

## LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Aspire Slauson Academy

CDS Code: 19-64733-0124784

School Year: 2022 – 23

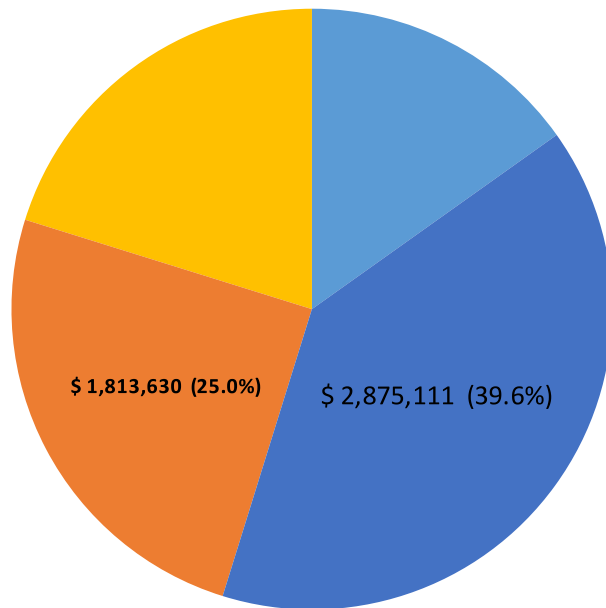
LEA contact information: Paul DelgadoPaul.Delgado@aspirepublicschools.org

323-235-8400

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

### Budget Overview for the 2022 – 23 School Year

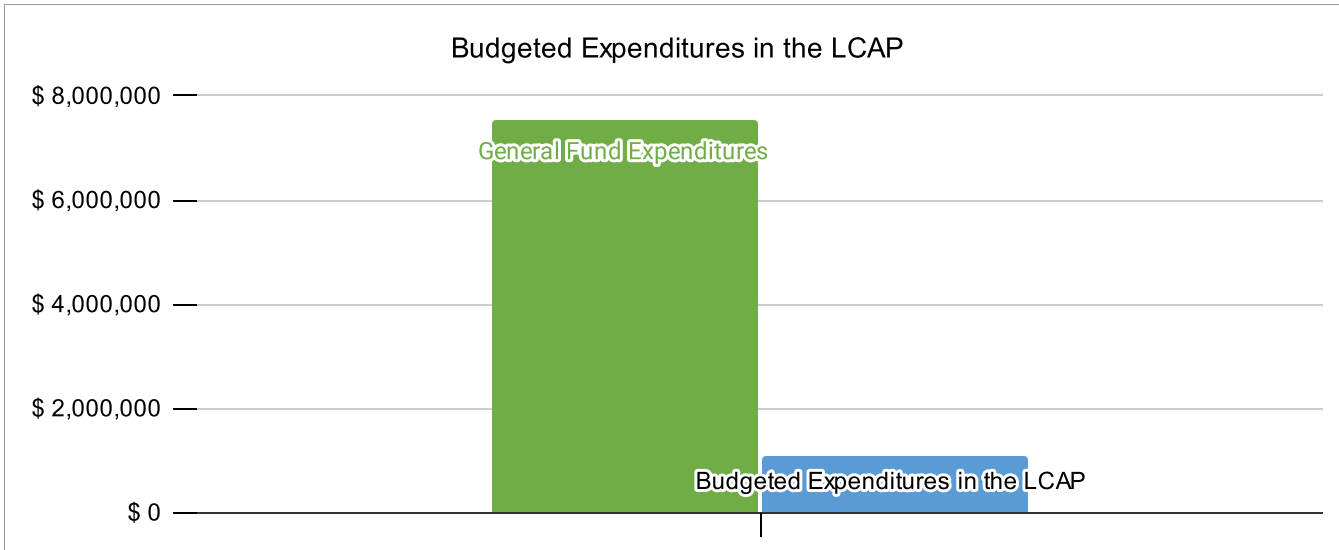
Projected Revenue by Fund Source



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

The text description for the above chart is as follows: The total revenue projected for Aspire Slauson Academy is \$7,251,967.00, of which \$3,974,111.00 is Local Control Funding Formula (LCFF), \$1,813,630.00 is other state funds, \$0.00 is local funds, and \$1,464,226.00 is federal funds. Of the \$3,974,111.00 in LCFF Funds, \$1,099,000.00 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.



This chart provides a quick summary of how much Aspire Slauson 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 Slauson Academy plans to spend \$7,545,353.00 for the 2022 – 23 school year. Of that amount, \$1,099,000.00 is tied to actions/services in the LCAP and \$6,446,353.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

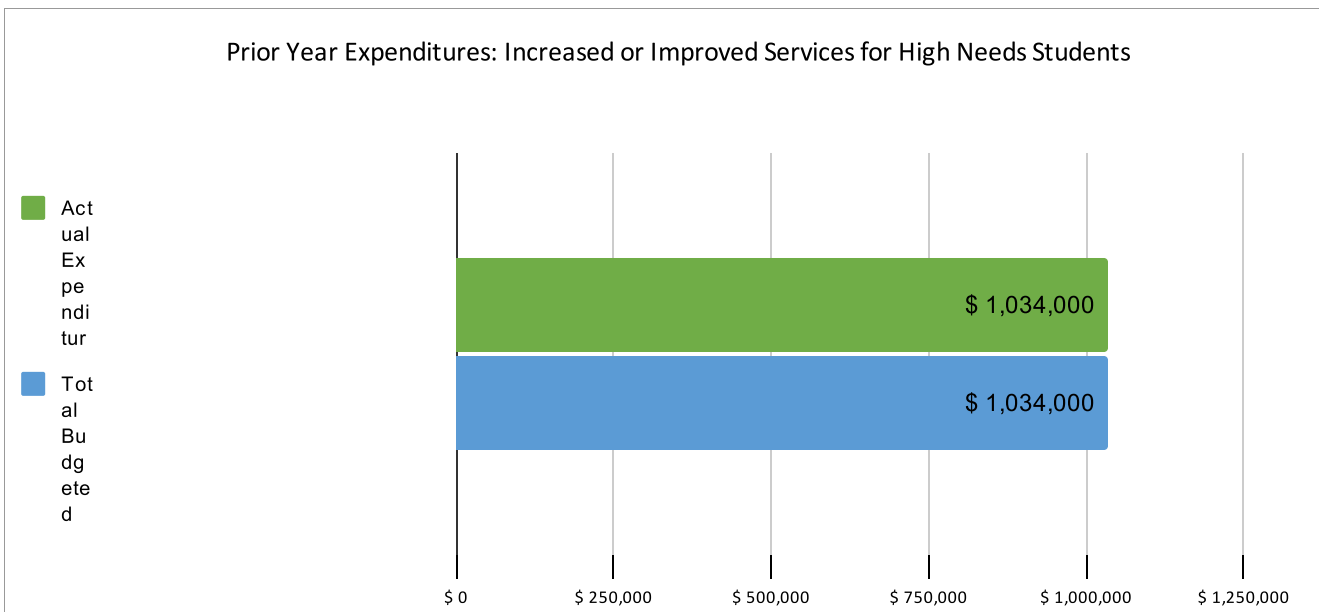
Salaries & benefits are included for the following positions: core teachers, specialist teachers (those not highlighted in the LCAP), instructional assistants, special education, after school program, campus operations (including front office, administration, facility, and cafeteria), substitute teachers, and stipends.

Operating expenses are included, but not limited to, the following: education and physical education materials, conferences & travel, education consultants, professional services, field trips, rent, utilities, food services, management fees (national office, regional office, authorizer, SELPA), insurance, interest, depreciation & amortization, and contributions to reserves.

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

In 2022 – 23, Aspire Slauson Academy is projecting it will receive \$1,099,000.00 based on the enrollment of foster youth, English learner, and low-income students. Aspire Slauson Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Aspire Slauson Academy plans to spend \$1,099,000.00 towards meeting this requirement, as described in the LCAP.

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



This chart compares what Aspire Slauson Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Aspire Slauson Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021 – 22, Aspire Slauson Academy's LCAP budgeted \$1,034,000.00 for planned actions to increase or improve services for high needs students. Aspire Slauson Academy actually spent \$1,034,000.00 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 Slauson Academy	Paul M Delgado, Principal	<a href="mailto:paul.delgado@aspirepublicschools.org">paul.delgado@aspirepublicschools.org</a> (323) 605-7131

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, administrator group in **June, August and September 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, mathematics, address social emotional needs, 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 will accomplish the following.

1. Increase personnel to
  - increase the intensity and frequency of interventions for our students through additional certificated and classified personnel
  - increase access to MTSS
  - expand summer school
2. Increase mental health supports for students, staff and families through
  - counselors, psychologists
  - transition supports for elementary to middle
  - improved social emotional curriculum
  - increased access to mental health services
  - family resource centers
  - virtual school, elearn, expanded staffing, independent study
  - social emotional professional development
3. Increase professional development
  - multi-lingual supports
  - instructional coaching through additional site administration
  - 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 (August 2021), students surveys and empathy interviews (March 2021), staff (on-going and June 2021), and administration (July 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, reducing class size and/or decreasing small group ratios as well as adding intervention programs, (Lexia, MyOn, Zearn, Reflex, Happy Numbers).

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, 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. Reflex Math, Lexia.

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 ([link](#)) reflects our core values as does our Safe Return and Continuity of Services, ESSER Expenditure Plan ([link](#)) 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/](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/](https://aspirepublicschools.org/discover_aspire/equity/)

Core Values, [https://aspirepublicschools.org/discover\\_aspire/](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](mailto: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 Slauson Academy	Dr. Paul M. Delgado	paul.delgado@aspirepublicschools.org (323) 235-8400

## 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.

**College for Certain**

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

**Vision**

Every student is prepared to earn a college degree.

**Mission Statement**

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

- Increase the academic performance of underserved students
- Develop effective educators
- Share successful practices with other forward-thinking educators, and
- Catalyze change in public schools.

**Our Purpose**

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

Aspire’s programs are designed to meet the needs of students in historically underrepresented populations. Students are minority children from working class families, where at least one parent was unable to complete high school and homes are multilanguage. Aspire’s students come from overcrowded schools in urban environments. College for Certain is not something that all of our families believed was attainable –

until now! Aspire shifts mindsets and builds students up to believe in themselves as they carve their path to four year colleges. There are many reasons that explain Aspire's success in California. Inspirational leadership of Aspire's founders and the deeply held philosophy that all children can learn sets a foundation of work that guides Aspire students through grades and straight to college.

### **Aspire Slauson Academy**

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

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

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

100% Free Reduced Lunch

85% Latino

20% African American

48% English Learners

6% Homeless

100% Socio-economically Disadvantaged

16.6% Students with Disabilities

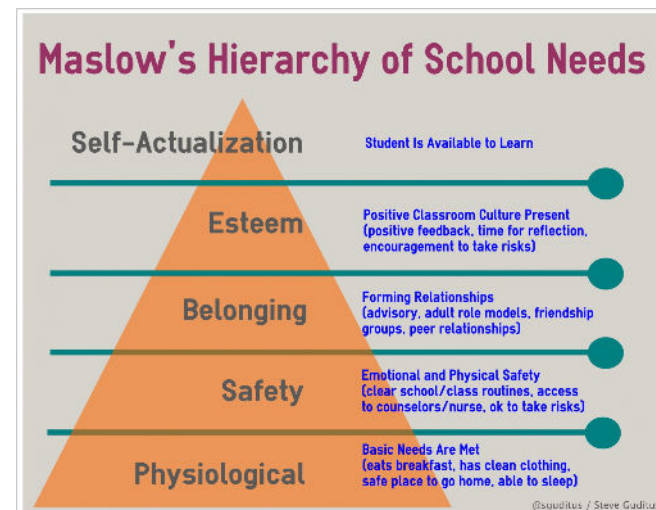
0% Foster Youth

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

Technology Learning Model for the 2021-2022 school year. Our Technology Vision, grounded in the SAMR technology framework, drives our creativity and innovation with technology and inspires us to take our work and our students to the next level with learning at all times.

To enhance our program, we continue to expand on our school wide PBIS behavior model and we are constantly applying our knowledge of Trauma Sensitive School Models and Culturally Responsive behavior frameworks to varying aspects of our classrooms, our common areas, our playgrounds, and in our community. We also ensure that all of our English Learners receive designated English Language Development at their specific English proficiency levels and integrated English Language Development during core content instruction to support access to the curriculum and state standards. Most importantly, we recently embarked on our learning journey in Racial Justice and Cultural Competence to understand what we need to break down walls, stereotypes, systemic racism, prejudice, hate, and discrimination in our world so that we provide our students with endless opportunities to succeed in their futures and in college.

The development of our identity as a unique charter elementary school in South Los Angeles, as detailed above, has taken time and careful nurturance. Given the external circumstances that many of our students live in, it has taken our team time to understand these circumstances and to determine how to best support our students. We have spent the past five years learning about trauma sensitive school models and building knowledge in trauma and the brain. We came to fully understand what our students truly needed as we referenced our studies to Maslow's Hierarchy of School Needs:



The fundamentals of our school culture and climate needed intensive care and structure in order to push students with learning goals and academics. The South Los Angeles area is complex and, when compared to other neighboring areas, is an area that is in need of significant development, structure, and transformation. Statistics indicate that the surrounding community is stifled with violence, gangs, drugs, domestic abuse, homelessness, poverty, and more. These are the circumstances that many of our students are faced with and are forced to navigate all while urged to wake up daily to carry their “trauma” with them to school. This level of trauma has required significant work and time.

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

**SBAC Reading Data for 2018-2019**

ELA SBAC	17-18	18-19	19-20
3 <sup>rd</sup> Grade	40%	27%	42%
4 <sup>th</sup> Grade	40%	47%	40%
5 <sup>th</sup> Grade	29%	41%	55%
6 <sup>th</sup> Grade	30%	20%	51%
School Wide Performance	36%	33%	46%



highlighted in yellow).

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

## Reflections: Successes

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

### **Aspire Slauson Academy**

The narrative that captures the identity of Slauson Academy has been framed by our shared vision designed six years ago and is grounded in three essential pillars that define our work --- Culture & Climate, Instruction for Developing Strong Readers, and Relationships. The 2015-2016 school year marked the beginning of a new journey for the Slauson Stars and the welcoming of the academy's third administrator since it's doors opened in 2011. To date, the principal is now embarking on an eleventh year with the school and has served in multiple capacities within the program. With 21-22 being his 6th year as the instructional leader of the academy, the successes that can be drawn from the evolution of the program are reasons to celebrate and are reasons to anticipate the future success of students and teachers at Slauson Academy as they recover from the 2020 pandemic.

### **Culture & Climate**

One major success for Slauson Academy has been our improvements in Culture & Climate through our work with Culturally Responsive Teaching, Restorative Justice, Logical Consequences, Joy Factor, Warm Demanders, High Expectations, Equity, and Cultural Competence. In addition, we studied and engaged deeply in the importance of relationships, social-emotional learning, emotional intelligence, and Collaboration. Through our knowledge of Trauma Sensitive School Models, we expanded in our implementation of these various frameworks and improved our approach to being proactive with student social-emotional needs and behavior. We streamlined and delineated the work of our Behavior Intervention Specialist and our Counselor to target conduct and to differentiate between conduct and crisis. As we strengthened our response protocols for our students and teachers, we prioritized protection of instructional time in the classroom. Our Behavior Intervention Specialist supported teachers with de-escalation strategies and shifted our school-wide culture to a community of warm demanders that do not believe in sending students out of the classroom through referrals for behavior support. We have developed a trauma Informed and Sensitive School Model for working proactively with our students to develop appropriate coping skills for monitoring their actions, emotions, and behavior.

### **Discipline and Suspension Rates**

The work necessary for improving and strengthening aspects of culture & climate at Slauson Academy required time and purposefulness. As

demonstrated in our longitudinal suspension rate data, we have been able to decrease our suspension rate significantly across the years and have maintained a 0.3% suspension rate for our school. According to the California School Dashboard, We are currently at blue indicators (see below) for the four subgroups at our school site which include English Learners, Hispanic Students, Socio-economically disadvantaged students, and students with disabilities. We are proud of the work we have accomplished in shifting the mindsets of our team to better understand the importance of protecting instructional minutes for all of our students.

### **Charter Contract Renewal 2020**

Another of our successes in the 20-21 school year was the renewal of our five year charter contract with the Los Angeles Unified School District. This was the principal's second time leading the renewal process for the academy and the announcement of approval for our contract was relieving for the team and for the community. This year proved to evoke a myriad of emotions for all stakeholders due to the endless barriers the academy had to confront. As a result of the pandemic, we had limited access to our records at the school site and we had significant gaps in data for student achievement. We were stumped with developing our narrative for our renewal process and found it difficult to highlight our growth and our successes without the annual internal and external quantitative data we rely on to inform our decisions and instructional approaches.

### **Federal Progress Monitoring**

A significant and unusual win for our school was the Federal Progress Monitoring Review. Added to our already disrupted and unfamiliar school year, Slauson Academy was selected to undergo the Federal Progress Monitoring review with the California Department of Education. Federal and state laws require the California Department of Education (CDE) to monitor implementation of categorical programs operated by local educational agencies (LEAs). All LEAs are responsible for creating and maintaining compliant categorical programs. The Federal Program Monitoring (FPM) process consisted of an online review and several interviews with stakeholders involved in the programming of the school. The two major areas that were thoroughly analyzed included the Title 1 Compensatory Education funds and programming and the Title 3 English Learner Funds and SSC/ELAC programming. The FPM online review targeted formal document review of the categorical programs and confirmed that Slauson Academy was meeting fiscal and program requirements of federal categorical programs and mandated areas of state responsibility.

The review was an incredible success for Slauson Academy in that our spending was documented accurately and what we were investing in was more than appropriate. More importantly, our approach to ELD and our families has been thoroughly designed and reflects a level of fidelity that truly is designed to be responsive to our community. We received NO FINDINGS which, as reported by the CDE officials, is typically unheard of when schools undergo FPMs. We were celebrated by CDE officials for our work and our team was asked to meet with the directors at LAUSD to develop a comprehensive training program that we could possibly present to the district. Below are the documents that reflect our work with the FPM.

### **Data**

#### **i-Ready**

When looking at individual student growth on i-Ready, most students grew from baseline data to current placement. The i-Ready Typical Growth is at 90% for ELA and 94% for Math. For our ELA Black/ African American Student growth it went from 71% to 137%. Second grade



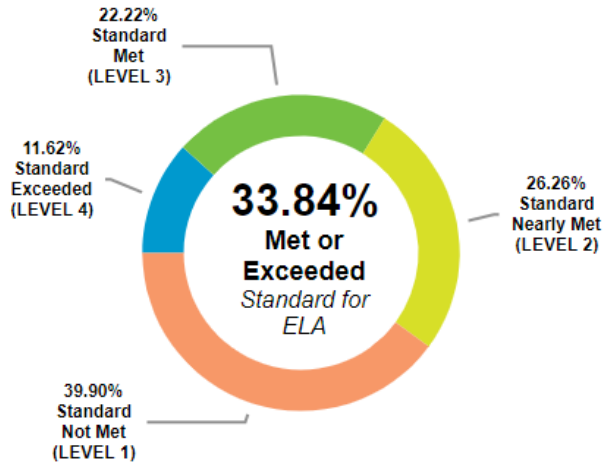
shows the most growth with improved placement in i-Ready Math at 71%. Grades two, four, five, and six, met their i-Ready progress to Annual Typical Growth in Reading. There is also no disproportionality between Black and LatinX students. There are three Education specialists and one Education Specialist Resident which has allowed for more individualized supports leading to a growth of 77% to 123% in reading from the students with disabilities population.

### **SBAC ELA Longitudinal 2015 - 2019**

Analysis of longitudinal CAASPP ELA data demonstrate consistent growth across the years. This serves as a small success point for Slauson Academy as we continue to understand more deeply what the basic needs of our students are. In the early years of service in the community, two former administrators attempted to move Slauson Academy forward through various leadership and instructional models and ultimately ended up resigning from their roles in just two years. The current principal, coming from the Slauson Academy classrooms and serving as an intervention specialist and dean, stepped in as leader in 2015 and developed a comprehensive and cohesive plan of action that would be driven by three essential pillars of work; Culture & Climate, Instruction, and Relationships. In 2018 - 2019, Slauson Academy is happy to celebrate continued growth and consistent leadership. With that, Slauson Academy looks forward to our return to school site instruction and recovery from the pandemic. We hope to re-establish our ambitious goals and to achieve significant growth.

**ELA**

Percent of students within each achievement level



**View Table Data**

CAASPP English Language Arts/Literacy Results	2015-16	2016-17	2017-18	2018-19	2019-20
Std Exceeded Level 4	4 %	5.68 %	10.66 %	11.11 %	N/A
Std Met Level 3	16 %	28.41 %	24.87 %	22.22 %	N/A
Std Nearly Met Level 2	30 %	23.3 %	29.44 %	26.77 %	N/A
Std Not Met Level 1	50 %	42.61 %	35.03 %	39.9 %	N/A

LEARN MORE

**English Language Arts**

All Students State

Orange

**40.9 points below standard**

**Maintained -0.7 Points**

EQUITY REPORT  
Number of Student Groups in Each Color

Color	Count
Red	0
Orange	3
Yellow	0
Green	0
Blue	0

**SBAC Math Longitudinal 2015-2019**

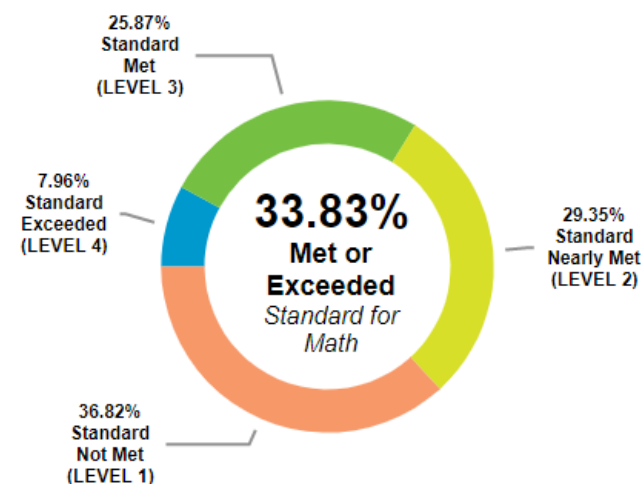
Our work in math is similar to what we see within our ELA CAASPP scores. Analysis of longitudinal CAASPP Math data demonstrate consistent growth across the years. This also serves as a small point of success for Slauson Academy as we continue to understand more

deeply what the basic needs of our students are. The current principal stepped into his role with math data reflecting a 12% average of students meeting or exceeding standards in math. In 2018 - 2019, Slauson Academy was happy to celebrate 34% of students meeting or exceeding standards in math. Though small, the growth is attributed to fidelity to a consistent math curriculum and consistent leadership. With that, Slauson Academy looks forward to our return to the school site to re-establish our ambitious goals and to achieve growth.

View Table Data					
CAASPP Mathematics Results	2015-16	2016-17	2017-18	2018-19	2019-20
Std Exceeded Level 4	3 %	5.68 %	9.18 %	7.96 %	N/A
Std Met Level 3	9 %	14.77 %	16.84 %	25.87 %	N/A
Std Nearly Met Level 2	35 %	32.39 %	31.63 %	29.35 %	N/A
Std Not Met Level 1	53 %	47.16 %	42.35 %	36.82 %	N/A

### Mathematics

Percent of students within each achievement level



### ELD: Students Reclassified as English Language Proficient

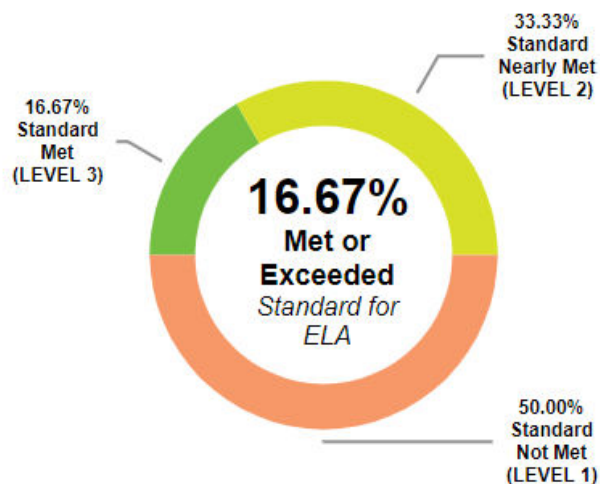
Another area of our work that we were consistently improving in across the years was our RFEP rate for English Learners. Aspire Slauson Academy focuses on the development of the English language for all students as multi language learners. Teachers engage in designated and integrated English Language Development (ELD) instruction to strategically and overtly address the needs of students. In 20-21 we moved into our fifth year of implementation of our EL Achieve curriculum for designated instruction. Teachers also implemented a variety of integrated ELD strategies in all content areas to meet state and federal guidelines for Designated and Integrated ELD. Our designated instructional model for language learning resulted in a 31.8% reclassification (according to the California Department of Education’s DataQuest portal) rate for the 18-19 school year. The 18-19

RFEP rate increased from the previous year by 12% which was roughly 10% higher than the district rate. Following this increase in achievement, we experienced a significant drop in our RFEP scores as a result of the pandemic and school closures. We are now planning on increasing professional development for teachers around ELD instruction to build capacity in integrated instructional design for ELLs.

School	15-16 EL #	16-17 Reclass #	16-17 Reclass Rate	16-17 EL #	17-18 Reclass #	17-18 Reclass Rate	17-18 EL #	18-19 Reclass #	18-19 Reclass Rate	17-18 EL #	18-19 Reclass #	18-19 Reclass Rate	18-19 EL #	19-20 Reclass #	19-20 Reclass Rate
Aspire Slauson Academy Charter	176	35	19.9	176	35	19.9	157	50	31.8	157	50	31.8	127	7	5.5

### ELA

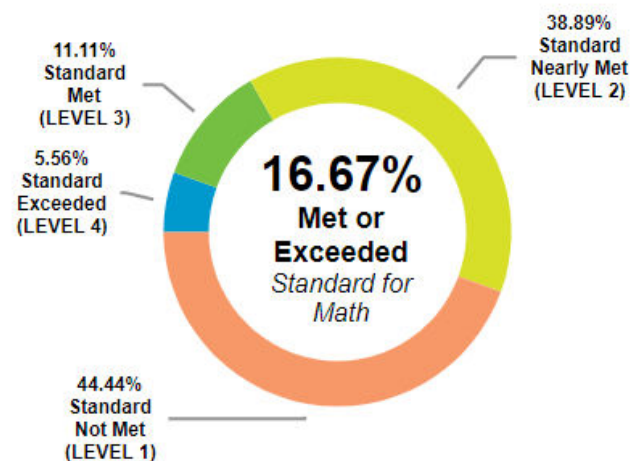
Percent of students within each achievement level



Standard Exceeded is 0.00%

### Mathematics

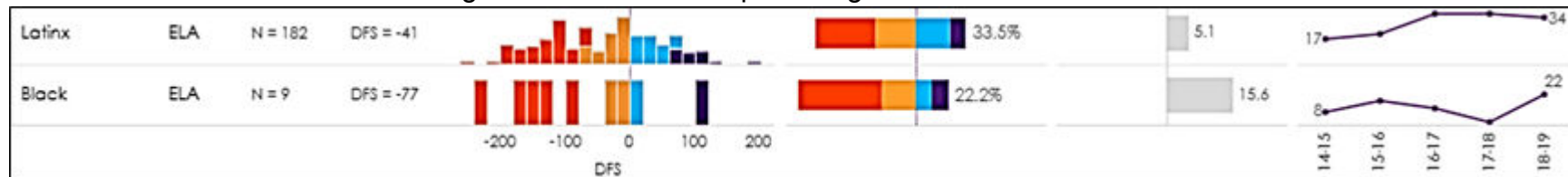
Percent of students within each achievement level



### ELA and Math CAASPP Growth: Students with Disabilities and African American Students .

Although there are numerous successes to draw data from to inform the direction of our work at Slauson Academy as a result of the pandemic, the final two successes deemed necessary to report is our growth achieved in 18-19 for our students with disabilities subgroup and the growth for our African American students. For both ELA and Math, the intentional instructional design, fidelity to testing accommodations, and the intensive relationship building between parent, student, and teacher proved to make a significant difference. In 2017 -2018 for both ELA and Math, SWD's had a 16.67% average for meeting/exceeding expectations. In 2018 - 2019, our students with special needs grew in both areas with ELA at 38.89% and Math at 27.78%. The work invested in the specialized support resulted in positive gains. Slauson Academy is excited to return to the school site to continue working, learning, and growing.

In addition, we pulled internal data for the CAASPP ELA and Math data and determined that our African American subgroup had made significant progress in 2018-2019 compared to previous years with some even reflecting a zero percent increase in growth. In both Math and ELA, our African American students demonstrated a 22% increase for meeting and/or exceeding standards. This is a success/celebration for Slauson Academy and this growth is attributed to the intentional Culture and Climate elements we targeted for our program. These elements include strategies such as beginning with teacher mindset and addressing deficit perspectives through our Dreamkeepers book study. We also expanded on our relationship building approach and strengthened our work with maintaining those relationships with both the students and their families. The work was targeted and resulted in positive growth.



## 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.

### Urgent Needs at Aspire Slauson Academy

As schools around the country begin to return to campus to proceed with varying models of hybrid instruction and/or in-person instruction, there are pressing and critical areas to target as it relates to the racial gap, inequities, learning loss, unfinished learning, language needs, social emotional needs, and the educator needs. Though the pandemic shed light on the widening disparities and inequities in our education system, it has also provided schools the opportunity to begin reimagining our work to better serve and meet the needs of our students. After careful consideration of school wide data points, teammate survey results, student feedback through surveys, parent feedback through stakeholder events/surveys, charter renewal contingencies, charter oversight reports, DVR review reports, and qualitative data collection, below are areas that need significant improvement.

Recommendations and findings following the petition renewal of Slauson Academy's hearing with the LAUSD Board of Education: Aspire Slauson Academy Charter must meet the following benchmarks during the 2021-2026 charter term in order to address concerns regarding academic performance:

The school will achieve Increased or Increased Significantly in Change Level for the majority of its numerically significant subgroups on the California School Dashboard's English language Arts (ELA) Indicator over the term of the charter with the goal of achieving a Status level that is the same or higher than the applicable state levels by the time the charter is presented for renewal. The school's annual progress will be reviewed at the school's Annual Performance-Based Oversight Visit by the district. If this benchmark remains unmet by the timeline(s) indicated, at that time the District will review the charter school's status reports and any additional relevant information, and determine next steps accordingly, up to and including recommendation for revocation during the school's charter term or recommendation of non-renewal upon submission of a renewal petition at the end of the term of the charter.

Aspire Slauson Academy Leadership (Principal and both Deans of Instruction) will engage in long term partnership with TNTP Breakthrough Principals to develop capacity in the Transformational Leadership Framework for the purposes of coaching, supporting, and modeling with consistent year round coaching and feedback cycles for all teachers.

Design year-long professional learning for the instructional leadership team members to build consistency in their assessment of teacher practice.

Build capacity of instructional leadership team members to conduct observations and provide effective feedback.

Develop reporting systems so that instructional leadership team members can share feedback, input, and concerns of the teams they are leading.

Set and share performance expectations aligned to schoolwide goals and school priorities for each staff member.

Ensure that each staff member is aware of the standards and metrics against which his or her performance will be assessed.

Explore and build the common language of the teacher evaluation system by exploring the concepts and rubrics at the school level.

Share all key components of the performance management cycle, including individual goal and target setting, formal observations, midyear reviews, and final summative evaluations.

Aspire Slauson Academy Educators are in need of intensive, immersive and transformative growth and learning at the intersection of curriculum, content, equity and standards. Slauson Educators need support and training in content standards drawn from the CCSS and the NGSS and require specialized development in multiple areas to expand on understanding of how to design effective instruction.

1. Unpacking CCSS and understanding CCSS, grade-level curriculum, strategic supports, and equitable instruction, to design differentiated Instruction for All Students.

2. Professional Development in the area of language acquisition and literacy (phonics, phonological awareness, and foundational skills) to understand how to implement models and strategies with clear, practical routines that promote effective interactions between students/students, students/teachers while developing metacognitive use of high level language and literacy skills. This work will include teaching students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge, develop awareness of the segments of sounds in speech and how they link to letters, teach students to decode words, analyze word parts, and write and recognize words, and ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

3. Professional Development for all K-6 educators in specific, evidence-based instructional models/strategies for implementing the balanced literacy instructional model as an extension to the first year of implementation in 2018-2019 including Reader's Workshop, Reading Mini-Lesson, Interactive Read Aloud, and Shared Reading.

4. Collaborate with MTSS Advisory to execute individual teacher data talks and to implement monthly student data analysis of formative data including 6-8 week cycles of inquiry for reading intervention and small group instruction.
5. Teachers will collaborate with administrators to develop an action plan for weekly reading progress monitoring including weekly formative assessments and student work sample analysis to determine small group instructional foci.
6. All K-6 Teachers will receive professional development in Small Group Guided reading instruction to begin implementation of small group reading by Week 5 of the 2021-2022 school year.
7. Plan and implement Instructional Labs for Reading Mini Lesson, Interactive Read Aloud with Instructional Rounds to determine effectiveness, alignment, and next steps for strengthening ELA model.
8. Intellectual Planning Protocols to develop whole group and small group reading instruction based on scope and sequence of accelerated learning model including weekly lesson plans with standard, objective, questioning, sequence of lesson, exit ticket, and daily sequence.
9. Ongoing participation in PLCs to continue developing understanding and knowledge in teaching reading foundational skills: translating research, pedagogical models, literacy practices, and instructional materials to design and implement instruction that supports student readers at all levels.
10. Continue and expand on capacity building in academic conversations to

#### **Aspire Slauson Academy will increase achievement in ELA (reading achievement) for English Language Learners**

Our Slauson team is aware that our EL data is not where we want it to be and because of this we have taken steps to enhance supports to our program, including assigning an MLL Point Person whose primary role has been to coach and further develop Slauson teachers around implementation of designated and integrated ELD strategies as well as refining our EL data collection.

Given prolonged school closures, Slauson implemented the adapted distance learning instructional program which was based on California's legal definition of an "instructional day" (section 43501), which stipulates 180 - 240 minimum total minutes (depending on grade level). In distance learning, this means the "time value" of assignments as designed by a credentialed teacher. Hence, the offering of only two 30-minute blocks is a temporary baseline for ELD instruction. Furthermore, our schools within the Aspire system are preparing to apply an acute needs plan which will include MLLs based on data points indicating highest needs.

We are aware of and understand the urgency in addressing the needs of our English Language Learners and we understand that we must work proactively to support students with language needs as we begin preparing for our return to school sites. Once our schools reopen we will return to our typical schedule where we will offer designated ELD for at least 120 minutes a week. With that, we will also expand on our ELD program and our efforts to address language needs.

We will continue with fidelity to implementation of our EL Achieve curriculum for designated instruction and we will also move forward with our previously planned work and focus on Integrated ELD instruction. Though our RFEP data indicate a stark drop in reclassification rates, we attribute this significant drop to the pandemic and school closures. Before the pandemic, the trends in our EL growth through our work in designated instruction resulted in a 32% reclassification rate for the 18-19 school year. We have decided to expand on our work to continue growing and reclassifying students that are ELLs.

We plan on continuing our work with the "Be GLAD" professional development organization to schedule and train our new teammates on integrated ELD instructional strategies. The Be GLAD project is a professional development organization in the area of language acquisition and literacy employing Project GLAD model and strategies to teach theory to educators and transform it into incredible practical teaching

activities. It is a professional development model in the area of academic language acquisition and literacy where strategies specifically target and promote language skills, academic achievement, and cross-cultural skills with groundbreaking efficiency.

The Slauson team is looking forward to learning more about integrated ELD instructional strategies that we can incorporate into all other content areas throughout the day and support all learners at varying levels of language development. Included in the extended training program that will be held at our school site, we will be provided access to observational tools to check for efficacy, content with instructional routines, opportunities to articulate vertical alignment across grade levels to meet state mandates, and create a school environment responsive to diversity with an inclusive learning environment.

Through the implementation of designated and integrated ELD instruction, we hope to increase the achievement of all ELLs and support all students with learning to apply complex language skills within any content area. The following areas are major areas of focus at Slauson as we continue preparing for our transition back into school sites:

Continued focus on Accelerated Learning/Unfinished Learning through the TNTP model.

Continued focus and training to build capacity in Support Staff as Intervention Specialists.

Fidelity to Designated and Integrated Instruction

Increasing Frequency of Small Group Reading during Asynchronous.

Modified ELD Action Plan using current curriculum.

More Frequent Progress Monitoring.

Expand on Academic Conversations.

Explicit Focus on Integrated Language Instruction for content areas.

Specialized Training for Educators GLAD Language Training.

Increase in Parent Involvement and Engagement through more specialized Workshops that target language focus at home to bridge home and school.

Strengthen Language Routines.

Accountability in Intellectual Planning Protocols and fidelity to Scope and Sequence.

Cycles of Inquiry for Summative Assessment Cycles including Analysis of Formative Data Collection.

Instructional Rounds to identify gaps and to strengthen components on designated instruction and to support growth in implementation of interactive assessment tools.

Quarterly data talks with all K-6 Educators to identify above and below students that are in need of appropriate support and interventions.

Ongoing PLP goals that target ELLs including consistent coaching and feedback cycles.

### **Chronic Absenteeism for All Students, African American Students, and Low Socioeconomic Students**

Aspire Public Schools (APS) believes that through daily participation in classroom activities students can achieve success and progress in their academic and social growth. Aspire defines Chronic Absentee if they have missed 10% or more of days that they have been enrolled while school is in session. These absences include both excused and unexcused absences.

Our Process to Monitor Absenteeism: Any student who has been absent from school (excused or unexcused) for 10% or more of the total days of attendance for that school year may be required by the school principal to provide an official medical or judicial verification in order to excuse an absence (Education Code 60901). Students with such an excess of absences will be notified in writing of the official verification



requirement. Students with excessive absences may be referred to the school’s Truancy Abatement Program as a way to remediate the excessive absences.

Steps Undertaken By Schools To Monitor Student Absenteeism During Pandemic Distance Learning: Attendance and Participation is taken daily and tracked through our Student Information System, PowerSchool. Teachers take attendance and select a code, recommended by the CDE, that best describes the type of participation/engagement. Teachers complete and certify weekly attendance reports. In addition, schools may also keep track of engagement using a school internal tracker system to ensure appropriate supports and interventions for students who have difficulty with quality engagement.

**Aspire Slauson Academy Chronic Absenteeism Rates**

In 2019-2020, Aspire Slauson Academy was holding a 97% average daily attendance rate leading up to March of 2020. Unfortunately, the pandemic ended the 19-20 school year abruptly and the academic year and a full year of ADA data was disrupted leaving us to draw conclusions about the close of our school year in terms of attendance data. As reported in the table above for the 20-21 school year, our ADA is dismal and reflects a significant drop in attendance which ultimately creates more complexity as we continue to try and address the gaps in attendance rates. In looking deeper into the numbers, data indicate that Black/African American students exhibit higher rates of chronic absenteeism, comparatively to their student population rate. Data also indicate that rates of chronic absenteeism for FRL students are slightly higher compared to their populations rate.

**Steps to Address Chronic Absentee Group Disproportionality:**

Average Attendance Rate			Chronic Absenteeism Rate	
School	SY 2019-2020	SY 2020-2021	SY 2019-2020	SY 2020-2021
ASA	97.0%	93.2%	4.2%	18.8%

(Schools have access to Chronic Absentee Group Disproportionality reports through our Aspire Data Portal)

1. Aspire Slauson Academy has created school-wide culture and climate action plan goals specifically around classroom culture, racial equity awareness, social emotional trauma, PBIS, Joy factor, and student engagement in order to address our chronic absenteeism rates for both African American students and FRL students. We will continue expanding on our school wide culture and climate efforts through strategic approaches that are grounded in elements such as inclusion, affiliation, belonging, acceptance, and social-emotional learning.

We are planning on investing in professional training in the CASEL Social Emotional Development Framework to supplement our work in the SEL curriculum where we will have the opportunity to engage in all of Focus Areas 1: Build Foundational Support and Plan in the first few months of implementation. Slauson Academy will then engage in Focus Area 2: Strengthen Adult SEL and Focus Area 3: Promote SEL for Students at a pace and depth that makes sense for their plan. Focus Area 4: Reflect on Data for Continuous Improvement should be integrated throughout the entire planning and implementation process.

We will begin our work in Summer of 2020 by recruiting and identifying an SEL team lead and key team members and allocated budget for SELL. This team will meet three times over the summer to: establish team roles, shared agreements, meeting procedures, and put weekly

meetings on the calendar for every other Tuesday for the school year. In addition, the SEL Team will attend a two-day district-provided training on schoolwide SEL implementation

<b>Focus Area 1A:</b> Build Awareness, Commitment, and Ownership		<b>Focus Area 4:</b> Practice Continuous Improvement	<b>Focus Area 1B:</b> Create a Plan	<b>Focus Area 1B:</b> Create a Plan	<b>Focus Area 2:</b> Strengthen Adult SEL
<b>Month(s)</b>		<b>Month(s)</b>	<b>Month(s)</b>	<b>Month(s)</b>	<b>Month(s)</b>
May - August	August	August	September - October	September - October	October - March
<b>Key Activities</b>		<b>Key Activities</b>	<b>Key Activities</b>	<b>Key Activities</b>	<b>Key Activities</b>
Create a Team	Foundational Learning	Continuously Improve Schoolwide SEL Implementation	Shared Vision	Action Plan; Two-Way Communication	Learn, Collaborate, Model

<b>Focus Area 3:</b> Promote SEL for Students	<b>Focus Area 4:</b> Reflect on Data for Continuous Improvement	<b>Focus Area 3:</b> Promote SEL for Students	<b>Focus Area 4:</b> Reflect on Data for Continuous Improvement	
<b>Month(s)</b>	<b>Month(s)</b>	<b>Month(s)</b>		<b>Month(s)</b>
December - January	December - January	January - February	March - May	March - May
<b>Key Activities</b>	<b>Key Activities</b>	<b>Key Activities</b>		<b>Key Activities</b>
Classroom: Supportive Classroom Environment	Continuously Improve Schoolwide SEL Implementation	Classroom: Supportive Classroom Environment		Continuously Improve Schoolwide SEL Implementation

2. We will also develop parent workshops that are to be held monthly with our school counselor around testing support for families to best prepare our students in their home environment. Aspire Slauson Academy has implemented training workshops and professional development specifically around these topics. Topics include creating a safe and calm learning environment,

3. Aspire Slauson Academy has adopted the Ron Clark Academy House system as a form of affiliation and engagement through joy factor for all TK-6 students. The Ron Clark Academy House System is a dynamic, exciting, and proven way to create a positive climate and culture for students and staff.

Slauson Academy will use RCA's methods to confidently implement processes that build character, relationships, and school spirit. We will integrate the recommended guidelines that are designed to give us a streamlined framework that can be applied to any type of learning environment. Students and teachers at schools where the House System has been put in place have raved about the impact it has had on the educational experience. Children have noted such things as how it has helped them to form friendships and create closer bonds with their peers. Teachers have noted how students perform at higher levels when points are assigned and their peers are cheering them on.

Additional benefits include the following: strengthens culture of belonging, school wide community, character building, healthy competition, and the model influences teacher participation.

To increase our capacity in understanding how to adopt the House Model and to implement it with fidelity, Aspire Slauson Academy will invest in teacher training at a two day institute for up to eight educators to increase the amount of educators already trained in the model. In addition, to supplement the culture of belonging and sense of affiliation in the model, Aspire Slauson Academy will invest in student uniforms that will reflect the pride that students and staff will have for the House System at our school site.

4. In addition, Aspire Slauson Academy will continue to build knowledge in conceptual frameworks through books studies in our PLCs. We will strengthen our knowledge and understanding of how to foster healthy PLCs that directly contribute and are connected to our school wide goals in multiple areas. With that, we will invest in the proper training in PLCs by sending our counselor and two of our grade level leads to a training institute in PLCs to bring back the content/material to our school to develop capacity in the rest of our team. The first topic of student that our school counselor will lead involves a book titled, Talk to Me, by Kim Bearden. The book study will take our team through a learning journey that involves understanding how to establish, build, and strengthen relationships through six communication principles: develop rapport, support others, gain respect, engage listeners, develop insight, and increase productivity. The study will apply all principles to engaging with parents.

5. Our MTSS Advisory Panel and our Attendance Matters team will work simultaneously to monitor attendance data and to support teachers and families when any concerning issues arise. Multiple times a year, the schools participate in Data Talks sessions where the schools examine multiple data points, including academic data, behavior, social-emotional and attendance data. We will consistently hold attendance support meetings with parents whose children are reaching chronic absenteeism. We will put supports and interventions in place and will continue to monitor and elevate the urgency for specific cases as they become more concerning. Depending on the individual cases, schools may conduct an SST around attendance and engagement to implement additional Tier II supports and track data accordingly. The schools meet with the Regional Director of Student Services on a bi-weekly basis to continue to brainstorm additional support for students who have difficulty with attendance and engagement.

### **Increase Stakeholder Sense of Inclusion and Involvement in Events/Activities that Extend Learning or increase Affiliation**

Based on feedback during various parent meetings throughout the year, data indicate that our community is urging our school to expand on extracurricular activities and clubs to increase involvement and a sense of community and belonging for our students. Below are the areas where Aspire Slauson's K-6 students had lowest averages in critical areas of our school program.

Aspire Slauson's K-6 students

Belonging: I feel connected to other students at my school 65%

Equity/Inclusion: Discipline policies are implemented fairly at this school 58%

Safety: When inappropriate behavior occurs, adults intervene and address the behavior. 65%

Self-Awareness: I am capable of learning anything 63%

Self-Awareness: I can clearly describe my feelings. 44%

Self-Awareness: I can master the hardest topics in my classes. 45%

Self-Management: I paid attention even when there were distractions. 50%

Self-Management: I was able to pull myself out of a bad mood. 60%

Below are the areas of concern for Slauson Parents

Belonging: My child's school provides opportunities for involvement 86% Dropped 6%

Diversity, Equity, Inclusion: I feel connected to families from different backgrounds. 76%

My Child's school values the diversity of students' backgrounds. 85% Dropped 8%

Belonging: I am encouraged to share my opinion and feedback in decision making. 67% African American Families

Belonging: My child's school provides opportunities for involvement 60% African American Families

Diversity, Equity, Inclusion: I feel connected to families from different backgrounds. 75% Low socioeconomic status

Based on data analyzed in the student and parent surveys, it is evident that both stakeholder groups are pushing to create events or a program that

increases student involvement outside of the academic program. With that being said, we have started some ground work with ideas for after school

clubs that we feel students would benefit from as it relates to social emotional learning and for academics. Our P.E. Coach has stepped up to take the lead

on the after school clubs and is more than willing to invest time in the evenings and on the weekends to make the experience a powerful one for our

students and our community.

Next Steps:

1. Develop ideas for clubs that are low cost and are manageable.
2. Partner with local businesses to bring in work that lends to clubs.
3. Considering Jazz Band with Instruments, Sports (basketball, soccer, track and field), Robotics, Coding, and Yoga.

4. Develop a calendar for facilitating.
5. Develop student criteria and communication plan.
6. Identify resources needed and support needed from the team.
7. Gain parent involvement and support.
8. Encourage students to participate under contingencies of strong academics.
9. Integrate learning topics such as good sportsmanship, teamwork, communication, trust, reliability, etc.
10. Team Practice schedules and uniforms.

### **Equity, Racial Justice, and Cultural Competence**

Every part of our mission of College for Certain lives and breathes the mandate to address this inequity. As an organization, we continue to devote significant resources of time and energy to build our collective muscle in order to develop our equity lens to better identify, discuss, and address equity issues impacting our students, schools, and teammates. These equity belief statements provide unequivocal direction and guidance to our team as we go forth on our journey to define who we are and how we approach our work.

Given the growing disproportionality between that of our African American students and many of our other subgroups, it is imperative that we not only target the technical aspects of our work such as lesson design, instruction, assessment, data analysis, and intervention but, we must also do our work on ourselves. Aspire Slauson Academy began some work in Equity and Cultural Competence before the end of the 20-21 school year. We studied our personal values, our personal beliefs, and implicit bias to begin understanding how deficit perspectives contributes to systemic equity issues that perpetuate inequities that stand in the way of success for our students of color.

### **At Aspire We...**

1. Understand the significant difference between equity and equality. Every student deserves to receive what he/she needs to succeed (equity), not that every student receives the same amount of resources, instruction, attention, etc. (equality).
2. Develop school environments where all students are actively and meaningfully engaged in rigorous instruction.
3. Interrupt the “school to prison pipeline” (policies and practices that are directly and indirectly pushing the most at risk students out of school and on a pathway to the juvenile and criminal justice systems.)
4. Engage families as partners in meaningful ways in our work.
5. Build the capacity of diverse teams that are more reflective of our students.
6. Nurture an open, collaborative, and trusting environment because the work is enormous, deeply personal, emotional and often difficult.

### **Racial Justice at Aspire Slauson Academy**

At Aspire Slauson Academy, our students, our team, and our community will engage in organizational work to advance racial justice at our school. ASA will adopt elements of the Racial Justice in Education Resource Guide as offered by the NEA EdJustice national education organization. NEA EdJustice engages and mobilizes activists in the fight for racial, social and economic justice in public education. Their mission includes: Highlighting member voices on social justice and offering resources and tools for activism. Building and growing community of activists committed to advancing social justice policies in public education Connecting and engaging education activists in support of opportunity for all students Coupled with our Equity Beliefs, we will engage deeply in the three core concepts of the Racial Justice Framework found in the resource guide on racial justice:

### Awareness

The objective is to build racial equity awareness and analytical capacity across our association, fostering an understanding of key concepts, such as institutional and systemic racism, implicit bias, racial equity and multiracial systemic solutions. Shared knowledge and conceptual clarity helps normalize explicit and constructive conversations about race.

### Capacity Building

The objective is to equip members, leaders, staff and partners with the skills, tools, strategies, resources and relationships to be effective leaders and advocates in the fight for racial justice in education.

### Action

The objective is to engage and activate members, leaders and stakeholders in on the ground efforts to combat institutional racism and advance racial justice. Some actions are external — organizing to advance changes in our schools and communities — while others are internal — implementing equitable practices that change the association’s work.

Below is the sequence of how the resource guide is laid out and serves as a recommended pacing for bringing racial equity and justice to our school site and our community:

### WHY RACIAL EQUITY & JUSTICE?

Racial Equity/Justice and our Mission, Vision, Core Values and Strategic Framework

Guiding Principles & Analysis Questions

### TALKING RACE

Creating the Space to Talk About Race in Your Classroom

Seven Harmful Racial Discourse Practices to Avoid

Key Terms & GlossaryFAQ’s

### TOOLS FOR ASSESSMENT, STRATEGIC PLANNING & ACTION

Race Equity Impact Assessments

Standards of Review; Content and Grants

Action Planning Guidance

Action Plan Template

#### WHOLE TEAM BOOK STUDY: HOW TO BE AN ANTIRACIST

In addition to our planned work in Racial Justice, we also will engage in a book study as one of our knowledge building components for the school year. As a team, we will read *How to Be an Antiracist* and will host breakout book club sessions where we discuss core learnings, personal reflections, implications for our work, and strategies for implementation of core concepts or learnings.

#### **Improved Parent Involvement and Increased Opportunities to Collaborate with other Families**

As noted in the parent survey data, it is clear that our families have similar sentiments in regards to feeling like they are not connected to our school or that they desire more opportunities to be part of our program in general. In addition, a very concerning area of urgency is the feedback that parents provide around feeling like they do not feel connected to families from different backgrounds. This is very disheartening to Slauson Academy and must be addressed immediately. We take pride in our relationships with our families and we do our very best to maintain healthy and positive relationships in many ways. Below are some areas or approaches we are considering adding to our program that will ultimately become annual traditions and practices:

1. Beginning of Year Multicultural Festival/Event: A Celebration of Diverse Cultures
2. Four Unique Parent Events that will take place each quarter of the year: Grandparents Day, Math Project with Parents, Instructional Tours, Ongoing Parent Volunteer Groups that support the work of our Parent Coordinator.
3. Partnership with an Equity Based Entity that can “Train the Trainer” to coordinate and do some work with bringing our families together to engage in equity work with each other for the purposes of connecting cultures.

## LCAP Highlights

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

#### Details of Aspire Slauson’s LCAP

Through stakeholder input via surveys and community forums along with the work of our leadership team, including instructional coaches, our K-6 Teachers, our support staff, and varying levels of internal and external student data, Aspire Slauson Academy identified the following areas for continuous improvement.

Big Rock/Priority #1: We will ensure all scholars are meaningfully engaged in rigorous, standards-aligned, culturally responsive academic programming.

Slauson Academy will support our K-6 students in their “College for Certain” trajectory by applying evidence supported frameworks and supporting differentiated learning models, including universal design for learning, distance learning (simultaneous learning model), to respond to the needs of diverse learners and subgroups (SPED, African American, Multilanguage Learners, and Low Socioeconomic Status students). In addition, Slauson Academy will promote opportunities for intervention, remediation, acceleration, and access to a broad course of study. Our continued formative and summative data collection and analysis approach will allow us to monitor and adjust our program as needed to achieve this goal.

1. Leadership at Slauson Academy will participate in the Coaching Institute for Reading and Writing through TCRWP to develop understanding of how to strengthen our system of coherent and aligned professional learning structures by leading large group professional learning, professional learning communities, site-embedded coaching cycles/observations with targeted feedback, benchmark assessments with analysis, data driven decision making, and weekly professional learning communities.

- Understand how to apply the Aspire Student Learning Framework and the Transformation Leadership Framework to educator coaching cycles to support student learning and development at Aspire Public Schools.

- Translate the TLF levers and the ASLF descriptors into Universal Design for Learning models as we engage in common planning for instruction and teaching.

- Ensure that curriculum maps clearly recommend pacing and address standards for each grade level and content area.

- Engage and Lead educators in accelerated learning to develop capacity to identify and address gaps between written, taught, and tested curriculum.

- Lead an analysis of the standards with the instructional leadership team to identify learning targets, curricular activities, and performance tasks that will inform units of study.

- Analyze the curriculum and standards to ensure vertical alignment of content across all grades and subject areas.

- Build the capacity of teacher teams to analyze and align standards, curricula, instructional strategies, and assessment tools.

- Ensure that the curriculum teaches students how to use the process of inquiry to solve complex problems.

- Ensure that interim and formative assessments are aligned to the standards.

- Articulate clear expectations for common planning time, and create standard unit planning and lesson planning templates.

- Model effective approaches to unit planning, and regularly review unit plans to provide teacher teams with feedback on their plans.



-Develop and support staff ability to analyze data and use those data to identify and prioritize student needs, guide student grouping, and design corrective instruction strategies.

-Provide evidence of progress and student work toward an established goal when giving feedback to staff.

-Create action plans for whole school professional development with and for teachers in order to address any learning gaps that exist across classrooms.

-Observe and provide feedback on corrective instruction to support effective use of data.

2. Slauson Teachers (Grade Level Leads) will participate in the Unbound Standards Institute designed with an emphasis on grade-level curriculum, strategic support, and equitable instruction that moves educators through planning processes that can produce meaningful and engaging instruction (in-person and virtual), to understand the ELA shifts through the lens of unfinished teaching and learning due to interrupted schooling, and to identify opportunities to increase the frequency of access to grade-level ELA texts and tasks by attending to priority standards.

-Teachers, staff, and students work toward a common definition of rigor aligned to the vision for strengthening literacy skills.

-K-6 Scope and sequence are designed by team to reflect cultural responsiveness, are broken into units, and assessments are aligned to grade-level standards as defined by the state assessment or state standards.

-A curriculum map delineates key ideas, essential questions, and several recommended texts for each unit.

-Vertical alignment allows users to see how skills connect and scaffold across grade levels.

-Grade-level and content teams review the standards together to analyze what students need to know to demonstrate mastery of each standard and what students would need to be able to do to demonstrate mastery of a standard.

-Teams analyze similarities and differences between these expectations and what is currently taught in the curriculum.

Ensure that staff are looking at multiple measures to assess student progress, including informal checks for understanding and performance tasks.

-Determine the most important student learning data points that will drive decisions, and use those data to make decisions.

-Implement an ongoing assessment cycle calendar that is aligned to the region and ensure a quick (forty-eight-hour) turnaround of data so that leading data trends and gaps in learning are used to guide decisions.

-Determine if students learned what was taught to determine next steps for review and/or time for corrective instruction that is built into the scope and sequence including differentiated instruction or reteaching of key concepts on the basis of formative student achievement data.

3. All K-6 Educators at Aspire Slauson Academy will participate in the Science of Reading Institute: Professional Development in the area of language acquisition and literacy (phonics, phonological awareness, and foundational skills) to understand how to implement models and

strategies with clear, practical routines that promote effective interactions between students/students, students/teachers while developing metacognitive use of high level language and literacy skills.

-Unit and lesson plans are developed by teacher teams and reviewed on a regular basis.

-All lesson plans include clear objectives, opening activities, multiple paths of instruction to a clearly defined curricular goal, and formative assessments.

-All materials are examined for clarity of purpose and relevance to students.

-All unit plans include regular formative assessments of student learning.

-Teacher teams have deep and frequent conversations about formative student data and strategies to adjust instruction for every student.

-Students develop the skills to engage in complex problems through a process of inquiry, discovery, and self-questioning to solve complex problems.

-Grade-level and content-area teams review curriculum materials to ensure that they align with the standards and support the development of critical thinking skills.

-Unit and lesson plans consistently implement cognitively challenging tasks, and classroom instruction demonstrates connection to students' lives.

-Systems are in place to ensure that lesson and unit plans are aligned to the scope and sequence.

4. Aspire Slauson Academy will move forward with our previously planned work and focus on Integrated ELD instruction to address the needs of our struggling EL Learners and to increase the amount of students that RFEP in the 21-22 s All K-6 Teachers and Instructional Support Staff will work with representatives from the "Be GLAD" professional development organization to schedule and train our team in the area of language acquisition and literacy employing Project GLAD model and strategies to transform theory into incredible practical teaching activities. It is a professional development model in the area of academic language acquisition and literacy where strategies specifically target and promote language skills, academic achievement, and cross-cultural skills with groundbreaking efficiency.

-Utilize the Transformation Leadership Framework to support educators with deeper understanding of coaching cycles to support student learning and development at Aspire Public Schools.

-Ensure that curriculum maps clearly recommend pacing and address language standards for each grade level.

-Engage and Lead educators in accelerated learning to develop capacity to Identify and address gaps.

-Lead an analysis of the standards with the instructional leadership team to identify learning targets, curricular activities, and performance tasks that will inform units of study.

-Fidelity to components of Designated and Integrated Instruction and formative assessment tools within our curriculum kits.

-Integrate Academic Conversations into the ELD instructional program to increase opportunities for students to apply and practice language skills.

-Incorporate into the academic calendar, quarterly whole team data analysis talks to determine progress and to determine proficiency level groupings.

5. Accelerate Learning opportunities for all students K-6 by adopting regional instructional guidelines and referencing the TNTP Framework to design specific goals/strategies that can help schools begin accelerating students back to grade level in any instructional format—in-person, virtual, or hybrid.

We will also place special emphasis on grade-appropriate assignments and strong instruction.

-Adopt and fully implement aligned instructional guidelines for all content areas for the purposes of supporting diverse learners (ELLs, African American Students, Students with Special Needs, Low-Socioeconomic students).

-Revisit the learning acceleration framework to target teaching and learning standards for all learners (students and staff) for the purposes of designing rigorous instruction that both adheres to instructional guidelines and grade aligned standards.

Big Rock/Priority #2: We will cultivate communities that foster inclusive, joyful learning environments.

Slauson Academy will increase student and parent sense of Inclusion and Involvement in Events/Activities that Extend Learning or increase Affiliation.

Based on feedback during various parent meetings throughout the year, data indicate that our community is urging our school to expand on extracurricular activities and clubs to increase involvement and a sense of community and belonging for our students. Below are the areas that Aspire Slauson's will target to address the needs of K-6 students and parents as it relates to inclusive, joyful learning environments.

1. Slauson Academy will adopt and implement the CASEL SEL Framework to articulate and model the importance of social-emotional and social responsibility skills and their connections to student success in school, college, and life.

-The leadership team and/or a small group of leaders demonstrate alignment to and support for the school mission, vision, and values.

-School staff members share a common understanding of vision, mission, and values in practice; can describe the vision and the mission; and can explain how they are present in the daily life of the school through the SEL Framework.

-School Counselor to develop an SEL site based action planning team to interpret and implement the SEL Framework.

--Student social-emotional and social responsibility skills are included and explicitly named in the expectations of behavior.

2. Slauson Academy will adopt and implement the RCA House System to develop multiple formal structures through which school values and expected behaviors are taught and reinforced; daily rewards and consequences are published and shared widely.

-All members of the school community will use common language to describe the school values and share a common understanding of expected behaviors as it relates to our core identity and the House System structure.

-Rituals and public forums celebrate students who model expectations and demonstrate behaviors that reflect the values.

-All staff are taught and reinforce behavioral expectations while implementing the system of rewards and consequences.

3. Target Chronic Absenteeism by strengthening the culture & climate (CASEL and House System) and outlining a highly effective and efficient pyramid of social-emotional interventions and additional supports (including wraparound services for the students with the most significant needs) and ensure that mental health support is provided to students in need of additional support.

-School Counselor to develop a shared vision for schoolwide SEL will also launch the planning process and guide all implementation and continuous improvement efforts on Culture and Climate for the purposes of improving attendance rates and to increase sense of community and belonging.

-Adopt and implement elements of the CASEL Guide to Schoolwide SEL: Implementation Timeline to address the four focus areas that push continuous improvement.

-School Counselor and SEL Team will participate in specialized topics and studies through PLCs (books studies) and through professional development in the CASEL Framework.

- Revisit and refine our school wide Attendance Matters Campaign for improving attendance for all students including attendance tiers and specific approaches and support plans for students and families.

-Engage all K-6 educators in the improvement process by involving them in all stages of attendance items for each student.

-Lead conversations with staff about social-emotional development and defusing challenging situations.

-Ensure that all adults are trained to identify and support students in need of nonclassroom-based support.

-Monitor data to ensure that no child is invisible and that every student has access to support within and beyond the school.

Big Rock/Priority #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.

1. Aspire Slauson Academy will increase stakeholder sense of belonging/inclusion at ASA through events and activities that extend learning or increase participation in healthy social environments.

-Develop and facilitate after school clubs and teams that all students will have the opportunity to participate in.

-School Counselor to develop and schedule monthly parent workshops that are most pressing for parents including understanding trauma, social emotional skills, communication, trust, parenting, and college bound supports.

-Create time, structures, and processes for adults to build strong relationships with students.

- Design a plan for every student to have at least one one-on-one caring adult relationship in the building.
  - Create structures to facilitate adults' developing the skills to provide authentic care for students.
  - Every student has at least one adult who checks in with her regularly to provide support and who knows all aspects of her academic and behavioral progress to date.
  - Staff members have a profile for every one of their students that includes the student's strengths and growth areas.
2. All educators at Aspire Slauson Academy will participate in our year long project in professional development on Equity, Racial Justice, and Cultural Competence in effort to build our collective muscle to focus on growing in our equity lens for enhancing instructional design and learning experiences devoid of deficit perspectives and to address issues of equity.
- Slauson Academy will engage in books studies with the entire team by following a year-long survey and will engage in critical conversations about race in effort to prepare for work in cultural competence and implicit bias.
  - Share a focus on bringing equitable practices to the school community and hold cultural competence to be an important part of the school's culture.
  - Slauson Academy teachers learn to seek to understand how other individuals (adults and students) experience the world while not making assumptions about them based on visible characteristics.
- Teachers will learn to lead conversations with staff about inequities and about honoring diversity.
- Teachers will learn to lead teachers through a process to identify students' strengths and assets.
- Slauson Academy will use moments of cultural incompetence as part of ongoing conversations.
- Whole Team book study: Culture, Class, and Race-Constructive Conversations that Unite and Energize your School and Community by Campbell-Jones, Keeny, and Campbell-Jones, (ACSD, 2020).
  - Professional Development segments throughout the course of the school year with 12 segments on cultural competence, equity, and racial justice.
  - Reference evidence based literature: Cultural Competence Now: 56 Exercises to Help Educators Understand and Challenge Bias, Racism, and Privilege (Mayfield, 2020).
  - Reference evidence based literature: So You Want to Talk about Race? by Ijeoma Oluo. Honest conversations about race and racism and how they infect almost every aspect of American life.
3. Continue our work in partnership with Home Office and our Black Excellence Programming to build awareness and capacity for understanding how to take action to catalyze change. The Black Excellence Program operates as an action-oriented team working to push forward cross-departmental initiatives that have emerged directly from Aspire's Black community. The new structure will embody Aspire's

core values of Community Partnership and Agency/Self-Determination to ensure that the Black community is empowered in the fight to end racialized outcomes for our children.

-Empower Slauson Academy’s African American team members to step up and coordinate our Black Empowerment Group for Boys and for Girls of color at Slauson Academy. The BEG is a more in depth and more culturally responsive program that is designed to validate, affirm, build, and bridge the connection between our students.

-Continue hosting multi-cultural community events to highlight cultural diversity and to celebrate our cultural uniqueness.

-Build and sustain a partnership with Juanita Tate’s Daughter, Noreen McClendon, to expand on our partnerships with businesses and neighboring communities.

-Participate and support the major initiatives being developed by the Black Excellence Program: Regional Black Excellence Celebration and the Annual Black History Month Celebrations.

## **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.

## Stakeholder Engagement and Involvement in Our Program

Slauson works hard to create a positive school culture and community engagement with College for Certain and student success at the center of all that we do. From classrooms named for universities that connect our school with students, family and staff, building community is an important piece of the work we do every day. Our main priorities written into our LCAP, our School Action Plan, and our Personal Goals fall under five core areas: English Language Arts for Developing Strong Readers, Math with an emphasis on conceptual understanding, MTSS Intervention, English Language Development, and Culture & Climate. At ASA, we depend on our parents and guardians to work as our partners in supporting their children’s education. Parents can expect to participate in monthly principal/parent meetings, Back to School Night, Student Led Conferences, Workshops, SSC, ELAC, Committee Planning, Volunteerism, and leadership opportunities. Parent Engagement and Involvement Events across the school year.

We routinely engage with our SELPA through the special education manager whose consults pertain to students with disabilities within the LCAP.

Annual Family Survey: This survey informs LCAP, academic areas, barriers to engagement, school climate, and family engagement.

Annual Student Classroom Survey: This survey informs academic instruction, demonstration of learning areas, essential content for instruction, culturally responsive teaching, academic ownership, and culture of classroom.

Annual Student SEL Survey: This survey informs school safety, social awareness, self-management, emotional regulation, and growth mindset for all students.

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

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

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

Parent Involvement Events: Parent involvement events such as Fall Festival, Black History Month Block Party, Spring Festival, Student Led Conferences, Parents on the Playground, etc. provide parents the opportunity to connect with our staff and with our students to experience the culture and the climate of the school. It also provides parents the opportunity to connect to each other. The feedback from these events allows for us to understand how to continue improving our family events so that we continue to validate all backgrounds/cultures.

Staff Meetings: Most staff meetings include an analysis of data whether it is student performance on standardized tests, internal assessments, behavior data or classroom assessments or school culture as measured by suspensions, tardies or classroom behavior. This data, as well as the solutions, informed all parts of the LCAP, but primarily student climate and pupil achievement.

Lead Meetings: Lead meetings consist of carefully selected leaders from the classroom that work directly with the principal, the dean of instruction, and the behavior intervention specialist to implement PLCs with teams, to conduct book studies relevant to our school work, to analyze instructional model, to collect and analyze academic data for all grades, to identify solutions to school wide issues, and to focus on culture & climate/relationships directly at the school site.

#### QUANTITATIVE MEASURES

Annual Family Survey – This survey was administered in February 2021. Survey was sent virtually to families via Parent Square. It includes questions such as: “How often do you meet in person with teachers at your child’s school?; How does the school value the diversity of children’s backgrounds? and Do you feel a sense of belonging with your child’s school community? ”

Annual Student Classroom Survey – This survey was administered from February 16, 2021 – February 26, 2021 to students in grades 1st - 6th. It includes questions such as: “In school, how possible is it for you to change: being talented, giving a lot of effort, liking the subjects you are studying; and When things go wrong for you, how calm are you able to stay.”

Annual Student SEL Survey – This survey was administered from February 2021 to students in grades 3rd -6th. It includes questions such as: “Does you teacher want you to do your best?; Does your teacher explain the behavior rules for your classroom?; and Does your teacher ask you questions about what you are learning?”

Teammate Survey – All staff in the school take this online survey (February 2021). It includes questions such as “I have the materials and equipment to do my job right; My sites goals for student achievement are well-defined and clear; and I feel adequately supported by parents.”

QUALITATIVE MEASURES INCLUDE: Regular monthly parent meetings (SSC and ELAC), Monthly Coffee with the Principal, Parent Involvement Events, Staff Meetings for Professional Development, and Lead Team Meetings.

#### MONTHLY EVENTS FOR EDUCATIONAL PARTNERS INVOLVEMENT

August 2021 – Donuts w/ Delgado, SSC #1, Back to School Night

September 2021 – Donuts w/ Delgado, Attendance workshop for Parents, Parent Workday on Monday, SSC #2, Grandparents Day, ELAC #1

October 2021 – Donuts w/ Delgado, Parent Workshop Anti-bullying, Fundraiser, Parents on the Playground, Fall Festival

November 2021 – Donuts w/ Delgado, Parent Workshop, Pies with Parents, Parents on the Playground

December 2021 – ELAC #2, Winter Showcase, Donuts w/ Delgado, Student Led Conferences

January 2022 – Parent Workshop Drug Prevention, Parent Monday, Donuts w/ Delgado, Parents on the Playground

February 2022 – African American Festival, Parent Workshops Healthy Relationships, Someone Special Dance, Donuts w/ Delgado, Parent Field Trip,

Parents on the Playground, PIQE for Parents

March 2022 – Parent Workshop Self Harm and Suicide Prevention, Donuts w/ Delgado, ELAC #3, SSC #3, Parents on the Playground, PIQE for Parents

April 2022 – Donuts w/ Delgado, Parent Monday Volunteers, Parents on the Playground, SSC #4, ELAC #4, Student Led Conferences



May 2022 – Parents on the Playground, SSC #5, Parent Gala Celebration  
 June 2022 – Donuts w/ Delgado, Spring Festival, Kinder Promotion, 6th Grade Promotion  
 Slauson Academy 2020-2021 School Site Council Meetings

Meeting	Topics	Intended Outcomes	Date
#1	<ul style="list-style-type: none"> <li>● Celebrate “new elected SSC members”</li> <li>● Review purpose and roles</li> <li>● Learn site Continuity Plan and priorities of school year</li> </ul>	<p><i>SSC members and meeting participants will:</i></p> <ul style="list-style-type: none"> <li>● Learn and review roles and responsibilities of SSC Members</li> <li>● Learn more about the purpose of each role and the work involved in leading the council within your role</li> <li>● Dive deeper into school site based action plans to develop deeper understanding of the current year’s approach to improvement</li> </ul>	<p><b>Quarter 1</b> 09/24/20</p>
#2	<ul style="list-style-type: none"> <li>● SSC Purpose and Roles</li> <li>● Timeline and Topics</li> <li>● LCAP and Action Plan Goals</li> <li>● Funding and Spending</li> <li>● Charter Contract Renewal</li> <li>● Current Focus at ASA</li> </ul>	<p><i>SSC members and meeting participants will:</i></p> <ul style="list-style-type: none"> <li>● Revisit roles for SSC to continue focusing on facilitating council meetings</li> <li>● Preview academic calendar to ensure knowledge of school timeline</li> <li>● Review LCAP goals and Action Plan Goals to begin work on feedback and surveys</li> <li>● Analyze funding and spending measures within the Title 1 Funds and the PPE Funds for the CARES Act.</li> <li>● Review the Charter Contract Renewal Hearing Timeline and receive information on specific items included in the contract proposal.</li> <li>● Preview the current academic foci at ASA</li> </ul>	<p><b>Quarter 2</b> 11/20/21</p>
#3	<ul style="list-style-type: none"> <li>● Review Board approved LCAP for SY 20-21 (Continuity Plan)</li> <li>● Family Engagement Policy</li> <li>● Home/ School Compact</li> </ul>	<p><i>SSC members and meeting participants will:</i></p> <ul style="list-style-type: none"> <li>● Items within the current continuity plan to begin developing ideas for areas of foci for the 21-22 LCAP.</li> <li>● Revisit Title Program funding and Spending and begin developing Ideas for continued investment in programming.</li> </ul>	<p><b>Quarter 3</b> 01/21/21</p>

		<ul style="list-style-type: none"> <li>● Revisit the One Year School Action Plan developed for School Closures and continue discussions for ReOpening Stages.</li> <li>● Open Discussions around the Family Engagement Policy</li> <li>● Open Discussion around the Parent Compact</li> </ul>	
#4	<ul style="list-style-type: none"> <li>● Input on LCAP Goals and Actions &amp; Services</li> <li>● Review Title I program from SY 20-21 (Previous year spending and current year plans)</li> <li>● Reopening Stages (updates)</li> </ul>	<p><i>SSC members and meeting participants will:</i></p> <ul style="list-style-type: none"> <li>● Engage in rich discussions around LCAP goals and goals that align with Vision and site action plan.</li> <li>● Analyze current data points for school progress to provide input around action planning for the 21-22 school year.</li> <li>● Conduct a program evaluation.</li> </ul>	<p><b>Quarter 4</b> 02/22/21</p>
#5	<ul style="list-style-type: none"> <li>● State of Slauson: Data and Progress</li> <li>● Review Title I program</li> <li>● Review Final Draft of LCAP going to the Board</li> <li>● Program Evaluation</li> <li>● Testing and Major Learnings from Distance Learning</li> </ul>	<p><i>SSC members and meeting participants will:</i></p> <ul style="list-style-type: none"> <li>● Review and finalize decisions on budget and spending for Title 1 funds.</li> <li>● Review and Finalize the draft of the LCAP for the 21-22 school year.</li> <li>● Revisit findings from modified testing arrangements and identify major learnings for ASA and for home environments.</li> </ul>	<p><b>Quarter 4</b> 04/22/21</p>

Meeting	Topics	Intended Outcomes	Date
#1	<ul style="list-style-type: none"> <li>● ELAC roles &amp; responsibilities</li> <li>● RFEP Policy, parent communication</li> <li>● School Action Plans</li> <li>● Update on Data for 19-20</li> </ul>	<p><i>ELAC members and meeting participants will:</i></p> <ul style="list-style-type: none"> <li>● Learn about the roles, responsibilities, elections, and composition of ELAC</li> <li>● Review and comment on notifications and letters sent to parents of EL students</li> <li>● Review and comment on the reclassification criteria and process for EL students</li> <li>● Review LCAP, One Year School Action Plan, Continuity Plan</li> <li>● Receive updates on data points from 19-20 school year and will preview what data collection looks like for the current school year</li> <li>● Engage in “Table Talks” to share needs, questions, celebrations, and needed information.</li> </ul>	<p><b>Quarter 1</b> 10/01/21</p>
#2	<ul style="list-style-type: none"> <li>● Review of ELAC: Purpose and Partnership with ASA</li> <li>● Responsibilities of the School Site ELAC and Checklist</li> <li>● Common Approaches to Engage Parents in the ELAC Process</li> <li>● Attendance Data</li> <li>● Attendance Matters Campaign</li> </ul>	<p><i>ELAC members and meeting participants will:</i></p> <ul style="list-style-type: none"> <li>● Review attendance &amp; participation data of EL student during distance learning</li> <li>● Strategies for increasing parent involvement this year for Language Focus and for Student Support.</li> </ul>	<p><b>Quarter 2</b> 12/03/20</p>

#3	<ul style="list-style-type: none"> <li>● Revisit Needs Assessment and timeline</li> <li>● ELD Master Plan for ASA</li> <li>● Review and comment on teacher EL qualification requirements</li> <li>● Review and comment Parent Letters that will go out to all EL parents Review ELPAC data</li> <li>● Input on developing EL LCAP Goals</li> <li>● Review attendance data for the year</li> <li>● Suggest ways to improve attendance</li> </ul>	<p><i>ELAC members and meeting participants will:</i></p> <ul style="list-style-type: none"> <li>● Review EL Master Plan and Instructional Foci</li> <li>● Review Teacher Qualifications and Updated Criteria for Teacher Qualifications</li> <li>● Review &amp; provide evaluation on current EL goals &amp; services <ul style="list-style-type: none"> <li>○ Celebrations &amp; opportunities</li> </ul> </li> <li>● Provide input on the LCAP/EL plan for 21-22 school year <ul style="list-style-type: none"> <li>○ Do more of, less of, do different</li> </ul> </li> <li>● Revisit Attendance data for ELLs and provide input for attendance improvement approaches</li> </ul>	<p><b>Quarter 3</b> 02/12/21</p>
#4	<ul style="list-style-type: none"> <li>● Based on the <u>Needs Assessment survey</u> and ELPAC data, modify school-site EL Plan Finalize EL plan/LCAP</li> <li>● Input on developing EL LCAP Goals</li> <li>● Continue to work on the school-site EL plan</li> <li>● Provide recommendations to the School Site Council (SSC)</li> </ul>	<p><i>ELAC members and meeting participants will:</i></p> <ul style="list-style-type: none"> <li>● Offer final revisions to EL school plan for 21-22</li> <li>● Offer input for developing updated ELL LCAP Goals and modifications to the EL School Site action Plan</li> <li>● Draft &amp; provide recommendations on behalf of EL students to the SSC</li> </ul>	<p><b>Quarter 4</b> 03/29/21</p>
#5	<ul style="list-style-type: none"> <li>● Analyze EL data to identify academic needs and review the findings from the EL family survey needs assessment &amp; adjust ELAC meeting topics accordingly</li> <li>● Finalize the School-Site EL Plan for SY 2020-2021</li> <li>● <b>SIP End of Year ELAC MEETING #4</b></li> </ul>	<p><i>ELAC members and meeting participants will:</i></p> <ul style="list-style-type: none"> <li>● Analyze current data points for EL students to determine reliability and validity of school site action plan.</li> <li>● Prepare family survey for needs assessment and administer with students and families.</li> </ul>	<p><b>Quarter 4</b> 05/20/21</p>

A summary of the feedback provided by specific educational partners.

Feedback from our Parents

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

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

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

SSC

ELAC

Administration

Students

Parents

Teachers

**Celebrations:**

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

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

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

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

Parents feel that their children feel safe at school

Parents feel Slauson provides a safe environment for their children

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

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

honest opinion when input is requested.

**Areas for Opportunity:**

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

Parents would like more opportunities to be involved

Parents feel that discipline policies could be implemented more efficiently

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

#### Summarized Feedback from Parents in Our Community

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

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#### **Areas for Opportunity**

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

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

educational program and will be woven into each of our goals. We have identified the following as aspects of the LCAP that were influenced by specific stakeholder input:

1. Black Excellence Programming to build awareness and capacity for understanding how to take action to catalyze change.
2. Aspire Slauson Academy will increase stakeholder sense of belonging/inclusion at ASA through events and activities that extend learning or increase participation in healthy social environments.
3. Empower Slauson Academy's African American team members to step up and coordinate our Black Empowerment Group for Boys and for Girls of color at Slauson Academy. The BEG is a more in depth and more culturally responsive program that is designed to validate, affirm, build, and bridge the connection between our students.
4. Ongoing professional development on Equity, Racial Justice, and Cultural Competence in effort to build our collective muscle to focus on growing in our equity lens for enhancing instructional design and learning experiences devoid of deficit perspectives and to address issues of equity
5. Develop and facilitate after school clubs and teams that all students will have the opportunity to participate in.
6. School Counselor to develop and schedule monthly parent workshops that are most pressing for parents including understanding trauma, social emotional skills, communication, trust, parenting, and college bound supports.

# Goals and Actions

## Goal 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.

Our student achievement data, as drawn from the CA Dashboard for the 19-20 school year and through our current internal assessment tools (i-Ready and DIBELS), demonstrate a need to increase the academic performance of ALL students in meeting or exceeding grade level standards in English language arts (ELA).

The feedback and input (data) provided by all stakeholders, when synthesized, clearly point to gaps in our program and the need for increased student and parent involvement to strengthen our culture and climate needs. Data also indicate that it is essential for Slauson to enhance our instructional program so that we meet the needs of all students, specifically, supporting African American students, students who are English learners (EL), and Students with Disabilities (SWD) in making academic progress. This is done through our continued commitment to professional learning and increased implementation of strategies to support all students.

For the 2022 - 2023 school year, it is vital that we focus on in-person instruction that is not only rigorous, but standards aligned and culturally responsive in order to accelerate learning for our scholars. Throughout the 2021-2022 school year, we heard from our stakeholders that scholars will need extra support to accelerate learning due to the recovery from pandemic learning. We will dedicate resources to providing an intervention program with a focus on our scholars furthest from the center. We will accelerate learning opportunities through rigorous standards aligned instructional guidelines in addition to adopting science and history curriculums. 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.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4.a SBAC ELA	Baseline data coming 2022 2019 SBAC DFS	2022 results to be reported when available			All: 25pts below standard AA: NA



	All: 40.9 African American: NA Less than 11 Students English Learners: 44.4 Latinx: 39.2 SPED: 36.3				EL: 20 pts below standard Latinx: 19 pts below standard SPED: 20 pts below standard
4.a SBAC Math	Baseline data coming 2022 2019 SBAC DFS All: 43.4 African American: NA Less than 11 Students English Learners: 39.9 Latinx: 38.6 SPED: 53.6	2022 results to be reported when available			All: 20 pts below standard AA: EL: 15 pts below standard Latinx: 20 pts below standard SPED: 40 pts below
4.c 30.2% of EL students making progress toward ELPAC proficiency	2019 CA School Dashboard Data: 30.2%	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.	55% or Above of EL students making progress toward ELPAC proficiency
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: 25% Level 2: 41.67% Level 3: 31.67% Level 4: 1.67%			2023 ELPAC percentages are: Level 1: 15% Level 2: 35% Level 3: 35% Level 4: 15%
4.d EL Reclassification Rate	CA Dept. of Education Data	Currently published on <a href="#">DataQuest</a> : 2.7%			20% or higher RFEP rate

	Quest 2019-2020 RFEF rate was 5.5%				
1.b: Sufficient Access to Standard-Aligned Materials	100% of students will be provided access to standards aligned materials for all content areas.	100% of students will be provided access to standards aligned materials for all content areas.			100% of students will be provided access to standards aligned materials for all content areas.
2.a: Implementation of academic content and performance standards	100 % of students will be provided high-quality instructional materials that are aligned to CCSS in ELA, Math, Science, and Social Studies.	100 % of students will be provided high-quality instructional materials that are aligned to CCSS in ELA, Math, Science, and Social Studies.			100 % of students will be provided high-quality instructional materials that are aligned to CCSS in ELA, Math, Science, and Social Studies.
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 and access CCSS aligned ELD during designated and integrated ELD and in routines for Academic Conversations	100% of English Language Learners participate in and access CCSS aligned ELD during designated and integrated ELD and in routines for Academic Conversations			100% of English Language Learners participate in and access CCSS aligned ELD during designated and integrated ELD and in routines for Academic Conversations
: Supplement the core instructional program with sufficient adopted/aligned materials and devices.	100% of students will have access to the appropriate content materials needed for instructional program and intensive literacy	100% of students will have access to the appropriate content materials needed for instructional program and intensive literacy			100% of students will have access to the appropriate content materials needed for instructional program and intensive literacy

	goals/intervention.	goals/intervention.			goals/intervention.
p. 8 Other academic outcomes (STAR, DIBELS, etc)	We no longer administer the STAR Assessment	We no longer administer the STAR Assessment	We no longer administer the STAR Assessment	We no longer administer the STAR Assessment	We no longer administer the STAR Assessment
p. 8 Other academic outcomes (STAR, DIBELS, etc)	Starting in Fall 2021, we now administer iReady DIBELS	Baseline data is the same as Year 1 Outcome. iReady data All: DIBELS:  iReadyELA: Above: 8% At: 16% Below: 61% Sig. Below: 15%			

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Targeted Professional Learning Opportunities for Leadership	Leadership (Principal and Deans) will participate in TCRWP: Coaching Institute professional development to strengthen capacity in coaching cycles and effective feedback.  Design a comprehensive professional learning plan and calendar aligned to school goals and trends observed in learning walks. Directly engage in development sessions as leader/ facilitator or active participant; set clear expectations for implementation of presented practices and strategies, and monitor their implementation and use.	Alternate Funding	N

2	Professional Development for Teachers	<p>Aspire Slauson Academy will engage in professional development focused on:</p> <ul style="list-style-type: none"> <li>● Data analysis: ELA and Math while also looking at student subgroups.</li> <li>● Student strategies to support in ELA and Math</li> <li>● Student subgroup support</li> <li>● Culturally Responsive teaching</li> <li>● Delivery of Designated ELD curriculum: EL Achieve</li> <li>● English Language Learner support across content areas.</li> </ul>	Alternate Funding	N
3	Increased and Improved Services for English Language Learners	<p>Be GLAD English Language Development which is professional training for language acquisition. Teachers are trained to modify the delivery of instruction for students to promote academic language and literacy. Two major components: language acquisition with strategies and five elements training models. Those major components are analyzing ELL student data and differentiation.</p> <p>Instructional time is maximized through consistent and efficient structures for varying levels of student tasks. Staff and students are introduced to shared procedures and routines. Teachers consistently use a variety of instructional strategies to differentiate content based on student learning needs.</p>	\$120,000 (Reading Interventionist); \$5,000 (iReady); \$320,000 (7 IA's)	Y
4	Supplementing the Core Instructional Program for ELA and Math	<p>Culturally Responsive Instructional Materials</p> <p>Increase reading achievement for all students by implementing Balanced Literacy and purposefully planning the integration of social studies and culturally responsive grade level texts→ use EL Education units as resources to incorporate content areas into reading units</p> <p>Science of Reading: Really Great Reading assessment tools and resources to teach the foundational skills that lead to strong decoding and fluent reading. Scientifically aligned tools that help schools build strong literacy foundations in primary grades and help remediate decoding issues in upper elementary.</p>	duplicate Action 3	Y

		Students with Special Needs: Goalbook 5-Step Instructional Design Process that blends standards-based instruction with Universal Design for Learning. The process brings together the WHAT behind a lesson (learning standards) with the HOW (UDL instructional strategies) so that educators can design multiple pathways of learning that ensure a diverse classroom of students can access and achieve college and career readiness.		
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## 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.

We were pleased with our professional development and training sessions. Despite a mix of in-person and virtual instruction, our staff accessed training virtually and we were able to accomplish most of our PD and training plans. Specifically, we were able to accomplish targeted professional development for our K-6 teachers. For our leadership group, we had limited availability due to the need for administrators to fill vacancies as substitutes.

Covid disrupted schedules for integrated and designated ELD as well as systematic interventions for all students. For safety reasons, we were unable to combine cohorts of students into designated ELD programs and provide systematic interventions in a consistent way.

Additionally, purchasing curriculum, technology, and intervention materials in 2021-22 proved to be beneficial. Despite a lack of availability for all leadership for training, we made progress for Action 1. Consequently we shifted our funds to provide stipends, common plan time, and extended hours.

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 experienced difficult staffing issues, most notably with substitute teachers. Consequently, we redirected funds. 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.

Our actions, together, provided the means to partially meet our goal of all “scholars meaningfully engaged in rigorous, standards-aligned, culturally responsive academic programming”. We provided multiple curriculum materials to meet the varied needs of our students. Our Institutes and targeted professional development, conducted during the summer, developed teachers and leaders beyond previous capacity.

In fact, the advancement in their capacity served us as we weathered unprecedented Covid conditions. The trainings provided a significant leverage for morale and motivation resulting in improved levels of efficacy for our work as it relates to instruction.

In addition, we replenished classroom libraries with culturally relevant books, infused technology for seamless curriculum delivery, and ensured small group reading interventions with targeted materials, Really Great Reading HD Word, Lucy Calkins Units of Study for reading and writing, Recess, Eureka Math/Zearn, and progress monitoring. Implementing varied materials enabled us to fully realize academic content, provide full access to CCSS and ELD materials for English Learners, and ensure all students engaged with standards aligned materials.

Ensuring effective staff also ensures student learning. Staff members engaged in professional learning to optimize the curriculum materials noted above as well as designated and integrated ELD, anti-racism, Cultural Competence, Implicit Biases, and Mystery Science for instruction. Whether we were in-person or virtual, we were able to meet our professional development actions.

As noted in Prompt 1, Covid disrupted scheduling significantly and impacted several of our systems and our plans. We plan to implement Action #3 in conjunction with adopting an NGSS aligned science curriculum – Amplify Science 22-23. Providing training and intervention via content areas for English Learners has proven to be very successful.

Staffing proved to be difficult this year as we lost one of our Deans of Instruction after winter break, we were short a parent coordinator, and I was developing a job description for a Health Coordinator that was critical for our return to the school site. With that, we planned to hire literacy and behavior intervention specialists, add additional counseling support, provide release time for cycles of inquiry, identify MTSS team members, and train new instructional assistants. A national staffing shortage exists and we were not immune from that. We met our staffing actions with limited success. Consequently, we plan to focus on temporary hires, partner with education organizations, increase technology enhanced instruction and provide virtual targeted tutoring. Last, our actions to partner with nearby community colleges and other educational organizations support graduation and college/career attainment.

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.

While we met with some success during a very difficult year, we were able to implement our Actions as planned.

Additionally, we revised our metrics to reflect that we no longer administer the STAR assessment and will use iReady and that we don't have ELPI data and will use ELPAC levels instead.

## Goal 2

Goal #	Description
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2

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

An explanation of why the LEA has developed this goal.

In our second goal, we will focus our attention on increasing student and parent participation and involvement by focusing on social emotional and well-being of our scholars and the general culture and climate that we have built. We will continue our efforts this year to ensure our site is a safe place for staff and scholars and all safety and health protocols are being followed. We will emphasize our SEL program for both adults and students alongside our current PBIS and culturally responsive MTSS model. In addition, we will provide multiple opportunities for our students and families to engage and participate in our programs and so they feel a sense of belonging. Finally, we hope to take advantage of our parent workshops held with our counselor by inviting our African American families and our Latinx families to come together to discuss items that we will keep in place and will continue to strengthen. 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
6.c Student Sense of Safety and School Connectedness as a Percentage	Student sense of Safety 75% of students at Slauson Academy expressed feeling a sense of safety and connectedness at school based on internal student survey 67% African American 67% Latinx	Student sense of Safety: Maintained 73.75% of students at Slauson Academy expressed feeling a sense of safety and connectedness at school based on internal student survey 83.5% African American (Increased by 17%) 73.25% Latinx (Increase of 6.25%)			Student sense of Safety 90% or more of our students at Slauson academy will express feeling a sense of safety and connectedness at school based on internal student survey 82% or more African American 82% or more Latinx

<p>6.a Student Suspension Rates as a Percentage</p>	<p>19-20 Suspension Rates  All: 0.0%  African American: 0%  English Learners: 0%  Latinx: 0.0%  SPED: 0%</p>	<p>20-21 Suspension Rates  All: 0.0%  African American: 0%  English Learners: 0%  Latinx: 0.0%  SPED: 0%</p>			<p>23-24 Suspension Rates from Aspire Data Portal or CDE Data Quest  All: 0.0%  African American: 0%  English Learners: 0%  Latinx: 0.0%  SPED: 0%</p>
<p>5.b Chronic Absenteeism Rate as a Percentage</p>	<p>19-20 Chronic Absenteeism Rates from Aspire Data Portal  All: 4.1%  African American: 13.3%  English Learners: 26%  Latinx: 60%  SPED: 20%</p>	<p>20-21 Chronic Absenteeism Rates from Aspire Data Portal  All: 14.5%  African American: 42.3%  English Learners: 12.4%  Latinx: 11.5%  SPED: 17%</p>	<p>21-22 Chronic Absenteeism Rates from Aspire Data Portal  All: 42.9%  African American: 57.9%  English Learners: 46.4%  Latinx: 40.9%  SPED: 54%</p>		<p>Use 23-24 Chronic Absenteeism Rates from Aspire Data Portal  All: Less than 4.0%  African American: &gt;4.0%  English Learners: &gt;13%  Latinx: &gt;30%  SPED: &gt;10%</p>
<p>3.a: Efforts we make to seek parent input on making decisions</p>	<p>Baseline Data from 20-21 Family Survey Data  84% 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."</p>	<p>21-22 Family Survey Data  79% of parents responded Strongly Agree or Agree to the family survey question "I am encouraged to share my opinion and feedback in the school decision making process." (4% decrease)</p>			<p>Internal Family Survey  94% or more of Slauson Parents express that they are encouraged to share their opinion and feedback in the school decision making process."</p>



	4% drop from the year before				
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 students with special needs?	Monthly virtual meetings in SY 20-21	21-22 Increase frequency Parent Square usage- <b>Posts</b> Monthly average 45 <b>Smart Alerts</b> with direct access to media via links: monthly average 8 And Parent Meetings Virtual <b>SSC</b> : 4 Virtual <b>ELAC</b> : 4 Virtual <b>Principal</b> : 10			Increase number of meetings and attendance for parental participation in programs for EL, FRL, FY, and SpEd
5.a: School Attendance Rate	Internal Data Report for May 2021 Average Daily Attendance Rate for Distance Learning 95.1% as of May 28,2021	Internal Data Report 20-21 ADA <b>88.2%</b> Rate for ReOpening of Schools Post Pandemic			Internal Data Report for May 2021 Average Daily Attendance Rate for Distance Learning 97% as of May 28,2021
6.b: Pupil Expulsion Rates	19-20 expulsion data as pulled from CDE DataQuest 0.0% Expulsions	20-21 expulsion data as pulled from CDE DataQuest 0.0% Expulsions			19-20 expulsion data as pulled from CDE DataQuest 0.0% Expulsions
6.d: Surveys of parents to measure safety and school connectedness	Baseline data from 20-21 Family Survey Data on data portal	20-21 Family Survey Data on APS data portal: 84% of parents expressed			23-24 data from 20-21 Family Survey Data on data portal 97%% of parents

	85% of parents expressed feeling a sense of safety and connectedness at Slauson Academy	feeling a sense of safety and connectedness at Slauson Academy			expressed feeling a sense of safety and connectedness at Slauson Academy
1.c: School Facilities in Good Repair	Baseline data from the 2019 SARC Systems: GOOD Interior: GOOD Cleanliness: GOOD Electrical: GOOD Restrooms/Fountains: GOOD Safety: GOOD Structural: GOOD External: GOOD Overall: Exemplary	2020-2021 data from SARC Systems: GOOD Interior: GOOD Cleanliness: GOOD Electrical: GOOD Restrooms/Fountains: GOOD Safety: GOOD Structural: GOOD External: GOOD Overall: Exemplary			Data from the 2023 SARC Systems: GOOD Interior: GOOD Cleanliness: GOOD Electrical: GOOD Restrooms/Fountains: GOOD Safety: GOOD Structural: GOOD External: GOOD Overall: Maintain Exemplary
7 Broad course of study	100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science PE, and Art/Music	100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math,			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

Science, Social Science PE, and Art/Music

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Improved Culture and Climate	<ul style="list-style-type: none"> <li>Will use the RULER training and curriculum to support SEL learning for students and adults, parent engagement, attendance support.</li> <li>Create a pyramid of behavioral interventions that mirrors the academic intervention pyramid with social-emotional development support.</li> <li>Design and implement systems to gather positive and negative data on school culture and behavior.</li> <li>Crisis intervention teams train and support all adults to learn how to support students in crisis. They ensure that all adults are trained to identify and support students in need of nonclassroom-based support.</li> </ul>	\$10,000 (curriculum) \$100,000 (counselor), \$90,000 (Behavioral Intervention Specialist); Duplicate Goal 1 Action 3 (IAs to support)	Y
2	Targeted Professional Development Opportunities for SEL Support Team	<ul style="list-style-type: none"> <li>Aspire Slauson Academy will engage in professional development focused on creating caring, productive, and equitable schools and communities that develop the whole child and ensure that all students can thrive.</li> <li>Workshops on social and emotional learning to help plan, sustain, and continuously improve systemic SEL implementation throughout our school community.</li> </ul>	\$10,000	Y

		<ul style="list-style-type: none"> <li>● Use the RULER curriculum to provide Social Emotional Behavior Learning (SEBL) and planning.</li> <li>● Support and facilitate book studies through school site PLCs to strengthen relationships and partnerships with students and parents in our community.</li> </ul>		
3	The House System: Enhancing School Culture through Inclusion and Community	Aspire Slauson Academy will use the Ron Clark Academy House System to create a positive climate and culture for students and staff. Using RCA's methods will help our school implement processes that build character, relationships, and school spirit. We will invest in the House Uniforms for all students and all staff and will adopt Wednesdays as the weekly day to be in House Uniforms to build pride and to strengthen our model. We will merge our PBIS model with the RCA House System and we will target average daily attendance and chronic absenteeism with our SEL work and our culture and community building model. We will target Professional Development in the RCA House model for team members.	\$10,000	Y
4	Develop and Facilitate after School Clubs for our K-6 Students and Families	<ul style="list-style-type: none"> <li>● Design and execute after school clubs of interest for our students K-6 and for our community.</li> <li>● We will invest in materials and supplies necessary for purchasing equipment and for paying team members that are willing to volunteer and to support the Club Program.</li> <li>● Pay Stipends to credentialed educators that are interested in supporting and facilitating.</li> </ul>	Alternate Funding	N
5	Parent Workshops that Address and support Parents with Navigating Post Pandemic Trauma and Home Life	<ul style="list-style-type: none"> <li>● Parent Coordinator and OA will support family engagement, communication and support creating an inclusive environment for all stakeholders.</li> <li>● We will develop a series of Parent Workshops on a variety of topics we think will be useful to families.</li> <li>● Workshops to be calendared over the course of the school year based on feedback and relevance for families and students.</li> </ul>	\$5,000, \$75,000 (OA to support); \$10,000 (M&S) \$50,000 (Parent	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.

COVID caused unprecedented circumstances and new layers of trauma for both students and adults which required prioritization of relationship building and team frameworks that encouraged collaboration and teamwork. COVID also caused circumstances that prohibited in-person gatherings for special events, fundraisers, workshops, and learning seminars. We returned to in-person instruction but our group meetings were restricted. Several actions (3a, 3b, 6d) address immediate and extended community engagement. Our Culture & Climate House System was proving to be incredibly successful for our students, however, the level of parent participation and involvement was minimal due to the social distancing restrictions. While we found unique ways to bring the family workshops to the virtual setting, our participation rates were dismal due to the lack of in person connections.

Actions 1, SEL Focus, and 5, Student Wellbeing in school and at home, took on greater priority and required more intense efforts. Students struggled with COVID conditions and often came to school having been personally impacted by fear of contracting the virus and experience with COVID deaths. We increased one-to-one counseling, virtually and in-person, and provided students, teachers, and families resources for SEL and coping needs. As for the team member (adult) focus on SEL needs through the CASEL program, the work improved team morale and motivated teachers with arriving at work with a positive lens and growth mindset.

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

There were no substantive expenditure differences. The reduced cost of Family Workshops (Action 5) offset the increased costs of SEL Focus (Action 2) and Student Wellbeing balanced financially.

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

Our actions, together, support goal 2, to cultivate communities that foster inclusive, joyful, and safe learning environments. Quantitatively, our attendance rate decreased from 95.1% to 88.2% and our chronic absenteeism increased from 4.1% to 14.5%. COVID conditions directly contributed to our level of attendance and chronic absenteeism. Parents cited COVID as the reason for their child's absences and we monitored return dates per CDC guidelines when students were absent due to Covid.

Qualitatively, though, our newly appointed parent coordinator made a difference with the work done alongside our Office Assistant and our Business Manager. The Office Assistant and the Parent Coordinator made over 500 contacts through the year, supporting family engagement, communication, support, and an inclusive environment. Despite Covid complications throughout the year, student, staff and parent surveys indicate a sense of belonging (85%) and connectedness (84%).

Unfortunately, the plans we mapped out for the work that our MTSS panel would hold for our school did not come to fruition as a result of the circumstances that COVID created. The purpose of our MTSS team was intended to primarily serve to intervene for students academically and behaviorally to mitigate decreases in attendance and increases in suspension, and chronic absenteeism rates. Ironically, the team at ASA began a site-based study in the SWIFT MTSS model without knowing that the organization was considering adopting the model. We began some of the work on our own and have struggled with holding our meetings due to our Deans being pulled to support and cover classrooms to account for the teacher and substitute shortage. Our MTSS Advisory group was to meet and determine how to provide interventions to support academic and behavioral success for students. Covid prohibited combining cohorts of students. Interventions were administered in a less robust way than planned and our MTSS team did not meet as frequently as planned. Parent and student engagement events were limited, although extracurricular activities that took place outside provided a safer environment.

On a positive note, we worked to rebuild our school climate and culture with outreach to families and specifically to students via SEL practices. We were able to provide targeted professional development in SEL for students and adults, in our culture and climate HOUSE system, in cultural competence and equity, social emotional learning, collaboration, team building, and culturally responsive teaching, crisis intervention and restorative practices through virtual training. Additionally, our parent meetings continued, although virtually, for ELAC, SSC, and principal meetings. We were able to hold some rich small parent group empathy interviews and socially distanced luncheons in order to collect qualitative data to inform our work.

Last, we hired additional custodial staff to manage the added cleaning time and costs and updated our facilities with shade structures, electronic gates, and PPE. Our SARC reports indicate a satisfactory rating for our facility.

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.

Our actions remain the same with a shifted focus. As noted in prompt 3, it is our goal to retain our new parent coordinator and eventually make this position permanent. Also, survey responses indicate a continued need for social emotional learning and more intensive counseling. While our MTSS team typically includes the counselor, we believe *two* counselors are warranted given survey responses and ongoing COVID conditions impacting students' well-being.

To ensure that we were finding ways for our students to become involved in school and to continue building their passion

for academics, our PE coach has built an all inclusive after school sports program. Per request of parents with our Title one funds. The first two quarters of the school year focused on students participating in after school sports and building their sports skills through sport drills – no body contact.

### 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 will continue to develop our teachers and site leaders through the Aspire Student Learning Framework and the Transformational Leader Framework through our purposeful plans with the coaching development our leadership will engage in. In addition, we will continue our work started in the 20-21 school year on Equity, Cultural Competence, and Racial Justice. 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.aTeacher Credentials	2019 SARC Data Indicate 15 Fully Credentialed Teachers 2 Misassignments	13/14 (93%) of teachers are fully credentialed			23-23 SARC Data Indicate 100% Fully Credentialed Teachers

					with 100% English Language Authorizations or Emergency Permits
6.e Teacher Sense of Safety and School Connectedness as a Percentage	2020 Teammate Survey Data 84% of Slauson Team Members expressed a sense of safety and school connectedness in the past year.	2021 Teammate Survey Data 84% of Slauson Team Members expressed a sense of safety and school connectedness in the past year.			23-24 Teammate Survey Data 95% or more of Slauson Team Members expressed a sense of safety and school connectedness in the past year.
Teachers receive coaching and ongoing professional development to build capacity in strategies that support the school model	20-21 Teammate Survey on level of coaching received and appropriate training and resources for implementing new models: 71% expressed not having consistent coaching or training or resources/materials. 100% of K-6 Teachers will participate in instructional Labs and Literacy PD for Balanced Literacy Quarterly	21-22 Teammate 100% of K-6 teachers participate in ELA professional Development for standards and phonics.			23-24 Teammate Survey on level of coaching received and appropriate training and resources for implementing new models: 100% of K-6 Teachers will participate in Instructional Labs and Literacy PD for Balanced Literacy Quarterly



Teacher Development through Coaching Cycles and use of the ASLF	100% of K-6 Educators will engage in one full coaching cycle and all components as part of the ASLF coaching cycle to support developmental goals and targets.	Baseline: 60% of K-6 educators have been coached through one full cycle of ASLF work as part of the building of our site based coaching model.			100% of K-6 Educators will engage in at least three full coaching cycles and all components as part of the ASLF coaching cycle to support developmental goals and targets.
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## Actions

Action #	Title	Description	Total Funds	Contributing
1	Expand on our School Wide events for Students and Families	<ul style="list-style-type: none"> <li>Aspire Slauson Academy will increase stakeholder sense of belonging/inclusion at ASA through events and activities that extend learning or increase participation in healthy social environments.</li> <li>Create a flexible engagement strategy that values multiple types of family and community interactions.</li> <li>Develop and implement short- and long-term plans for family and community engagement tailored to the school and community context.</li> </ul>	Duplicate Goal 2 Action 5	Y
2	Targeted Professional Development Opportunities for Building Capacity in Equity Work, Racial Justice, and Cultural Competence	<ul style="list-style-type: none"> <li>Aspire Slauson Academy will continue our work in professional development on Equity, Racial Justice, and Cultural Competence in effort to build our equity lens for enhancing instructional design and learning experiences devoid of deficit perspectives.</li> <li>Invest in Racial Justice in Schools materials and curriculum offered through the NEP in order to develop a scope and sequence of classroom topics our team will build knowledge in and engage students in.</li> </ul>	\$25,000	Y

3	Black Excellence Programming	<ul style="list-style-type: none"> <li>• Continue our work in partnership with Home Office and our Black Excellence Programming to build awareness and capacity for understanding how to take action to catalyze change.</li> <li>• The Black Excellence Programmer operates word with our team to push forward cross-departmental initiatives that have emerged directly from Aspire’s Black community.</li> </ul>	\$9,000 (stipend)	Y
4	Transformational Leadership Framework for Principal/Dean	<ul style="list-style-type: none"> <li>• Principal and Deans will initiate direct conversations about equity and bias to build the school’s collective capacity.</li> <li>• They will seek out and engage diverse perspectives to build an effective organization.</li> <li>• Leaders will foster equity and inclusion by consistently addressing the dynamics of power within the community.</li> <li>• Will identify root causes and adaptive challenges that need to be resolved.</li> </ul>	\$260,000 (Deans)	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.

Rigorous professional development cycles were planned for the entire school year, however, the pandemic presented complex and unprecedented challenges throughout the school year. Given the learning gaps that we were faced with in each grade, teachers were in need of additional planning time in order to really get to understanding how to integrate previous standards into current work without compromising the grade level standard focus. Due to social distancing measures, virtual training provided a means to continue with professional development, professional learning plans, and coaching. Unfortunately, several of our PD dates that were scheduled into our academic calendar were canceled due to urgency with teachers needing time to plan. With that, we were able to implement most of our planned actions with no substantive differences in costs for Actions 1-5.

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, it was challenging to expand on our support staff/team due to the teacher shortage that we continue to experience in education. We attempted to schedule interviews for instructional assistants throughout the school year based on needs, however, candidates either did not return our calls or did not appear for scheduled interviews and therefore did not use the funds associated with hiring staff. Consequently, we extended the hours of existing staff that expended more than half of the budgeted funds resulting in nominal differences

between planned and estimated actual analysis of the 2021-22 goals and actions will occur in the spring of 2022 of the 2021-22 goals and actions will occur in the spring of 2022.

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

Our combined actions supported goal 3, “that all scholars have access to a team of diverse, effective, and thriving professionals who are developed and supported to show up their best and enact culturally responsive and anti-racist practices.” Virtual training provided a means to continue with professional development, professional learning plans, coaching, and training specific to certification, e.g. AP training. We maintained focus on the Aspire Student Learning Framework and using Affinity Groups to support collegiality. Our teachers maintained a credential rate of 93% and reported an increased sense of safety and school connectedness. Analysis of the 2021-22 goals and actions will occur in the spring of 2022 the 2021-22 goals and actions will occur in the spring of 2022

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.

Analysis of the 2021-22 goals and actions will occur in the spring of 2022

**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)
\$ 996,426	\$ 101,159

### Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
38.54%	0%	\$0	38.54%

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.**

# Required Descriptions

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

Unduplicated funds will be principally directed to low-income and English Learners, the majority of our student body. The student body is 99.5% unduplicated students, therefore the needs of English learners and low-income students comprise the needs of the majority of our students and represent the focus of our actions. The funds will be effective in increasing and improving the level of academic support and interventions, professional development, data analysis, SEL supports, and continue to build our robust MTSS system. We will use funds to hire and maintain personnel that oversee programs to increase and improve the support systems students receive. The Actions highlighted in this year’s LCAP are being provided on a school-wide basis and we expect that all students will benefit from the implementation of supports and interventions, PD, support from additional personnel, and the continued implementation and focus on SEL and learning strategies and interventions for our Multi Language Learners.

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

The minimum proportionality percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils is 38.54%. 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.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	[Provide ratio here]	136:1 FTE; .74%
Staff-to-student ratio of certificated staff providing direct services to students	[Provide ratio here]	16:1 FTE; 6.25%

## 2022-2023 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,099,000	\$ -	\$ -	\$ 3,000	1,102,000	\$ 1,045,000	\$ 57,000

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Targeted Professional Learning Opportunitie	All	\$ -	\$ -	\$ -	\$ -	\$ -
1	2	Targeted Professional Learning Opportunitie	All	\$ -	\$ -	\$ -	\$ -	\$ -
1	3	Increased and Improved Services for English	EL	\$ 445,000	\$ -	\$ -	\$ 3,000	\$ 448,000
1	4	Supplementing the Core Instructional Progr	All	\$ -	\$ -	\$ -	\$ -	\$ -
2	1	CASEL Social-Emotional Framework for Imp	All	\$ 200,000	\$ -	\$ -	\$ -	\$ 200,000
2	2	Targeted Professional Development Opportu	All	\$ 10,000	\$ -	\$ -	\$ -	\$ 10,000
2	3	The House System: Enhancing School Cultu	All	\$ 10,000	\$ -	\$ -	\$ -	\$ 10,000
2	4	Develop and Facilitate after School Clubs fo	All	\$ -	\$ -	\$ -	\$ -	\$ -
2	5	Parent Workshops that Address and support	All	\$ 140,000	\$ -	\$ -	\$ -	\$ 140,000
3	1	Expand on our School Wide events and Clu	All	\$ -	\$ -	\$ -	\$ -	\$ -
3	2	Targeted Professional Development Opportu	All	\$ 25,000	\$ -	\$ -	\$ -	\$ 25,000
3	3	Black Excellence Programming	All	\$ 9,000	\$ -	\$ -	\$ -	\$ 9,000
3	4	Aspire Student Learning Framework for Coll	All	\$ -	\$ -	\$ -	\$ -	\$ -
3	5	Transformational Leadership Framework for	All	\$ 260,000	\$ -	\$ -	\$ -	\$ 260,000
				\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -









# 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)
\$ 3,481,941	\$ 989,755	0.00%	28.43%	\$ 1,034,000	0.00%	29.70%	\$0.00 - No Carryover	0.00% - No Carryover

# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

- 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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

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

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

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

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

### **Goal Analysis:**

Enter the LCAP Year.

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

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

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

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

**Total Percentage to Increase or Improve Services for the Coming School Year:** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs

percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

**Required Descriptions:**

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

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

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

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

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

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

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

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



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

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

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

### **For School Districts Only:**

#### **Actions Provided on an LEA-Wide Basis:**

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

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

#### **Actions Provided on a Schoolwide Basis:**

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

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

**For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils:**

Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

## Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

## Data Entry Table

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

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

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

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

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

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. 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)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).



## ***Contributing Actions Annual Update Table***

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 4 from 7)
  - 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 (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- 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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