LCFF Budget Overview for Parents Template

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

CDS Code: 01-61259-0130732

School Year: 2022 – 23

LEA contact information: Karen RingewaldKaren.Ringewald@aspirepublicschools.org
510-638-9445

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

Budget Overview for the 2022 – 23 School Year

Projected Revenue by Fund Source

$ 1,767,097 (32.5%) $ 2,137,754 (39.3%)
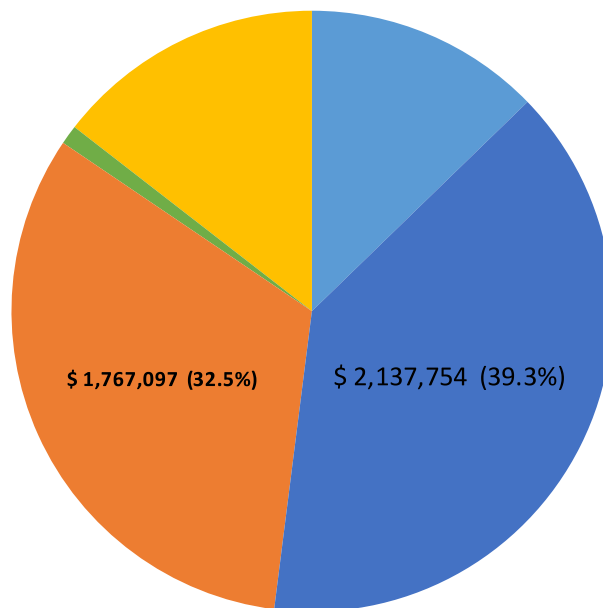
This chart shows the total general purpose revenue Aspire Triumph Technology Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aspire Triumph Technology Academy is $5,444,280.00, of which $2,831,345.00 is Local Control Funding Formula (LCFF), $1,767,097.00 is other state funds, $56,226.00 is local funds, and $789,612.00 is federal funds. Of the $2,831,345.00 in LCFF Funds, $693,591.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP
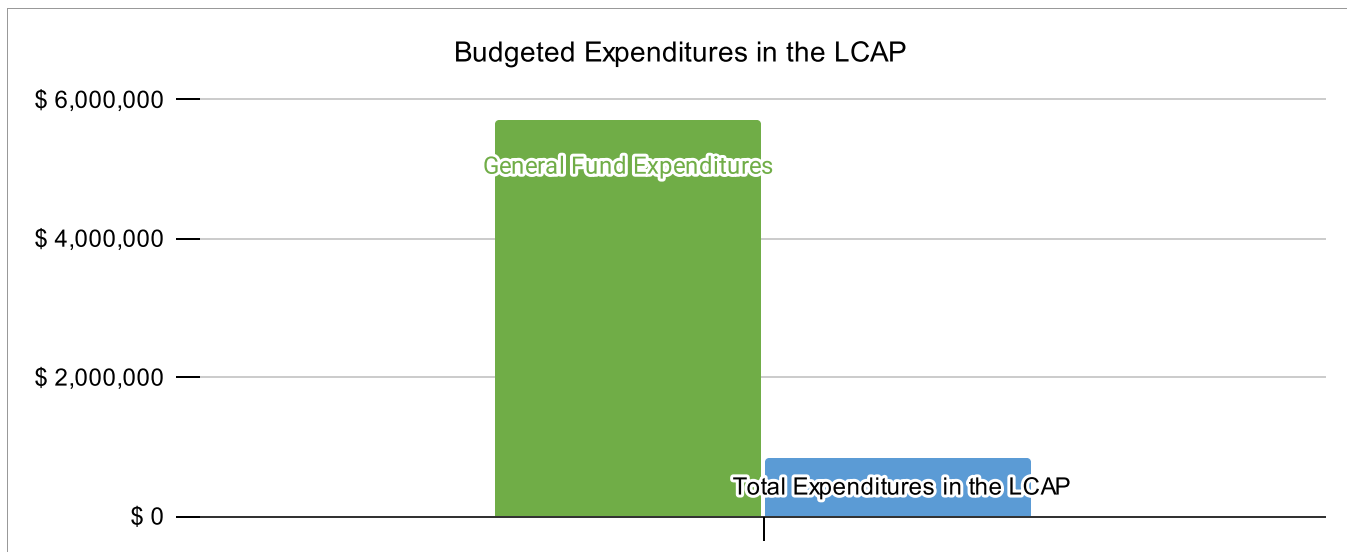
This chart provides a quick summary of how much Aspire Triumph Technology Academy plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.
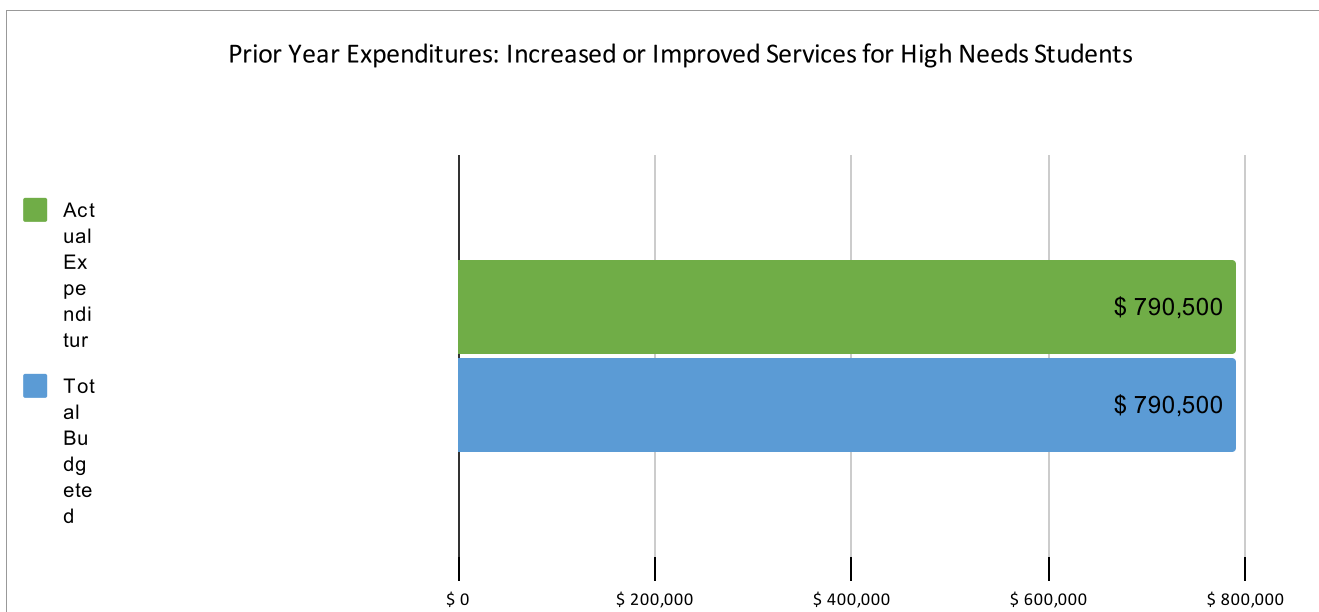
The text description of the above chart is as follows: Aspire Triumph Technology Academy plans to spend $5,705,289.00 for the 2022 – 23 school year. Of that amount, $830,500.00 is tied to actions/services in the LCAP and $4,874,789.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General fund budget expenditures not included in the LCAP are divided into two main categories - salaries & benefits, and operating. Salaries & benefits are included for the following positions: core teachers, specialist teachers (those not highlighted in the LCAP), instructional assistants, special education, after school program, campus operations (including front office, administration, facility,

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

In 2022 – 23, Aspire Triumph Technology Academy is projecting it will receive $693,591.00 based on the enrollment of foster youth, English learner, and low-income students. Aspire Triumph Technology Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Aspire Triumph Technology Academy plans to spend $830,500.00 towards meeting this requirement, as described in the LCAP.

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

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

- Actual Expenditur [Actual Expenditures]: $ 790,500
- Total Budgeted: $ 790,500

| $ 0 | $ 200,000 | $ 400,000 | $ 600,000 | $ 800,000 |

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

The text description of the above chart is as follows: In 2021 – 22, Aspire Triumph Technology Academy's LCAP budgeted $790,500.00 for planned actions to increase or improve services for high needs students. Aspire Triumph Technology Academy actually spent $790,500.00 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 Triumph Technology Academy	Karen Ringewald, Principal	karen.ringewald@aspirepublicschools.org 510-638-9445

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 May, June, and August 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. Specifically, we hired two on-site substitute teachers, additional instructional assistants, an additional mental health counselor, a school support manager, and a dean of instruction. 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:

  reduce class sizes, especially in early grades

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

  Multi-lingual support

  increase access to tutoring

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

  improved social emotional curriculum

  increased access to mental health services

  social emotional professional development

3. Increase professional development

  instructional coaching through additional site administration

  strengthen core instruction curriculum

4. 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 (May 2021), conducted virtual meetings with ELAC (May 2021), SSC (April, May, and June 2021), staff (May and June 2021), and administration (August 2021) and corresponded via web-based tools as we prepared to return to in person learning. Our focus groups, listening meetings, and safety talks resulted in articulating the impact of distance learning on families, students, and staff including social emotional issues as well as academics.

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

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, our attendance date was relatively comparable to our previous 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- staff, parents, ELAC, SSC, and our site's admin team. 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. Amplify Reading, SIPPS, Zearn, and MyON

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 (link), 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/ , which continues to serve us today as we navigate a once-in-a lifetime experience.

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

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

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

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

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

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

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

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

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

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

Instructions

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

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

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were* <u>not</u> *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 Triumph Technology Academy	Karen Ringewald	karen.ringewald@aspirepublicschools.org

Plan Summary 2022-23 Year

General Information

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

Aspire Triumph Technology Academy is an elementary school that serves 260 students in grades transitional kindergarten through 5th grade. Aspire Triumph Academy opened in 2014.

Aspire Triumph Academy is part of the Aspire Public Schools network. Aspire Public Schools is a non-profit organization that operates high performing charter schools that focus on preparing urban students for college. Aspire Triumph Technology Academy is a charter school located in Alameda County and is chartered through the Oakland Unified School District.
Aspire Triumph has been serving students in the East Oakland community since 2014. This school year, we served approximately 260 students. For the 22-23 school year we will continue to serve approximately 260 students in grades TK-5.

Triumph's demographic profile is 59% African American, 36% Latinx, 2% Asian American/Pacific Islander,>1% Multiracial/Other. We have a total of 19% English Language Learners with 94% of the student body eligible for the free and reduced price meals program. 14% of our students qualify for an individualized education plan.

Aspire's vision is that every student is prepared to earn a college degree and was founded to address the long-standing inequities in TK-12 education. Its mission is to open and operate small, high-quality charter schools in low-income neighborhoods in order to: increase the academic performance of historically underserved students, develop effective educators, share successful practices with other forward-thinking educators, and to catalyze change in public schools.

Reflections: Successes

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

Based on the review of COVID-19 and Data Reporting at *DataQuest, we are pleased that we continue to fully implement academic standards and provide a broad course of study to all scholars. We have continued to prioritize the development of our educators, and our

open door policy with families has continued to be a point of pride for our community.   Specifically, our Educational Partners report on our annual survey that they have strong feelings of connectedness and high levels of safety for their children.

Our local assessments in reading show that we have been successful in reducing the number of students performing far below grade level and accelerating learning. Local data indicates that our students have improved by 17% on the iReady math assessment and by 14% on the iReady reading assessment. We are excited to see our results in June and our progress monitoring data looks promising as we continue to focus on targeted reading interventions for students.

Additionally, our Educational Partners report on our annual survey reflects that families believe that Triumph provides a high quality educational program that prepares them to be successful, that teachers make time and effort to discuss student progress, that students look forward to coming to school, and that students feel safe and welcomed at school.

*(DataQuest is the California Department of Education's web-based data reporting system for publicly reporting information about California students, teachers, and schools. DataQuest provides access to a wide variety of reports, including school performance, test results, student enrollment, English learner, graduation and dropout, school staffing, course enrollment, and student misconduct data.)

Reflections: Identified Need

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

Since returning to in person instruction, there have been several challenges related to the ongoing global complex trauma of the pandemic.

First and foremost our students have significant mental health needs as evidenced by a large increase in the number of mental health risk assessments and a general need for counseling services. We have seen increases in maladaptive behaviors, but have rallied as a school team to put in strategic supports and interventions for scholars along with dedicated instructional time to teach prosocial coping skills and emotional regulation.

Based on the review of COVID-19 and Data Reporting at DataQuest, we have determined that improvement is needed in the area of attendance and English Language Development. While our school attendance pre-pandemic was generally around 95%, this year, our average daily attendance rate has been around 83%. This steep decrease has been due to Covid quarantines and isolation as required to keep our community safe.   Significant staffing disruptions also due to quarantines and isolations have prevented us from having the people power to support families in improving attendance. We are looking forward to more level attendance rates as the pandemic shifts to the next phase. We know this is critical to student learning.

While we have seen that our Multi-Language Learners have grown tremendously in their academic skills this year, we know that many lost significant exposure to Academic English during this pandemic. We know that reading and writing in English is fundamental to improving their access to academic content, and we plan to push for more intervention specific for these students next year.

The following are steps that we will take to address the areas in need of improvement:
1. We plan to continue to have a full time Dean of Instruction to coach teachers in best practices and to provide small group ELD instruction to our Multi-Language Learners.

3. We plan to continue to have a full time Assistant Principal and School Support Manager to support a strong school-wide social emotional learning program and school-wide behavioral health.

4. To improve attendance, we are planning for strong start attendance team to intervene early in attendance issues and leverage our existing School Support Manager and Business Manager to lead this work

LCAP Highlights

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

Aspire Triumph Technology Academy's LCAP for 22-23 includes three goals which we believe will help increase learning outcomes and positively impact student experience.

Our goals include:

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

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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.

Before finalizing the Local Control and Accountability Plan (LCAP), Educational Partner (EP) engagement played a key role in the identification of progress noted and progress needed in multiple aspects of past and current experiences. Surveys of educational partners, community meetings, and ongoing correspondence with parents/family members, certificated & classified staff, principals and district administration, Special Education Local Plan Area (SELPA), students, and community partners took place throughout the spring of 2021 and the 2021-22 school year. Across all EP groups, representation from Special Education, English Learners, Homeless & Foster Youth, and SocioEconomically Disadvantaged Students (parents, staff, and students) were included in meetings, forums, and surveys. Specifically for the purpose of revising the LCAP, additional EP conversations and presentations took place at committee meetings such as School Site Council, ELAC, and public School Board meetings. A community wide LCAP EP survey was conducted in April 2022 to collect input for the 2021-22 LCAP annual update.

MEETING DATES-

School Site Council: 12/15/21, 2/9/22, 4/20/22

Curriculum Council: 12/9/21, 1/27/22, 3/10/22

English Learner Advisory Committee: 3/17/22, 4/26/22

Board Meeting presentations: 4/29/22

We also conducted a large scale student LCAP survey. In student-friendly terms, students were asked to rate and comment on aspects of our 2021-22 LCAP goal areas that are of most interest and relevance to them. Approximately 100 students in Grades 3-5 completed the survey. The data will be reviewed over the summer and shared for site and district analysis early into the 2022-23 school year. Based upon initial observation and feedback from teachers who were present before/after students completed the survey, there was a general appreciation and liking by students in being given the opportunity to share their input. Continual evaluation of the input during this COVID-19 schools closure and distant learning period has provided crucial information, insight, and perspective on the needs and services that bring support and/or barriers to student learning and overall success. The collective experience and the expectations of anticipated needs as a result, play a significant factor in the reviewing of goals and revising, as needed, of focus areas, actions and services.

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

Our site Admin Team sought input from staff at staff meetings and surveys. Regional Leadership discussed the LCAP for updates and input several times, and the Executive Committee was provided opportunities to hear updates on the LCAP development, ask questions, and provide input. Parents were invited to share additional input through an LCAP survey. The draft of this LCAP plan was shared at a meeting of the Executive Committee on 4/29/22, along with a public hearing for any additional public input.

A summary of the feedback provided by specific educational partners.

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

In April 2022, we conducted a site- and community-wide survey for the LCAP Annual Update via Google Form. The survey was presented in both English and Spanish, and was publicized via ParentSquare and our takehome newsletter. Feedback was gathered directly from families of our Multi Language Learners through our English Learner Advisory Committee meetings. The EP feedback provided by the survey is summarized below. The results were shared and evaluated during multiple subsequent EP meetings:

SURVEY SUMMARY

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

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

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

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

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

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

- 2. High-quality professional development in support of strengthening research-based, standards aligned instructional delivery with specific focus on improving overall literacy advancement for students.

- 3. Specialized attention to the actions, services, and supports for students adding English and the development of English and bilingual language proficiency

- 4. Continuation of professional development and maintenance of district-wide equity practices. EP input was significantly utilized to refine the metrics, actions, and prioritization of funds in this Local Control and Accountability Plan (LCAP). Additionally, due to EP input, an additional goal focusing on the social-emotional/behavior development of students was added. Through the LCAP update process, it became evident that metrics with data commonly accessible to teachers and leadership will be essential to the successful implementation of LCAP actions. For this reason, all metrics identified in this LCAP utilize data easily accessible to teachers, leadership, and staff through our data management systems so teams can monitor progress on the goals in a timely manner. In general, our ability to now disaggregate data by student groups has permitted us to more specifically create goals and actions that will directly impact students from low-income households and students learning English as an additional language. The actions selected are a direct result of both a data review of identified successes and needs, as well as input from various EP groups. Strong tier 1 reading instruction and reading intervention is the focus of the first LCAP goal in order to highlight the overall need identified through this EP process as a result of learning loss due to the pandemic.
Additionally, the diversity, equity, and inclusion professional learning action was the culmination of building on a previous LCAP goal combined with a variety of EP input recommending anti-bias training for staff.

Goals and Actions

Goal 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.

As we returned to full re-opening for the school year 2021 - 2022, it was vital that we focused on in-person instruction that is rigorous, standards aligned, and culturally responsive. We must focus on these areas to accelerate learning for our scholars. Throughout the 2021-2022 school year, we heard from our stakeholders that when we return to in-person instruction, scholars will need extra support to accelerate learning from a year of online instruction. We will dedicate resources to providing intervention supports using the research-based SIPPS reading curriculum. We will accelerate learning opportunities through rigorous standards aligned instructional guidelines and through a focus on structured literacy in grades K-2. We will also work with our teachers to make adjustments to our curriculum to ensure the materials are culturally responsive. The intention of this goal and all goals found in this year's LCAP, is to transform the disproportionate outcomes we see in our education systems, and which were exacerbated by the disproportionate learning loss and trauma experienced during the pandemic.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4.a SBAC ELA	2019 SBAC DFS **NA Due to COVID-19** **All:** insert baseline **African American:** insert baseline	2022 results to be reported when available			To be completed following 2022 SBAC results

	English Learners: insert baseline				
	Latinx: insert baseline				
	SPED: insert baseline				
4.a SBAC Math	2019 SBAC DFS **NA Due to COVID-19** All: insert baseline **African American**: insert baseline **English Learners**: insert baseline **Latinx**: insert baseline **SPED**: insert baseline	2022 results to be reported when available			To be completed following 2022 SBAC results
4.c % of EL students making progress toward ELPAC proficiency	2019-2020 Baseline Data 51.6% of ELs making progress toward English language proficiency	ELPI data is unavailable until 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.	58% of ELs making progress toward English language 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: 34.09% Level 2: 34.09% Level 3: 31.82% Level 4: –%			2023 ELPAC percentages are: Level 1: 12% Level 2: 25% Level 3: 34% Level 4: 29%
4.d EL Reclassification Rate	2019-2020 School Year 31.6% Reclassification Rate	2020-2021 School Year Currently published on DataQuest: 3.6%			34% Reclassification Rate
1.b: Sufficient Access to Standard-Aligned Materials	20-21 Baseline data: 100% of students will have access to standards	100% of students will have access to standards			100% of students will have access to standards

	aligned curriculum and materials	aligned curriculum and materials			aligned curriculum and materials
2.a: Implementation of academic content and performance standards	20-21 Baseline data: 100% of classrooms will use standards aligned curriculum and materials	100% of classrooms will use standards aligned curriculum and materials			100% of classrooms will use standards aligned curriculum and materials
2.b: How program and services will enable EL students to access CCSS and ELD standards for gaining EL proficiency	20-21 Baseline data: 100% of English Language Learners participate in CCSS aligned ELD during designated and integrated ELD.	100% of English Language Learners participate in CCSS aligned ELD during designated and integrated ELD.			100% of English Language Learners participate in CCSS aligned ELD during designated and integrated ELD.
p. 8 Other academic outcomes (STAR, DIBELS, etc)	19-20 mid-year STAR Reading Data (no EOY testing due to COVID) 22% of students reading at or above grade level. 20-21 mid-year STAR Reading Data (EOY data not yet available) 22% of students reading at or above grade level	As of Fall 2021, we no longer administer the STAR Reading Assessment 2021 - 2022 Beg of Year Reading Data K-2 Data DIBELS 61% of students at significant risk 12% of students at moderate risk 16% of students and minimal risk 11% of students at negligible risk 2021 - 2022 Mid Year Reading Data K-2 Data DIBELS 63% of students at significant risk 12% of students at moderate risk	As of Fall 2021, we no longer administer the STAR Reading Assessment	As of Fall 2021, we no longer administer the STAR Reading Assessment	As of Fall 2021, we no longer administer the STAR Reading Assessment K-2 DIBELS 45% of students at minimal or negligible risk

		15% of students and minimal risk 10% of students at negligible risk			
p. 8 Other academic outcomes (STAR, DIBELS, etc)	As of Fall 2021, we no longer administer STAR and administered iReady instead	2021-2022 3-5 iReady Reading Beg of Year: 73% of students reading at 2 or more grade levels below 21% of students reading one grade level below 5% of students reading at or above grade level 2021-2022 3-5 iReady Reading March 59% of students reading at two more grade levels below 31% of students reading one grade level below 10% of students reading at or above grade level			As of Fall 2021, we no longer administer the STAR Reading Assessment 3-5 iReady 35% of students at or above grade level

Actions

Action #	Title	Description	Total Funds	Contributing
1	Classroom libraries	Purchase classroom libraries so that all scholars have access to a wide variety of text materials.	$12,000 - Curriculum	Y
2	SIPPS Reading Intervention Curriculum	Implement research-based reading intervention curriculum for scholars needing tier 2 and tier 3 reading intervention	$197,000 - School Support Manager	Y

3	Wit & Wisdom Curriculum	Implement research-based English language arts curriculum.	NA	Y
4	UnBound Ed Professional Development for Lead Team	Teacher and admin participation in UnBound Ed Standards Institute focused on academic acceleration.	$1,500 - Conferences	Y
5	Ongoing gen ed-sped collaboration meetings	Biweekly collaboration meetings between classroom teachers and special education teachers to analyze data and reflect on next steps and supports for students with IEPs	NA	Y
6	Continued use of the Eureka Math Curriculum	We will continue to use the standards-aligned Eureka math curriculum	NA	Y
7	Staff to support student learning	Recruiting and developing Instructional Assistants to support academic intervention in math and literacy. Instructional Assistants will play an integral part in supporting targeted student groups/sub-groups while supporting classroom teachers in delivering instruction. (Revised to include a Dean of Instruction)	$100,000 - GenEd IA $125,000- Dean of Instruction $195,000 - Sped IA	Y
8	Implement both integrated and designated English Language Development support for Multi Language Learners	Implement integrated ELD through Wit & Wisdom curriculum Continue implementation of designated ELD through EL Achieve curriculum and ELD classes led by ELD teacher Engage with families of multi language learners through ELAC and other ongoing parent meetings	NA	Y
9	Schoolwide MTSS System	Quarterly data analysis at the school wide level disaggregated by student subgroups.	$135,000 - Assistant Principal	Y

| 10 | NGSS | We plan to purchase NGSS aligned curriculum. We will not only train staff in using the new curriculum, but we will also target professional development in content areas for MLLs. | $35,000 | |

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 for MTSS, standards-based instruction, data analysis, collaborative planning, integrated ELD, anti-racism, classroom management, and the science of reading.

Continued training was successful as evidenced by an increase in iReady local assessments. Our iReady results show a 25 point improvement in math since the start of the year and a 14 point improvement in reading (as measured by students reading 2+ years below grade level) since the beginning of the year despite conditions due to Covid. Still, 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 personnel for in-person instruction, we believe the added materials mitigated student learning loss. Still, like all districts throughout the country, we experienced staffing issues. To address staffing challenges, we provided stipends, common plan time, and extended hours as alternatives to hiring new staff. Our continued use of Wit and Wisdom and Eureka Curriculum along with prioritizing common planning time for teachers has had a positive impact and we believe that it has mitigated further learning loss.

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. In addition, we were unable to hire additional instructional assistants and AmeriCorps members (Action 1.7). Consequently, we directed those funds to additional actions and provided stipends (Action 1.7) for existing teachers, extended hours for classified staff, and hired an interim Dean of Instruction to provide additional coaching and support to our teachers. 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. We renewed classroom libraries with culturally representative books, infused technology for seamless curriculum delivery, and ensured just-in-time interventions with targeted materials, SIPPS, Wit & Wisdom, Eureka Math and assessment monitoring using iReady, SIPPS mastery tests, and DIBELS. Implementing varied materials enabled us to fully realize academic content, provide full access to CCSS and ELD materials for English Learners, and ensure all students engaged with standards aligned materials.

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

Staffing was difficult this year. We planned to hire instructional assistants and AmeriCorps members to support our students and teachers. 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, hire an interim Dean of Instruction to provide additional coaching to teachers, and increase technology-enhanced instruction.

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 minimal success during a very difficult year, we realize there are changes to be made. We added a Dean of Instruction to help support teacher development and coaching. This was part of an adjustment to Action 1.7 because we were unable to hire the Instructional Assistants and AmeriCorps members we had planned to hire.

We added Action 1.10 with an expectation that we shift our general professional development in NGSS to specifics of best practices in content areas for MLLs.Last, we revised our Measuring and Reporting metrics to reflect a shift from STAR assessment to iReady and from ELPI data to ELPAC levels instead.

Goal 2

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

An explanation of why the LEA has developed this goal.

In our second goal, we will focus our attention on the social emotional well-being of our scholars as we welcome everyone back to campus. We will continue our efforts put in place 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 a culturally responsive MTSS program.

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	20-21 Baseline Data: An average of 70% positive response rate to student survey questions around safety, connectedness and belonging.	2021 - 2022 Data An average of 73% positive response rate to student survey questions around safety, connectedness and belonging			An average of 90% positive response rate to student survey questions around safety, connectedness and belonging.
6.a Student Suspension Rates as a Percentage	19-20 Baseline Data: All: 0.7% African American: 1.1% English Learners: 0% Latinx: 0% SPED: 2.%	2020 - 2021 Data: All: 0% 2021-2022 As of 4.9.22 All: 2.9% African American: 4.8% English Learners: 0% Latinx: 0% SPED: 2.8%			Reduce disportionality across all subgroups and maintain an overall suspension rate of less than 2%

5.b Chronic Absenteeism Rate as a Percentage	Due to the pandemic-induced closure, our 19-20 chronic absenteeism data is not representative of recent years. The baseline data below is the average chronic absenteeism rate from the 16-17, 17-18, and 18-19 school years All: 21.2% African American: 24.8% English Learners: 19.5% Latinx: 14.7% SPED: 19.0%	2021 - 2022 Data As of 4.9.22 All: 64.6% African American: 69.7% English Learners: 60% Latinx: 55.4% SPED: 73%			Reduce disportionality across all subgroups and reduce chronic absenteeism rate to 15%
3.a: Efforts we make to seek parent input on making decisions	20-21 Baseline *88% of parents responded Strongly Agree or Agree to the family survey question "I am encouraged to share my opinion and feedback in the school decision making process."*	2021 -2022 Family Survey Data *86% of parents responded Strongly Agree or Agree to the family survey question "I am encouraged to share my opinion and feedback in the school decision making process."*			90% of parents respond Strongly Agree or Agree to the family survey question "I am encouraged to share my opinion and feedback in the school decision making process."
3.b: How we will promote parental participation in programs for EL,	2020-2021 Baseline Family Engagement Events: ● 4 SSC Meetings ● 4 ELAC Meetings	2021 - 2022 Family Engagement Events: ● 4 SSC Meetings ● 4 ELAC Meetings ● 4 Admin and			Maintain or increase the number of opportunities for parent engagement and participation in programs for students

Low-Income, and Foster Youth 3.c: How we will promote parental participation in programs for students with special needs?	• 5 Admin and Family Chats • One Saturday School Family event	Family Chats • One Saturday School Family event			with special needs, English Learners, Low-Income, and Foster Youth.
5.a: School Attendance Rate	Baseline data- May 2021: 90% average daily attendance	2021 - 2022 Attendance Rate through April 9, 2022 83.7%			Improve to a 95% or higher average daily attendance rate.
6.b: Pupil Expulsion Rates	2019-2020 expulsion rate All: 0%	2020 - 2021 expulsion rate All: 0% 2021 - 2022 expulsion rate as of 4.9.22 All: 0%			Maintain a 0% expulsion rate.
6.d: Surveys of parents to measure safety and school connectedness	*2020-2021 Family Survey Data* 92% of families agree or strongly to statements corresponding to belonging and connectedness. 93% of families agree or strongly agree that the school provides a safe	*2021 - 2022 Family Survey Data* 92% of families agree or strongly to statements corresponding to belonging and connectedness. 88% of families agree or strongly agree that the school provides a safe			95% of families agree or strongly to statements corresponding to belonging and connectedness. 95% of families agree or strongly agree that the school provides a safe environment for their child.

	environment for their child.	environment for their child.			
1.c: School Facilities in Good Repair	Our facility is in fair condition	Our facility is in fair condition			Maintain facility in excellent condition
7 Broad course of study	2019-2020 School Year 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science PE, and Art/Music	100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science PE, and Art/Music			Maintain 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science PE, and Art/Music

Actions

Action #	Title	Description	Total Funds	Contributing
1	SEL Focus	We will continue to leverage the Ruler 2.0 and Toolbox curriculums to meet the social emotional learning needs of our students, staff, and families.	Duplicate goal 1	Y
2	School culture and climate	Our School Support Manager will lead initiatives to reinvigorate our school-wide culture upon returning to school after over a year of being in distance learning. We will update our school culture incentive system.	Duplicate goal 1	Y
3	School MTSS program	We will leverage our Assistant Principal and School Support Manager to oversee our school MTSS system (academic, attendance, social emotional, and behavioral). The MTSS team will look at student data quarterly to determine which students and classrooms need additional	Duplicate goal 1	Y

		support. This data will be explored at the individual, subgroup, classroom, and whole school level.		
4	Student Wellbeing	We are renewing our partnership with the Mindful Life Project. All students will receive weekly whole group mindfulness instruction and a subgroup of students will receive small group mindfulness intervention. We will increase mental health services on campus by adding a third mental health counselor. We will continue to screen for social emotional needs by using our quarterly SEL screener and targeting interventions based on need. We will continue our partnership with Seneca to provide mental health supports to our students and quarterly trauma-informed practice trainings to our teammates	$60,000 - Counselor	Y
5	Family SEL workshop	We will host a family workshop dedicated to SEL learning and how the tools students learn in class can be used at home.	NA	Y
6	Tiered professional development to support newest teachers	New teachers will receive weekly coaching cycles throughout the year, 2-3 hours a week of co teaching in the beginning of the year, and additional prep time to build and maintain relationships with families and students	Duplicate goal 1	Y
7	Staff Development	We will collaboratively build an inclusive staff community to model an inclusive school community. We will continue our explicit focus on cultural heritage months and creating diverse libraries and curriculum.	NA	Y
8	Expanded Learning Program	Our expanded learning program will work closely with our school day program to provide academic intervention, enrichment, and a safe and inclusive space.	NA	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 has continued to cause unprecedented disruptions to school operations, particularly in the area of culture and climate. While we have returned to in person instruction, covid quarantines have removed the predictability and consistency that have historically been pillars of our school model. Additionally, we have been unable to host large group gatherings and community building events for our school community. While we have done our best to hold these events online through zoom, participation has been significantly lower than in previous years.

The above has had a significant impact on student social emotional wellbeing as evidenced by an increase in mental health needs and maladaptive behavior and decreases in attendance. These areas have taken greater priority and have required more intense efforts that we initially planned for. Students struggled with Covid conditions and often came to school having been personally impacted by Covid deaths or exposures. We increased social emotional learning time, further committed to our school wide mindfulness initiatives, and reallocated staff to focus on supporting student supervision during unstructured times like recess and lunch.

We struggled to maintain a robust MTSS program on our campus due to staffing shortages and the need for on campus administrators to cover classes and cover positions that were out on covid quarantine or unfilled.

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

There were no material differences between budget and estimated actual expenditures.

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

Our actions, together, support goal 2, to cultivate communities that foster inclusive, joyful, and safe learning environments. Quantitatively, our attendance rate decreased from 90% to 83.7% (As of April 9) and our chronic absenteeism increased from 21.1% to 64.4%. Covid conditions directly contributed to our level of attendance and chronic absenteeism. Parents cited Covid as the reason for their child's absence and we monitored return dates per CDC guidelines when students were absent due to Covid.

From our LCAP survey, we saw the following: despite Covid complications throughout the year, student, staff and parent surveys indicate a strong sense of belonging and connectedness among families (92%) and a high sense of belonging and connectedness among students (73%). We believe that the decrease in sense of belonging and connectedness among students is due to the inconsistencies that came with staffing shortages and high student absences as a result of COVID. The vast majority (92%) of families reported feeling that the school leadership seeks input when making decisions regarding the school community and 88% of families reported that their children feel safe and welcomed at school.

Due to staffing inconsistencies with staff being placed on covid quarantines, we found that we needed our administration team to focus on covering classrooms and supporting with student safety during recess, lunch, and other unstructured time. Interventions were administered in a less robust way than planned and our MTSS team did not meet as frequently as planned. We were able to examine data quarterly and

plan for and implement some intervention services, but we were not able to meet our goal of more thoroughly supporting teachers in thinking through tier 2 supports for their classroom.

Parent and student engagement events were limited, however, 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 RULER, social emotional learning, culturally responsive teaching, crisis intervention and restorative practices through virtual training. Additionally, our parent meetings continued, although virtually, for ELAC and SSC.

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.

As mentioned above, the mental health needs of students have greatly increased due to the pandemic. Additionally, survey responses indicate a continued need for social emotional supports. To address this, we will be increasing our partnership with The Mindful Life Project (Action 4) so a mindfulness coach is on campus four days a week next year (currently our mindfulness coach is on campus three days a week).

In addition, if funding permits, we desire to hire additional support staff next year so that we are able to better support pro-social student interactions during unstructured times like recess, lunch, arrival, and dismissal.

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.

To ensure the best possible outcomes for our students, it is critical that we support and develop our teammates. We will continue to develop our teachers and site leaders through the Aspire Student Learning Framework and the Transformational Leader Framework. While it is necessary and more important than ever to focus on the social emotional learning of our scholars, it is also pivotal that we support the social emotional needs of our staff in order for them to show up and be their best selves every day for our scholars.

Measuring and Reporting Results

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

1.a Teacher Credentials	2020-2021 SARC 73% of teachers have full credential	85% of teachers with full credentials			100% of teachers have full credential
6.e Teacher Sense of Safety and School Connectedness as a Percentage	Spring 2021 Staff Survey 100% of staff agree or strongly agree with the statement "I have positive working relationships with parents and families at my school." 100% of staff agree or strongly agree with the statement "I am equipped to interrupt implicit bias and racial aggression if I see them at work."	2021-22 Data 100% of staff agree or strongly agree with the statement "I have positive working relationships with parents and families at my school." *Question changed in 21-22 survey- new question- 100% of staff agree or strongly agree with the statement "I can be my authentic self at work and am comfortable sharing all aspects of my culture and identity."*			Maintain 95% or higher of staff agree or strongly agree with the statement "I have positive working relationships with parents and families at my school." Maintain 95% or higher of staff agree or strongly agree with the statement "I am equipped to interrupt implicit bias and racial aggression if I see them at work."

Actions

Action #	Title	Description	Total Funds	Contributing
1	Staff Professional Development centered around Equity	Equity-focused professional development to build capacity of staff to interrupt systemic bias and racism.	Duplicate goal 1	Y
2	Resident Teachers	Support for expert teachers to take on resident professionals to proactively develop and recruit diverse staff.	NA	Y

3	Aspire Student Learning Framework	Consistent coaching rooted in the Aspire Student Learning Framework	Duplicate goal 1	Y
4	Tiered professional development to support our newest teachers	New teachers will receive weekly coaching cycles throughout the year, 2-3 hours a week of coteaching in the beginning of the year, and additional prep time to build and maintain relationships with families and students	Duplicate goal 1	Y
5	Induction Coaching	We will provide on-site induction coaching for all teachers that do not hold a clear credential and will stipend master teachers to provide this coaching.	$5,000 - Stipend	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.

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

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

Throughout much of the year, we continued to leverage virtual settings for professional development in order to keep our staff safe and to minimize covid exposure and resulting quarantines. As we move to the end of the year, more of our professional development is taking place in person and we are seeing stronger connections between staff.

We seek quarterly feedback for PD and ongoing feedback from all teammates and our lead teachers. Based on this feedback, we increased planning and collaboration time in our PD scope and sequence so teachers could collaboratively plan together and do data analysis- this had a positive impact on staff feeling supported and able to have more sustainability in their work, and 89% of teammates reported their workload is sustainable in our mid-year survey.

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

We did not have any resident teachers or teachers in our induction program, and as a result did not have these expenditures but redistributed those funds elsewhere. Because half of our teachers were in their first year of in-person teaching, we had a need for increased coaching, and we hired an interim Dean of Instruction to support these beginning teachers.

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

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

In addition, to support our PD around Aspire's Student Learning framework our teachers engage in weekly peer observations with our admin team. During these observations teams choose a focal area of Aspire's Student Learning Framework rubric, review the rubric ahead of the observation, and focus in on this area during the observation. The observation team then debriefs the classroom visits and shares out two highlights and one potential next step connected to the particular domain of the rubric with the teacher that was observed. It seems that our PD has helped teachers feel supported as all but two of our teachers plan to return for the 22/23 school year.

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

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

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [LCAP Year]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$610,405	$67,266

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
32.44%	0%	$0	32.44%

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 88% unduplicated students. As a result, the needs of low-income students and English learners comprise the needs of the majority of our students and represent the focus of our actions. The funds will be effective in increasing and improving the level of academic support and interventions, professional development, data analysis, SEL supports, and continue to build our robust MTSS system. We will use funds to hire and maintain personnel that oversee programs to increase and improve the support systems students receive.

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

2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 830,500	$ -	$ -	$ -	830,500	$ 812,000	$ 18,500

Goal #	Action #	Action Title	Student Group (s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Classroom libraries	All	$ 12,000	$ -	$ -	$ -	$ 12,000
1	2	SIPPS Reading Intervention Curriculum	All	$ 197,000	$ -	$ -	$ -	$ 197,000
1	3	Wit & Wisdom Curriculum	All	$ -	$ -	$ -	$ -	$ -
1	4	UnBound Ed Professional Development for	All	$ 1,500	$ -	$ -	$ -	$ 1,500
1	5	Ongoing gen ed-sped collaboration meeting	All	$ -	$ -	$ -	$ -	$ -
1	6	Continued use of the Eureka Math Curriculu	All	$ -	$ -	$ -	$ -	$ -
1	7	Staff to support student learning	All	$ 420,000	$ -	$ -	$ -	$ 420,000
1	8	Implement both integrated and designated E	All	$ -	$ -	$ -	$ -	$ -
1	9	Schoolwide MTSS System	All	$ 135,000	$ -	$ -	$ -	$ 135,000
2	1	SEL Focus	All	$ -	$ -	$ -	$ -	$ -
2	2	School culture and climate	All	$ -	$ -	$ -	$ -	$ -
2	3	School MTSS program	All	$ -	$ -	$ -	$ -	$ -
2	4	Student Wellbeing	All	$ 60,000	$ -	$ -	$ -	$ 60,000
2	5	Family SEL workshop	All	$ -	$ -	$ -	$ -	$ -
2	6	Tiered professional development to support	All	$ -	$ -	$ -	$ -	$ -
2	7	Staff Development	All	$ -	$ -	$ -	$ -	$ -
2	8	Expanded Learning Program	All	$ -	$ -	$ -	$ -	$ -
3	1	Staff Professional Development centered are	All	$ -	$ -	$ -	$ -	$ -
3	2	Resident Teachers	All	$ -	$ -	$ -	$ -	$ -
3	3	Aspire Student Learning Framework	All	$ -	$ -	$ -	$ -	$ -
3	4	Tiered professional development to support	All	$ -	$ -	$ -	$ -	$ -
3	5	Induction Coaching	All	$ 5,000	$ -	$ -	$ -	$ 5,000

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1	Totals by Type	Total LCFF Funds
$ 2,088,688	$ 677,671	32.44%	0.00%	32.44%	$ 830,500	0.00%	39.76%	**Total:**	$ 830,500
								LEA-wide	$ -
								Limited Total:	$ -
								Schoolwide	$ 830,500

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Classroom libraries	Yes	Schoolwide	All	Elementary	$ 12,000	0.00%
1	2	SIPPS Reading Intervention Curriculum	Yes	Schoolwide	All	Elementary	$ 197,000	0.00%
1	3	Wit & Wisdom Curriculum	Yes	Schoolwide	All	Elementary	$ -	0.00%
1	4	UnBound Ed Professional Development for	Yes	Schoolwide	All	Elementary	$ 1,500	0.00%
1	5	Ongoing gen ed-sped collaboration meeting	Yes	Schoolwide	All	Elementary	$ -	0.00%
1	6	Continued use of the Eureka Math Curriculu	Yes	Schoolwide	All	Elementary	$ -	0.00%
1	7	Staff to support student learning	Yes	Schoolwide	All	Elementary	$ 420,000	0.00%
1	8	Implement both integrated and designated E	Yes	Schoolwide	All	Elementary	$ -	0.00%
1	9	Schoolwide MTSS System	Yes	Schoolwide	All	Elementary	$ 135,000	0.00%
							$ -	0.00%
2	1	SEL Focus	Yes	Schoolwide	All	Elementary	$ -	0.00%
2	2	School culture and climate	Yes	Schoolwide	All	Elementary	$ -	0.00%
2	3	School MTSS program	Yes	Schoolwide	All	Elementary	$ -	0.00%
2	4	Student Wellbeing	Yes	Schoolwide	All	Elementary	$ 60,000	0.00%
2	5	Family SEL workshop	Yes	Schoolwide	All	Elementary	$ -	0.00%
2	6	Tiered professional development to support	Yes	Schoolwide	All	Elementary	$ -	0.00%
2	7	Staff Development	Yes	Schoolwide	All	Elementary	$ -	0.00%

2021-22 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 790,500.00	$ 790,500.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Classroom libraries	Yes	$ 12,000	$ 12,000
1	2	SIPPS Reading Intervention Curriculum	Yes	$ 185,000	$ 185,000
1	3	Wit & Wisdom Curriculum	Yes	$ -	$ -
1	4	UnBound Ed Professional Development for Lead	Yes	$ 8,500	$ 8,500
1	5	Ongoing gen ed-sped collaboration meetings	Yes	$ -	$ -
1	6	Continued use of the Eureka Math Curriculum	Yes	$ -	$ -
1	7	Staff to support student learning	Yes	$ 340,000	$ 340,000
1	8	Implement both integrated and designated Engli	Yes	$ -	$ -
1	9	Schoolwide MTSS System	Yes	$ 155,000	$ 155,000
2	1	SEL Focus	Yes		
2	2	School culture and climate	Yes	$ -	$ -
2	3	School MTSS program	Yes	$ -	$ -
2	4	Student Wellbeing	Yes	$ 85,000	$ 85,000
2	5	Family SEL workshop	Yes	$ -	$ -
2	6	Tiered professional development to support new	Yes	$ -	$ -
2	7	Staff Development	Yes	$ -	$ -
2	8	Expanded Learning Program	Yes	$ -	$ -
				$ -	$ -
3	1	Staff Professional Development centered around	Yes		
3	2	Resident Teachers	Yes	$ -	$ -
3	3	Aspire Student Learning Framework	Yes	$ -	$ -
3	4	Tiered professional development to support our	Yes	$ -	$ -
3	5	Induction Coaching	Yes	$ 5,000	$ 5,000

2021-22 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 665,530	$ 425,500	$ 790,500	$ (365,000)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Classroom libraries	Yes	$ 12,000	$ 12,000.00	0.00%	0.00%
1	2	SIPPS Reading Intervention Curriculum	Yes	$ 185,000	$ 185,000.00	0.00%	0.00%
1	3	Wit & Wisdom Curriculum	Yes		$ -	0.00%	
1	4	UnBound Ed Professional Development for Lead Tea	Yes	$ 8,500	$ 8,500.00	0.00%	0.00%
1	5	Ongoing gen ed-sped collaboration meetings	Yes		$ -	0.00%	
1	6	Continued use of the Eureka Math Curriculum	Yes		$ -	0.00%	
1	7	Staff to support student learning	Yes	$ 60,000	$ 340,000.00	0.00%	0.00%
1	8	Implement both integrated and designated English La	Yes		$ -	0.00%	
1	9	Schoolwide MTSS System	Yes	$ 155,000	$ 155,000.00	0.00%	0.00%
2	1	SEL Focus	Yes				
2	2	School culture and climate	Yes			0.00%	
2	3	School MTSS program	Yes		$ -	0.00%	
2	4	Student Wellbeing	Yes		$ -	0.00%	
2	5	Family SEL workshop	Yes		$ 85,000.00	0.00%	0.00%
2	6	Tiered professional development to support newest te	Yes		$ -	0.00%	
2	7	Staff Development	Yes		$ -	0.00%	
2	8	Expanded Learning Program	Yes		$ -	0.00%	
				$ -	$ -	0.00%	0.00%
3	1	Staff Professional Development centered around Equ	Yes		$ -		
3	2	Resident Teachers	Yes			0.00%	
3	3	Aspire Student Learning Framework	Yes		$ -	0.00%	
3	4	Tiered professional development to support our newe	Yes		$ -	0.00%	
3	5	Induction Coaching	Yes	$ 5,000	$ -		
				$ -	$ 5,000.00		0.00%
				$ -		0.00%	0.00%
				$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%
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				$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 2,919,604	$ 665,530	0.00%	22.80%	$ 790,500	0.00%	27.08%	$0.00 - No Carryover	0.00% - No Carryover

2	8	Expanded Learning Program	Yes	Schoolwide	All	Elementary	$ -	0.00%
							$ -	0.00%
3	1	Staff Professional Development centered ar	Yes	Schoolwide	All	Elementary	$ -	0.00%
3	2	Resident Teachers	Yes	Schoolwide	All	Elementary	$ -	0.00%
3	3	Aspire Student Learning Framework	Yes	Schoolwide	All	Elementary	$ -	0.00%
3	4	Tiered professional development to support	Yes	Schoolwide	All	Elementary	$ -	0.00%
3	5	Induction Coaching	Yes	Schoolwide	All	Elementary	$ 5,000	0.00%
							$ -	0.00%
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-Biweekly equity focal group meetings centered on data analysis and interventions support design for our MLL students

-Biquarterly interdisciplinary COST team meetings focused on data analysis and support design for students not making expected progress

-School-wide MTSS self evaluation using SWIFT analysis

While we have a diverse student body, the majority of our students qualify as low-income and therefore demonstrate needs specific to families with limited resources. Implementing technology systems such as online reading access through MyOn, 1:1 laptop access at school, and reinforced communication through ParentSquare serves our families as well as our students.We learned from our distance learning conditions to communicate more fully with our families and when we returned to in-person instruction, we continued our standing outreach efforts to obtain input from all aspects of our community including students, staff, parents, our ELAC, and our SSC.

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

Goal 2 requires different actions but our students' needs were our priority. As described in the Engaging Educational Partners and Metrics sections, our attendance rate dropped and chronic absenteeism rate increased (84%, 65%, respectively). The majority of our students missing school qualify for low-income status. We know from experience, research and survey results that students respond to incentive programs, personal outreach, and mentorship.

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

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

Goal 3

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

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

The minimum proportionality percentage (MPP) by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils is 32.44%. While we implement general education curriculum and coursework, our contributing actions described in the three goals focus on intervening within the general education process. The quantitative and qualitative aspects of interventions, staff, and tools more than meet our MPP.

Specifically, we monitor the progress of all students with a focus on students who are learning English as an additional language or come from a low-income household to ensure growth and adequate proficiency. Teachers and staff are trained on an on-going basis to differentiate instruction to monitor student progress and respond with effective pedagogy. Instructional assistants support classroom teachers for targeted interventions *within* the classroom.

Additionally, students learning English as an additional language or who come from a low-income household will receive additional intervention if the student is not making adequate progress as identified by data from local assessments. Barriers to learning will be reduced through an increase in school to home communication and interpretation/translation services. Moreover, staff will have the opportunity to participate in diversity, equity, and inclusion training to better understand the needs of our students. Actions and services will be monitored through the metrics described in the LCAP to determine the effectiveness and to continuously improve services for all students but especially for students who are learning English, come from a low income household or are foster youth.

Our actions demonstrate ways to principally direct and make the best use of our funds by considering the needs of our unduplicated populations, which include improving and increasing our intervention services, increasing staff to support SEL and well-being, improving our MTSS and PBIS programs, and improving the services provided by our APs, Ed Specialist, Instructional Assistants, Counselors, and Intervention specialists.

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

As noted in Prompt 1 and 2, our concentration funds are directed to more personnel for our MTSS and PBIS framework, increased hours for existing staff, and instructional assistants for classroom support. Additional staffing enables our efforts to focus on students who are learning English, come from a low income household or are foster youth.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	[Provide ratio here]	127:1 FTE; 7.91%
Staff-to-student ratio of certificated staff providing direct services to students	[Provide ratio here]	13:1 FTE; .79%

Instructions

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

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

o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal

to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The

superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP

based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Data Entry Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  o **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.

  o **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.

  o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 5. Total Planned Percentage of Improved Services

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

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

   o   This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

    o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

    o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 4 from 7)

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

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

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

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

    o This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- o   This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

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

  - o   This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- ● 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

  - o   If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- ● 13. LCFF Carryover — Percentage (12 divided by 9)

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

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