students, SSC members, ELAC members, and other parents of our students. Please see below for the various ways in which stakeholders have been engaged:

● Annual Family Survey – This survey was administered in March of 2022. During Spring Conferences, all teachers walked their student's parents through how to complete the survey digitally. The survey included statements for families to evaluate such as: "The school provides a safe environment for my child," "School conferences and materials better equip me to support my child, at home, with school work," and "I feel welcomed and connected to my child's school."

● Annual Student Survey – This survey was administered in March of 2022 to all students in grades 3-5, and it included statements for students to evaluate such as: "This teacher often takes time to make sure I understand the material," "I feel a sense of belonging at my school," and "People of different cultural backgrounds, races, and ethnicities get along well at my school.

● Annual Teammate Survey – This survey was administered to all staff members in February of 2022, and 100% of the staff completed it. It included questions such as "My manager gives me effective feedback that helps me improve my work," "My principal ensures the admin team deals with student discipline effectively and in a timely manner," and "My principal is the instructional leader at my site."

● SSC and ELAC meetings – Our SSC and ELAC met quarterly this past year on zoom, and parents had the opportunity to discuss student growth, successes, and challenges. Parents shared what was and was not working and what supports their children needed, and parents provided feedback on LCAP goals.

● Coffee with the Principal and Town Hall Meetings — These meetings took place every month this past year, providing families with the opportunity to give input on the work happening at the school and our LCAP goals for the coming year.

● Staff Meetings – Staff meetings took place every week, and staff members consistently analyzed data related to student academic success, attendance, and social-emotional supports and belonging.

● Lead Team Meetings—The leadership team met every week to plan for the leading of professional development for the entire staff, driving decisions around academic and social-emotional supports and needs.

● Special Education Team Meetings - Consultation with the Special Education team resulted in continued practices of full inclusion for our special education students and incorporated a combination of co-teaching as well as push-in and pull-out services.

● SELPA - Our regional special education staff routinely consult with our SELPA regarding students with special needs.

A summary of the feedback provided by specific educational partners.

Feedback from Parents:

- Support with academic intervention.

- Continued antiracism work.

- Ensuring students are safe to return to school.

- Continued offering of parent workshops.

- Increased offerings of social skills groups and social-emotional supports for students.

Feedback from Students:

- Continued supports to foster a sense of belonging at school.

- Support with resolving issues at school.

- Fun activities at school.

Feedback from Staff Members:

- More training with PBL.

- More training in the area of antiracism.

- Continue support with Hybrid learning.

- Purchasing of materials to support with PBL work.

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

Feedback from Parents:

- Support with academic intervention → Goal 1, Action 4: Purchasing of Phonics Curriculum for Intervention and SPED

- Continued antiracism work → Goal 1, Action 3 and Goal 3, Action 1: Professional Development for Antiracism

- Continued offering of parent workshops → Goal 2, Action 5: Providing of regular parent workshops

- Increased offerings of social skills groups and social-emotional supports for students → Goal 2, Action 4: Providing of social skills groups for students

Feedback from Students:

- Continued supports to foster a sense of belonging at school → Goal 2, Action 4: Providing of social skills groups for students; and Goal 3, Action 3: Recruitment and Retention of Staff Members of Color

- Support with resolving issues at school → Goal 2, Action 2: Implementation of restorative practices

- Fun activities at school → Goal 1, Actions 1 and 2: Professional Development and Purchasing of Materials for PBL

Feedback from Staff Members:

- More training with PBL → Goal 1, Action 1: Professional Development for PBL

- More training in the area of antiracism → Goal 1, Action 3: Professional Development for Antiracism

- Materials for Hybrid learning → Goal 1, Action 6: Purchasing of Hybrid Streaming Technology

- Purchasing of materials to support with PBL work → Goal 1, Action 2: Purchasing of Materials for PBL

Goals and Actions

Goal 1

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.

Upon our return to in person learning in the 2021 - 2022 school year, we recognized that it was vital to focus on rigorous, standards aligned, and culturally responsive instruction in order to accelerate learning for our scholars. Our BOY data demonstrated that the greatest areas of need for our students were in the areas of foundational reading skills, strategies for grappling with complex text, and conceptual math standards. Our approach to address these needs was multifaceted and included implementing a school wide, research-based foundational reading curriculum, creating culturally responsive PBL units grounded in social justice and antiracism, and providing professional development and coaching to ensure teachers have the support they need to provide effective and engaging instruction to all students.

In addition, throughout the 2020-2021 school year, we had heard from our stakeholders that when we returned to in-person instruction, scholars will need extra support to accelerate learning from a year of online instruction. To truly be able to address students' needs, we also purchased a comprehensive assessment platform and created data analysis protocols so that teachers can provide effective small group and individualized instruction. Finally, we also dedicated resources to providing an intervention program with a focus on our scholars furthest from the center.

The intention of this goal and all goals found in this year's LCAP, is to transform the disproportionate outcomes we see in our education systems, and which were exacerbated by the disproportionate learning loss and trauma experienced during the pandemic. When combined with our organizations' anti-racist Core Values, these Goals and Actions will drive us to achieve greater racial, social, and gender equity across our school and communities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

4.a SBAC ELA	2019 SBAC DFS NA Due to COVID-19	2022 results pending All: African American: English Learners: Latinx: SPED:			To be completed following 2022 SBAC results
4.a SBAC Math	2019 SBAC DFS NA Due to COVID-19	2022 results pending All: African American: English Learners: Latinx: SPED:			To be completed following 2022 SBAC results
4.c % of EL students making progress toward ELPAC proficiency	41.1% (56 students)	ELPI data is unavailable until 2023. Instead we will use the ELPAC as a measure for our EL students.	ELPI data is unavailable until 2023. Instead we will use the ELPAC as a measure for our EL students.	ELPI data is unavailable until 2023. Instead we will use the ELPAC as a measure for our EL students.	Medium- 45% to less than 55%
4.c % of EL students making progress toward English proficiency based on ELPAC assessments	We revised this measure based on the lack of ELPI data until 2023. Baseline and Year 1 Outcome are the same.	2021 ELPAC percentages are: Level 1: 14.47% Level 2: 46.05% Level 3: 31.58% Level 4: 7.89%			2023 ELPAC percentages are: Level 1: 8% Level 2: 35% Level 3: 37% Level 4: 20%

4.d EL Reclassification Rate	12.5%	2020-21 Dataquest is 0% reclassification rate			25%
1.b: Sufficient Access to Standard-Aligned Materials	100% of students have access to standard aligned materials	100% of students have access to standard aligned materials			100% of students have access to standard aligned materials
2.a: Implementation of academic content and performance standards	100% of classrooms use standards aligned curriculum and materials	100% of classrooms use standards aligned curriculum and materials			100% of classrooms use standards aligned curriculum and materials
2.b: How program and services will enable EL students to access CCSS and ELD standards for gaining EL proficiency	100% of English Language Learners participate in CCSS aligned ELD during designated and integrated ELD.	100% of English Language Learners participate in CCSS aligned ELD during designated and integrated ELD			100% of English Language Learners participate in CCSS aligned ELD during designated and integrated ELD.
p. 8 Other academic outcomes (STAR, DIBELS, etc)	STAR Reading: 29% at or above grade level STAR Math: 31% at or above grade level	We no longer administer the STAR assessment	We no longer administer the STAR assessment	We no longer administer the STAR assessment	We no longer administer the STAR assessment
p. 8 Other academic outcomes (STAR, DIBELS, etc)	We began using iReady assessments in the Fall of 2021. Baseline will is the same as Year 1 Outcome.	iReady Reading: 16% reading at or above grade level iReady Math: 13% at or above grade level			65% at or above grade level on i-Ready Reading assessment 65% at or above grade level on

					i-Ready Math assessment

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development for PBL	All teachers will receive professional development for the creation and implementation of PBL units throughout the school year.	ALTERNATE FUNDING	N
2	Purchasing of Materials for PBL	All teachers will receive books, furniture, and classroom materials to support their PBL work.	$10,000 (books), $40,000 (M&S)	Y
3	Professional Development for Antiracism	All staff members will receive professional development in the area of antiracism.	ALTERNATE FUNDING	N
4	Purchasing of Phonics Curriculum for Intervention and SPED	The school will purchase a structured, systematic, multisensory reading intervention program for students in intervention and special education.	$10,000; $127,000 (interv spec); $235,000 (Sped IAs)	Y
5	Purchasing of Comprehensive Assessment Platform	The school will purchase a comprehensive assessment platform to assess student learning in both math and ELA.	$10,000	Y
6	Purchasing of Hybrid Streaming Technology	The school will purchase hybrid streaming technology for every classroom in order to support both in-person and distance learning simultaneously.	$70,000 (tech & equipment), $64,000 (Blended	Y

				learning IA)	

Goal Analysis for 2021-22 LCAP Year

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

In the 2021-2022 school year, the only substantive difference in planned actions and actual implementation of those actions was in the hiring of outside professional development, Action 1.3. Due to the challenges of finding the right match for a partner organization, Aspire Firestone Academy utilized that money to provide additional planning time for teams with internal, on-site coaching, as teams developed their antiracist, social justice ELA units.

In addition, we shifted Action 1.4 from only purchasing a structured, systematic, multisensory reading intervention program for students in intervention and special education to purchasing a program that can be utilized as a Tier 1 phonics curriculum schoolwide. This was done to address the foundational reading challenges we identified based on student data upon the return to in-person schooling.

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.

As noted in Prompt 1, we shifted two actions slightly and were able to redistribute funds accordingly. The difference between budgeted and estimated actual expenditures, therefore, was limited and consequently so was the difference between planned and estimated actual percentages of improved services.

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

At the start of the 2021-2022 school year, Aspire Firestone Academy conducted Beginning of Year (BOY) reading and math assessments to determine strengths and areas of growth for all of our students. We had anticipated a high percentage of students reading far below grade level upon students' return from remote learning. The data demonstrated that 65% of our students were reading two or more grade levels below. While we were not surprised by the data, we knew that the actions we had planned would have an impact on our students' learning but was likely to be a multi-year approach. In our most recent iReady assessment, conducted in March 2022, we saw that the number of students reading two or more grade levels below had been reduced to 41% (a 24% change). In addition, the percentage of students reading only one grade level below had increased from 25% to 44% (a 19% change), and the percentage of students reading on or above grade level had gone from 10% to 16% (a 6% change). We believe this growth is directly related to the actions we have taken, specifically purchasing materials for

PBL and the purchasing of a comprehensive phonics curriculum, for all grade levels. These two actions together have enabled us to approach ELA instruction to include strategies to comprehend complex text and teach/practice foundational reading skills.

The ability to decode and comprehend text also has implications on students' abilities to solve math problems. This year, we adopted iReady to assess math across grades TK-5. Just as we had anticipated challenges with foundational reading skills, we also knew students would struggle with conceptual math coming out of the pandemic. At the start of the year, 59% of our students were two or more grade levels below in math. In our most recent iReady assessment, conducted in March 2022, that number had been reduced to 31% of our students (a 28% reduction). In addition, the percentage of students only one grade level behind had increased from 38% to 56% (an 18% change), and the percentage of students at or above grade level had increased from 4% to 13% (a 9% change). We believe that the actions we have taken to ensure all students are engaged in rigorous, standards-aligned, culturally responsive academic programming is directly responsible for this growth.

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.

We discontinued administering the STAR assessment. Instead we shifted our progress monitoring tools to iReady to ensure all of our students, especially students who live in poverty, meet end of year standards. The metrics reflect that change accordingly. We also revised our ELPI metric and added ELPAC levels instead. Costs are also reduced this year due to no new furniture this year.

Goal 2

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.

For our second goal, we knew that we needed to turn our focus to the social-emotional and well-being of our scholars as we welcomed everyone back to campus. This focus has continued and will continue, as we know that our site must continue to be an emotionally safe place for staff and scholars and that all physical safety and health protocols are being followed. We will continue to emphasize our SEL program for both adults and students alongside a culturally responsive MTSS program.

The intention of this goal and all goals found in this year's LCAP is to continue to transform the disproportionate outcomes we see in our education system, which were exacerbated by the disproportionate learning loss and trauma experienced during the pandemic. When

combined with our organizations' anti-racist Core Values, these Goals and Actions will drive us to achieve greater racial, social, and gender equity across our school and communities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6.c Student Sense of Safety and School Connectedness as a Percentage 95% of students in 3rd- 5th grade will report feeling safe at school according to our student survey.	82% of students in 3rd- 5th grade report feeling safe at school according to our student survey.	77% of students report feeling safe at school according to our student survey.			90% of students report feeling safe at school according to our student survey.
6.a Student Suspension Rates as a Percentage All: 0% African American: 0% English Learners: 0% Latinx: 0% SPED: 0%	All: 0% African American: 0% English Learners: 0% Latinx: 0% SPED: 0%	All: 0% African American: 0% English Learners: 0% Latinx: 0% SPED: 0%			

5.b Chronic Absenteeism Rate as a Percentage	All: 9% African American: 0% English Learners: 10.9% (11 students) Latinx: 9.1% (34 students) SPED: 12.5% (3 students)	All: 43% African American: N/A English Learners: 16.7% (59 students) Latinx: 43.0% (152 students) SPED: 4.0% (15 students)			All: 6% African American: 0% English Learners: 7% Latinx: 6% SPED: 9%
3.a: Efforts we make to seek parent input on making decisions	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."	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."			95% 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."
3.b: How we will promote parental participation in programs for EL, Low-Income, and Foster Youth 3.c: How we will promote parental participation in programs for	Maintain or increase the number of opportunities for parent engagement and participation in programs for students with special needs, English Learners, Low-Income, and Foster Youth.	ELAC: 4 times SSC: 4 times Coffee with the Principal: 6 Times Parent Workshops: 6 Times			Maintain or increase the number of opportunities for parent engagement and participation in programs for students with special needs, English Learners, Low-Income, and Foster Youth.

students with special needs?	ELAC: 4 Times/Year SSC: 4 Times/Year Coffee with the Principal: 4 Times/Year Parent Workshops: 4 Times/Year				
5.a: School Attendance Rate	96.8%	89.6%			97%
6.b: Pupil Expulsion Rates	0%	0%			Less than 1% of students will be expelled
6.d: Surveys of parents to measure safety and school connectedness	87% of families believe the school provides a safe environment for their children per the 20-21 Family Survey. 84% of families feel welcome and connected to their child's school	92% of families believe the school provides a safe environment for their children per the 20-21 Family Survey. 92% of families feel welcome and connected to their child's school			95% of families believe the school provides a safe environment for their children per the 20-21 Family Survey. 95% of families feel welcome and connected to their child's school
1.c: School Facilities in Good Repair	School facilities in good repair	School facilities in good repair			School facilities will remain in good repair
7 Broad course of study	100% of students, including EL, Low-income, Foster Youth, and students with special needs	100% of students, including EL, Low-income, Foster Youth, and students with special needs			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	were offered a broad course of study including ELA, Math, Science, Social Science PE, and Art/Music			will be offered a broad course of study including ELA, Math, Science, Social Science PE, and Art/Music

Actions

Action #	Title	Description	Total Funds	Contributing
1	Hiring of Full-Time Family Coordinator/Community Organizer	The school will hire a full-time family coordinator/community organizer to deepen and strengthen our ties to the community and to ensure that all families have what they need to not only survive but thrive.	$70,000; $150,000 (AP to support)	Y
2	Implementation of restorative practices	The school will continue to implement restorative practices to repair harm when harm has been caused to children or adults.	$10,000 (M&S)	Y
3	Implementation of Family, Staff, and Student Surveys	All stakeholders will complete regular surveys to assess their sense of belonging and level of social-emotional support at the school.	$145,000 (Dean), $65,000 (OA)	Y
4	Providing of social skills groups for students	The school counselor will provide social skills groups - ranging from self-regulation to coping with grief - for students.	$98,000	Y

Goal Analysis for 2021-22 LCAP Year

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.

There were no substantive differences in planned actions and actual implementation of these actions.

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

There were no material differences between budgeted and estimated other than nominal differences.

In returning to in-person instruction after the pandemic, Aspire Firestone Academy recognized the importance of social-emotional well being for our students and families. To ensure students feel safe and seen at school, we have focused on implementing restorative practices across all of our classrooms, including a focus on the practice of circles. Moreover, our counselor has worked hard to hold consistent social skills groups focused on areas such as prosocial skills, positive friendships, and coping strategies. As a result, we have maintained a 0% suspension rate and a 0% expulsion rate for the past few years. This data is a direct result of the actions we have taken towards our goals.

Furthermore, we have also focused on strengthening our ties to the community through our family coordinator, one of our action items. This year, 92% of families stated that they felt connected to the school per our family survey. This is a growth of 8% from the previous year. In addition, 92% of families said they felt their child was safe in our school per the family survey, a growth of 6% from the previous year. Furthermore, we were able to expand upon our parent engagement events, holding 4 ELACs, 4 SSCs, 6 Coffee with the Principals, and 6 Parent Workshops. Our family survey data results are directly related to our actions toward the goal to cultivate communities that foster inclusive, joyful, and safe learning environments.

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.

We continue to pursue our actions in Goal 2 and have not changed goals, metrics, or actions.

Goal 3

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.

Alongside a focus on our scholar's academic, emotional and social well-being, we also wanted to create a goal that focused on our staff. We have continued to develop our teachers and site leaders through the Aspire Student Learning Framework and the Transformational Leader Framework. While it is necessary and more important than ever to focus on the social emotional learning of our scholars, it is also pivotal that we support the social emotional needs of our staff in order for them to show up and be their best selves every day for our scholars.

The intention of this goal and all goals found in this year's LCAP, is to transform the disproportionate outcomes we see in our education systems, and which were exacerbated by the disproportionate learning loss and trauma experienced during the pandemic. When combined with our organizations' anti-racist Core Values, these Goals and Actions will drive us to achieve greater racial, social, and gender equity across our school and communities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.a Teacher Credentials	100% of all teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching.	95% of all teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching.			100% of all teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching.
6.e Teacher Sense of Safety and School Connectedness as a Percentage	100% of teachers have positive working relationships with parents and families per the 20-21 Teammate Survey 94% of teachers state that Aspire Leadership prioritizes their Bienstar/Well Being per the 20-21 Teammate Survey	97% of teachers have positive working relationships with parents and families per the 20-21 Teammate Survey 80% of teachers state that Aspire Leadership prioritizes their Bienstar/Well Being per the 20-21 Teammate Survey			100% of teachers have positive working relationships with parents and families per the 20-21 Teammate Survey 94% of teachers state that Aspire Leadership prioritizes their Bienstar/Well Being per the 20-21 Teammate Survey

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development for Antiracism	All staff members will receive professional development in the area of antiracism.	Duplicate goal 1	N
2	Appropriate Credentialing of Teachers	100% of all teachers will be appropriately assigned to and fully credentialed in the subject area and for the students they are teaching.	No additional cost	Y
3	Recruitment and Retention of Staff Members of Color	The school will continue to recruit and focus on retaining staff members of color (currently = ⅚ staff members of color)	No additional cost	Y
4	Coaching provided to all teachers	All teachers will be coached by a member of the administrative or lead team, using the Aspire Student Learning Framework to ensure all students learn, especially our students who live in poverty.	$10,000 (additional pay); $10,000 (M&S)	Y

Goal Analysis for 2021-22 LCAP Year

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.

There are no substantive differences in planned actions and actual implementation of these actions.

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

There were no material differences between budgeted and estimated other than nominal differences.

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

In order to ensure that all scholars have access to a team of diverse, effective, and thriving professionals who are developed and supported to show up their best and enact culturally responsive and anti-racist practices, we have focused heavily on professional development as well as recruiting and retaining staff members of color. Research demonstrates that when students of color have had at least one teacher of color, they are 13% more likely to enroll in college. When students of color have at least two teachers of color, that number jumps to 32%. By focusing on hiring, coaching, and supporting teachers who represent our community, we are directly impacting the future outcomes for our students, and in particular, our Latinx and Black scholars who live in poverty.

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.

We continue to pursue our actions in Goal 3 and have not changed goals, metrics, or actions.

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 for [LCAP Year]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$ 990,625.22	$ 120,145.01

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
37.93%	0%	$0	37.93%

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 towards low-income and English Learners, the majority of our student body. Ninety-five percent of our student population is unduplicated students, and 36% of our students are English Learners. In designing our goals and actions, it was imperative that we aligned everything to meet the needs of these two high priority groups of students.

In order to truly serve our ELs and our students who live in poverty, we knew that it would be imperative to focus on increasing and improving the level of academic support and interventions. Students who are engaged in their learning have higher academic outcomes, stronger retention of learning, and have a stronger sense of competence and confidence. Thus, in our return from remote learning, it was imperative that we focus on ways to engage students in their learning. Our action in Goal 1 (professional development on PBL and antiracism) is one of the ways we are focusing on engagement. When students have choice and voice in their learning, they have the opportunity to apply their learning to the real world. When they are working with complex, antiracist and social justice driven texts, and teachers have the knowledge and skills to create and facilitate these units, student engagement in learning dramatically increases, thus impacting academic outcomes. However, none of the work is possible if students do not have the foundational reading skills to access these texts. Thus, we have also aligned our actions in Goal 1 (purchasing a phonics curriculum and a comprehensive assessment platform) to ensure that our students have the skills to engage in their PBL units. These actions from Goal 1 are part of a multi-year approach to ensuring that all of our students, but in particular, our ELs and students living in poverty, are being given opportunities to engage with antiracist, rigorous, and standards-aligned, complex texts.

It was also important that this work be available to our scholars who were unable to return to in-person learning at the start of the year, so we also aligned our actions in Goal 1 to ensure access (through the purchase of hybrid technology) to our scholars in Independent Study.

Furthermore, we know that learning cannot happen if students do not feel seen, heard, and represented in their school communities, nor when students do not feel safe. Returning to in person learning from the pandemic, many of our ELs and students who live in poverty had experienced immense trauma. It was of utmost importance that we created a community that was safe and welcoming, not only for students, but also for our families. The majority of our actions in Goal 2 are aligned with this outcome. Our school counselor runs multiple social skills groups focusing on topics such as grief, positive peer relationships, and changing families.. These social emotional groups are targeted towards our students most in need, which is often our students who live in poverty and our ELs. Traditionally, students in poverty and students of color have the highest rates of suspension and expulsion. By focusing on Goal 2 (restorative practices), we are changing the school to prison pipeline. In addition, to truly know if our work is impacting our community, the voices of our community must be represented in all decision making. Thus, as part of Goal 2 (family, student, and staff surveys, family engagement events, and family coordinator), we are focused on ensuring that our school community is a welcoming space for all stakeholders, and in particular for the families and students who live in poverty and our ELs.

Finally, research demonstrates that when students of color have at least one teacher of color, their educational outcomes are improved. Since the vast majority of our unduplicated student population is Latinx, our actions in Goal 3 are aligned with ensuring that we hire, support, and retain a diverse population of properly credentialed teachers. Traditionally, schools that serve communities like ours see high rates of teacher turnover, which has a negative impact on student learning. Thus, we are focused on supporting and retaining our teacher workforce, and in particular our teachers of color, through antiracism professional development and coaching support.

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

The minimum proportionality percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils is 37.93%. This proportionality percentage will be met through a combination of targeting the increased LCFF funds towards supports that disproportionately 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 furthest from the center 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 Deans, Ed Specialist, 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.

We know from multiple meetings that our community members were impacted emotionally by the conditions of virtual learning and the pandemic itself. We are dedicating time and financial support for increased access to mental health services via counselors, psychologists, outside agencies, and family resources. We plan to mitigate student learning loss through additional support staff, reducing class size and/or decreasing small group ratios as well as adding intervention programs. As noted earlier, our concentration funds are directed to more personnel for our MTSS and Restorative framework and increased hours for existing staff. Additional staffing enables our efforts to focus on students who are learning English, come from a low income household or are foster youth.

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	[Provide ratio here]	115:1 FTE; .87%
Staff-to-student ratio of certificated staff providing direct services to students	[Provide ratio here]	13:1 FTE; 7.5%

22-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds		Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,088,000	$	-	$ -	$ -	1,088,000	$ 938,000	$ 150,000

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Professional Development for PBL	All	$ -	$ -	$ -	$ -	$ -
1	2	Purchasing of Materials for PBL	All	$ 30,000	$ -	$ -	$ -	$ 30,000
1	3	Professional Development for Antiracism	All		$ -	$ -	$ -	$ -
1	4	Purchasing of Phonics Curriculum for Interve	All	$ 372,000	$ -	$ -	$ -	$ 372,000
1	5	Purchasing of Comprehensive Assessment	All	$ 10,000	$ -	$ -	$ -	$ 10,000
1	6	Purchasing of Hybrid Streaming Technology	All	$ 118,000	$ -	$ -	$ -	$ 118,000
2	1	Hiring of Full-Time Family Coordinator/Comr	All	$ 220,000	$ -	$ -	$ -	$ 220,000
2	2	Implementation of restorative practices	All	$ 10,000	$ -	$ -	$ -	$ 10,000
2	3	Implementation of Family, Staff, and Student	All	$ 210,000	$ -	$ -	$ -	$ 210,000
2	4	Providing of social skills groups for students	All	$ 98,000	$ -	$ -	$ -	$ 98,000
2	5	Providing of regular parent workshops	All	$ -	$ -	$ -	$ -	$ -
3	1	Professional Development for Antiracism	All	$ -	$ -	$ -	$ -	$ -
3	2	Appropriate Credentialing of Teachers	All	$ -	$ -	$ -	$ -	$ -
3	3	Recruitment and Retention of Staff Members	All	$ -	$ -	$ -	$ -	$ -
3	4	Coaching provided to all teachers	All	$ 20,000	$ -	$ -	$ -	$ 20,000
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -

22-23 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	Totals by Type	Total LCFF Funds
$ 2,928,245	$ 1,110,770	37.93%	0.00%	37.93%	$ 1,098,000	0.00%	37.50%	**Total:**	$ 1,098,000
								LEA-wide	$ -
								Limited Total:	$ -
								Schoolwide	$ 1,088,000

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	PBL Training	subs and pd	No	Schoolwide		Elementary	$ 10,000	0.00%
1	2	Purchasing of Materials fo	Yes	Schoolwide	All	Elementary	$ 30,000	0.00%
1	3	Professional Developmen	No	Schoolwide		Elementary	$ -	0.00%
1	4	Purchasing of Phonics Cu	Yes	Schoolwide	All	Elementary	$ 372,000	0.00%
1	5	Purchasing of Compreher	Yes	Schoolwide	All	Elementary	$ 10,000	0.00%
1	6	Purchasing of Hybrid Stre	Yes	Schoolwide	All	Elementary	$ 118,000	0.00%
2	1	Hiring of Full-Time Family	Yes	Schoolwide	All	Elementary	$ 220,000	0.00%
2	2	Implementation of restora	Yes	Schoolwide	All	Elementary	$ 10,000	0.00%
2	3	Implementation of Family,	Yes	Schoolwide	All	Elementary	$ 210,000	0.00%
2	4	Providing of social skills g	Yes	Schoolwide	All	Elementary	$ 98,000	0.00%
2	5	Providing of regular paren	No	Schoolwide		Elementary	$ -	0.00%
3	1	Professional Developmen	Yes	Schoolwide	All	Elementary	$ -	0.00%
3	2	Appropriate Credentialing	Yes	Schoolwide	All	Elementary	$ -	0.00%
3	3	Recruitment and Retentio	Yes	Schoolwide	All	Elementary	$ -	0.00%
3	4	Coaching provided to all t	Yes	Schoolwide	All	Elementary	$ 20,000	0.00%

2021–22 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,150,000.00	$ 1,218,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Professional Development for PBL	Yes	$ 20,000	$ 20,000
1	2	Purchasing of Materials for PBL	Yes	$ 225,000	$ 225,000
1	3	Professional Development for Antiracism	Yes	$ 20,000	$ 20,000
1	4	Purchasing of Phonics Curriculum for Intervention	Yes	$ 305,000	$ 373,000.00
1	5	Purchasing of Comprehensive Assessment Platf	Yes	$ 10,000	$ 10,000
1	6	Purchasing of Hybrid Streaming Technology	Yes	$ 95,000	$ 95,000
2	1	Hiring of Full-Time Family Coordinator/Commun	Yes	$ 165,000	$ 165,000
2	2	Implementation of restorative practices	Yes	$ 10,000	$ 10,000
2	3	Implementation of Family, Staff, and Student Su	Yes	$ 190,000	$ 190,000
2	4	Providing of social skills groups for students	Yes	$ 90,000	$ 90,000
2	5	Providing of regular parent workshops	Yes	$ -	$ -
3	1	Professional Development for Antiracism	Yes	$ -	$ -
3	2	Appropriate Credentialing of Teachers	Yes	$ -	$ -
3	3	Recruitment and Retention of Staff Members of	Yes	$ -	$ -
3	4	Coaching provided to all teachers	Yes	$ 20,000	$ 20,000
				$ -	$ -
				$ -	$ -
				$ -	$ -
				$ -	$ -
				$ -	$ -
				$ -	$ -

2021–22 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,017,690	$ 960,000	$ 1,028,000	$ (68,000)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	Professional Development for PBL	Yes	$ 20,000	$ 20,000.00		0.00%
1	2	Purchasing of Materials for PBL	Yes	$ 125,000	$ 125,000.00		0.00%
1	3	Professional Development for Antiracism	Yes	$ 20,000	$ 20,000.00		0.00%
1	4	Purchasing of Phonics Curriculum for Intervention and	Yes	$ 305,000	$ 373,000.00		0.00%
1	5	Purchasing of Comprehensive Assessment Platform	Yes	$ 10,000	$ 10,000.00		0.00%
1	6	Purchasing of Hybrid Streaming Technology	Yes	$ 45,000	$ 45,000.00		0.00%
2	1	Hiring of Full-Time Family Coordinator/Community Or	Yes	$ 125,000	$ 125,000.00		0.00%
2	2	Implementation of restorative practices	Yes	$ 10,000	$ 10,000.00		0.00%
2	3	Implementation of Family, Staff, and Student Surveys	Yes	$ 190,000	$ 190,000.00		0.00%
2	4	Providing of social skills groups for students	Yes	$ 90,000	$ 90,000.00		0.00%
2	5	Providing of regular parent workshops	Yes	$ -	$ -		
3	1	Professional Development for Antiracism	Yes	$ -	$ -		
3	2	Appropriate Credentialing of Teachers	Yes	$ -	$ -		
3	3	Recruitment and Retention of Staff Members of Color	Yes	$ -	$ -		
3	4	Coaching provided to all teachers	Yes	$ 20,000	$ 20,000.00		0.00%
				$ -	$ -		0.00%
				$ -	$ -		0.00%
				$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%

2021–22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 3,694,062	$ 1,017,690	0.00%	27.55%	$ 1,028,000	0.00%	27.83%	$0.00 - No Carryover	0.00% - No Carryover

Instructions

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:

o   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]).

o   Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

o   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.

- **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%).

  o 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. Estimated Actual Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Estimated Actual LCFF Base Grant and the Estimated Actual 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 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)

    o   This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o   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)

    o   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

    o   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)

    o   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

    o   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 4 from 7)

    o   This amount is the Total Planned Contributing Expenditures (4) subtracted from the Total Estimated Actual Expenditures for Contributing Actions (7)

- 5. Total Planned Percentage of Improved Services (%)

    o   This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

    o   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)

- o   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

- ●   11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  - o   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)

  - o   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)

  - o   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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