



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspire APEX Academy

CDS Code: 39686760121541

School Year: 2023-24

LEA contact information:

Larrise Lane

Principal

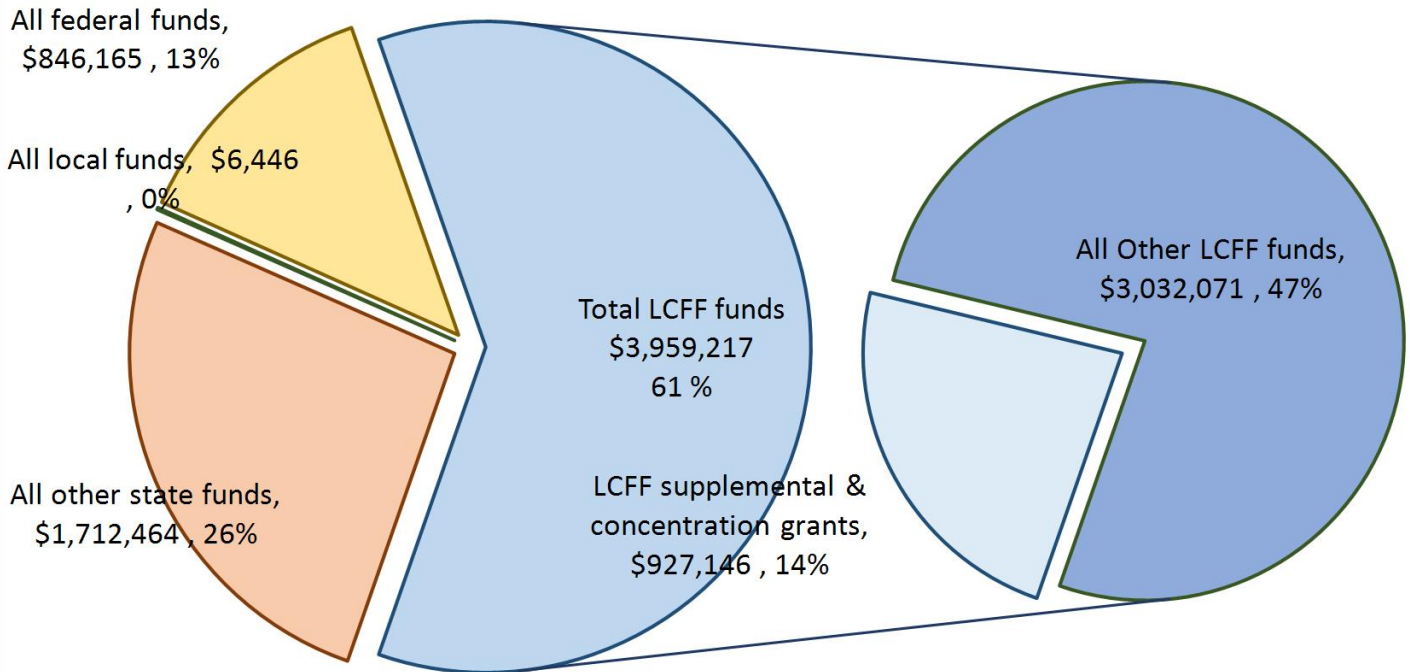
Larrise.Lane@aspirepublicschools.org; data-contact@aspirepublicschools.org

209-482-7695

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

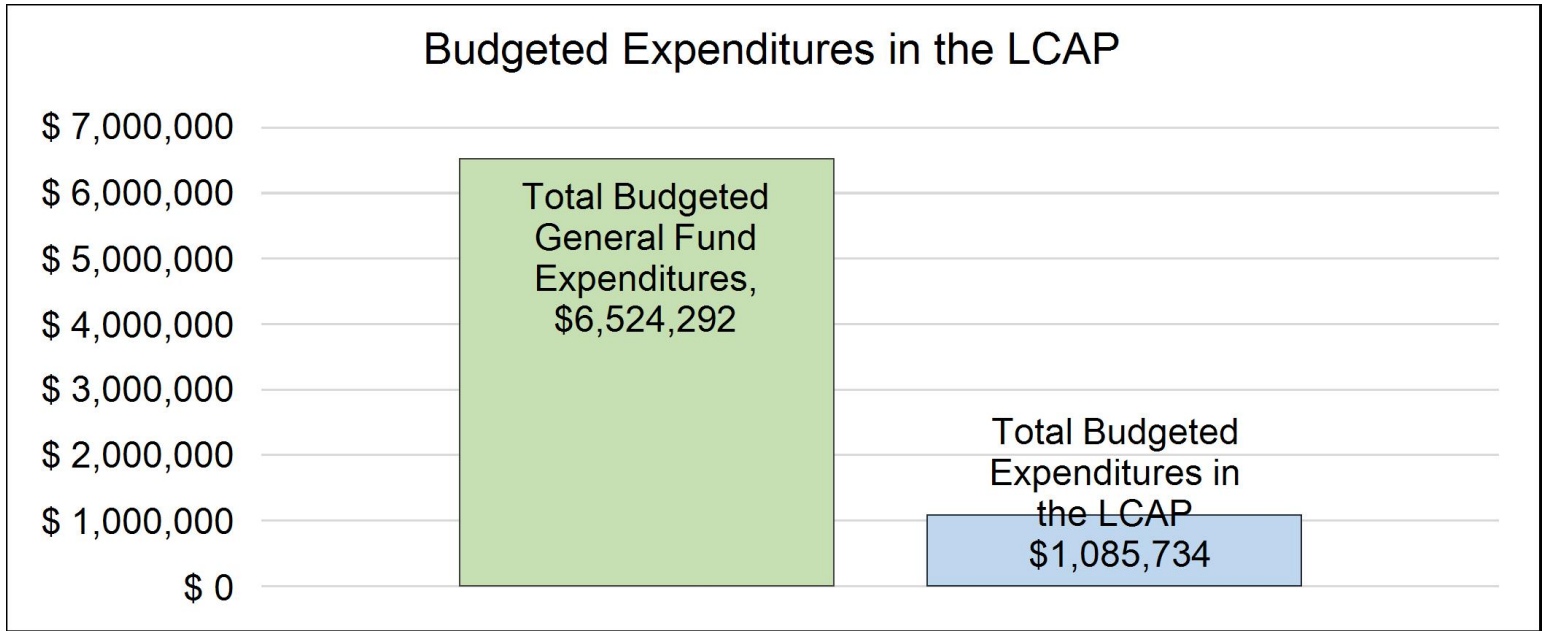


This chart shows the total general purpose revenue Aspire APEX Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aspire APEX Academy is \$6,524,292, of which \$3,959,217 is Local Control Funding Formula (LCFF), \$1,712,464 is other state funds, \$6,446 is local funds, and \$846,165 is federal funds. Of the \$3,959,217 in LCFF Funds, \$927,146 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Aspire APEX Academy plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Aspire APEX Academy plans to spend \$6,524,292 for the 2023-24 school year. Of that amount, \$1,085,734 is tied to actions/services in the LCAP and \$5,438,558 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

Some operating expenses are also not in the LCAP, including but not limited to: education and physical education materials, conferences & travel, field trips, rent, utilities, food services, management fees (regional office, authorizer, SELPA), insurance, interest, depreciation & amortization, and contributions to reserves.

The LCAP does not include other non-LCFF funds and other state grants since these funds will be accounted for in other documentation in compliance with reporting requirements, however the amount of non-LCFF funds and other state grants is accounted for in the total general fund expenditures shown above.

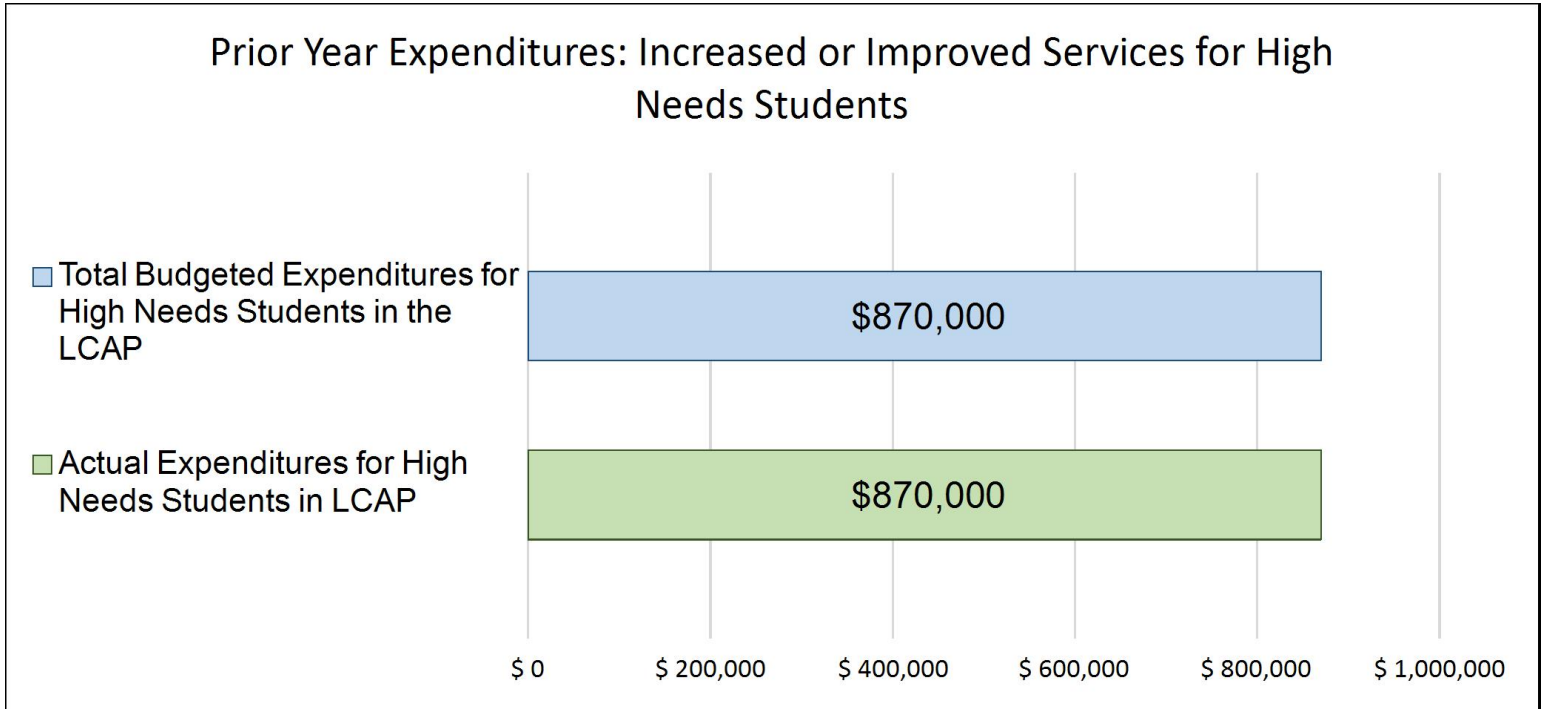
Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Aspire APEX Academy is projecting it will receive \$927,146 based on the enrollment of foster youth, English learner, and low-income students. Aspire APEX Academy must describe how it intends to increase or

improve services for high needs students in the LCAP. Aspire APEX Academy plans to spend \$956,376 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, Aspire APEX Academy's LCAP budgeted \$870,000 for planned actions to increase or improve services for high needs students. Aspire APEX Academy actually spent \$870,000 for actions to increase or improve services for high needs students in 2022-23.



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Aspire APEX Academy	Larrise Lane Principal	larrise.lane@aspirepublicschools.org 209-482-7695

Plan Summary [2023-24]

General Information

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

APEX Academy is located in Downtown Stockton. Our school serves TK-5th grade students. Currently enrolled are 306 students ranging across various demographics. APEX's current enrollment demographics are 55% Hispanic, 25% African American, 1% Pacific Islander, 9% Asian American and 6% Caucasian, while 84% Free and Reduced Lunch and 17% English Language Learner.

We have a very diverse staff that is highly encouraging equity work through the lens of understanding the identities of our scholars. This enhances our school culture and climate for all stakeholders. We are highly focused on student, family and staff wellness and academics. Going into our next five years, we will keep wellness, SEL and fostering student identity at the forefront along with foundational skills, the “crew culture”, academic acceleration and critical thinking. We pride ourselves in our “above and beyond” approach of customer service to all stakeholders and a small, family feel where all are accepted and valued.

Reflections: Successes

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

The mission and vision of Aspire APEX is around fostering the identities of each child, supporting Social Emotional Learning, academic services and wrap around services for students and their families. We know that we must target the needs and celebrations of students to identify next steps to foster success. Some successes have been quarter three iReady scores in math and reading across grade levels. Our high points are kindergarten and fifth grade. By quarter three we ensure intervention services and after school tutoring was provided of which teachers and administration were leading those small groups for intervention and acceleration. Our teaching and administration team has honed in on customization of daily teaching through targeted analysis of data and curriculum. We dive deep into what students must show and know within the CCSS standards.

Another success has been a whole staff buy in, commitment and actions to support children in SEL. We teach daily lessons, implement SEL in small groups and our whole school morning line up routine along with support SEL and school climate in our whole school den meetings and crew rallies. Due to these initiatives, our student SEL surveys showed that they feel they belong at APEX Academy and feel supported through the adults on campus. We continue to foster student to student SEL to support with behavioral concerns. In student to student interactions, we have enhanced behavioral intervention supports through our behavioral instructional aide team, led by our dean of culture. The communication of that team with kids, families, staff and admin has been extremely beneficial. We plan to grow this team by amount of members and stretch their practice. The Community Schools grant will support this. This single effort will enhance student academic progress. APEX student attendance struggled after returning onsite since the COVID-19 pandemic. Thus our second half of 23-24 year, we honed in on attendance efforts led by our assistant principal. Attendance has gone up about 5% since we started our efforts in this area.

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.

A few areas of need to target going forward are:

Student Attendance- Revise attendance incentives, reporting, letters and family meetings around attendance. Celebrating positive attendance is very important as well!

SEL and behavioral supports- We will strive to be consistent with ensuring our wellness team comes in to teach and model SEL lessons along with ensuring teachers are teaching from SEL curriculum daily. Also we will include SEL supports are involved in every whole school assembly and meeting along with progress monitoring student growth and needs.

Use of data- We will continue to revise teacher data chat meetings and have clear instructional next steps each time. We will ensure that children receive feedback on work and are involved in tracking their data. We will keep families connected and involved with their student's data.

Mathematics- As we have ranked very low in mathematics, we will develop teachers more in depth on the use of math data to revise and customize weekly and daily plans. Fostering teachers learning in student's daily usage of manipulatives is vital. We strive to teach children math in conceptual ways, thus our use of Eureka math. We will continue to teach children math fluency, concept development, and how to show their thinking using writing.

English Language Arts- At APEX we use EL Education, a project based learning resource. Students will continue to practice critical thinking skills using unit based themes, reading worthy complex texts and think and write about their thinking. Thus using collaborative structures and dialogic talk is vital. Wrapping this into SEL supports will also be helpful.

In connection to the comprehension and service work students will learn using EL Education, we know we must enhance our foundation skills such as phonics across all K-5 classrooms. Thus we ordered Heggerty foundational skills program in spring 2023 to use for fall 2023. Low reading skills and lack of systematic, daily instruction is the root cause to low performance. We believe this will support our scholars greatly. Also our intervention team will enhance as one part time interventionist becomes full time. We will now have three full time intervention staff who can support more groups of scholars in the area of reading. We also have hired a new intervention specialist who is knowledgeable with tactical items such as analyzing data and precise scheduling. This will benefit our Latinx and Black scholars who traditionally perform two or more grade levels below at APEX.

Multi-Language Learners - This summer our reading intervention specialist who will also lead EL learner supports and ELPAC along with a teacher leader will go to GLAD training. These two educators will bring back the training and teach the rest of our teacher team. The GLAD strategies will be embedded in our designated and integrated supports for engagement and practice with the English language and languages spoken in the homes. In addition, we will continue to use EL Achieve as our core designated and integrated English Language learning curriculum. EL Achieve is helpful in that it ensure children practices language skills and has a model within plans.

Developing families is another area we will enhance. We will hold reading and math training sessions to result in precise supports in the home. Other than content, families will have access to meals, mental health and other wrap around services, as supported through the new Community Schools grant. This supports in getting to the root causes of low academic performance.

LCAP Highlights

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

The overall goal of our LCAP is to continue to support students first through social emotional learning and wrap around services such as mental health support, nutrition and other needed resources. Through our Community Schools grant, this allows us to hire, train and support more scholars for behavioral work, 1:1 family check ins and the mental health piece. From there, we have new and enhanced reading foundational skills work through Heggerty curriculum and revised ELA programming, as planned by AP and principal using thoughts from various stakeholder listening sessions such as families and teachers.

Coaching and development is also at the forefront. Through data and keeping instruction first, our master scheduling we will prioritize professional development, data analyzing sessions with leadership and teacher teams and coaching with purposeful feedback. Through the

umbrella of MTSS, we will align on school-wide universal supports for SEL, ELA, mathematics, science and ELD. This work will drive our whole school practices. These areas are where we are placing a revised and enhanced emphasis.

Comprehensive Support and Improvement

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

Schools Identified

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

Aspire APEX Academy
CSI - Low Performing

Support for Identified Schools

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

Aspire APEX Academy serves over 300 students. A huge need for the APEX student community that shows in student surveys and family surveys is the need for behavioral and social emotional learning support. On the survey parents shared feelings of concern for students who have high behavioral issues such as hands on incidents, bad language and bully type issues. Correlating data from students share that many feel they do not have positive relationships with peers which affects their learning. Some English Language Learners do not feel safe in class, as shown on our winter 2023 survey. In addition, based on educational partner engagement, our educational partners including parents and staff, have cited a need for more family engagement events to not only help connect families with resources but also build a positive school culture. Thus my administration team infers that high behavioral needs and lack of social emotional growth is negatively affecting student achievement. Due to a limited general fund budget, we have not been able to expand all of our mental health and community resources which is the resource inequity APEX has identified and APEX will address this inequity through our CSI plan.

For the 2023-24 academic year, we plan to:

- hire a second mental health therapist in a one-year position
- provide weekly food resources for dinner and snacks
- hold more frequent weekly family sessions to support student academic and well-being success
- use data to provide systematic, consistent reading foundational skills support using Heggerty curriculum and science of reading practices.
- coach teachers using observation and feedback, real time coaching and co-teaching with seasoned teachers
- classroom teachers co-teach with special education teachers to provide universal and scaffolded supports.
- partner with a local organization for wrap around services listed above

Monitoring and Evaluating Effectiveness

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

We will monitor implementation by tracking our mental health therapists' caseloads and also monitoring our school calendar to ensure that weekly family sessions are happening. We will also monitor attendance through sign in sheets for when we provide weekly food resources to families and hold family sessions. To monitor the effectiveness, we will continue to use our student and family surveys which will be administered two times throughout the school year (once in each semester) to help us track progress and respond to feedback. We will also use internal assessments (DIBELS and iReady) that we administer three times a school year to track academic progress to see if our social-emotional and family interventions are having a positive impact on our academic outcomes.

Engaging Educational Partners

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

The APEX administration foster shared leadership with all stakeholders. Throughout our LCAP process we consulted with the following stakeholder groups:

- School Staff: School vision is visible during PDs, family meetings, listening sessions, teammate survey, weekly surveys, monthly staff meetings, 1-1 meetings with staff members throughout the year
- Administration: regular weekly and daily meetings, planning sessions all year, analyzation of street data -Teachers: ongoing check ins, meetings, surveys, weekly planning meetings, data chats -Students: listening session in the winter, informal street data throughout the year
- Community partnerships: This year we will solidify who our five community partners will be and glean information from them.

A summary of the feedback provided by specific educational partners.

School Staff- Staff want our community to continue to feel authentic and transparent, continue to think of equitable practices, provide resources, serve the whole child and community at large while continuing to support the wellness of all stakeholders. Another area of concern was that they would feel prepared, informed and up to date with school systems and delivery of instruction.

Administrators- As we continue shared leadership models, we will make decisions based on student and family data along with daily occurrences and proactive planning

Teachers- They would feel prepared, informed and up to date with school systems and delivery of instruction. Also feeling safe health-wise and a clean school environment is vital especially during our pandemic and going forward.

Students- Students want to feel heard and valued. We will seek to offer more listening sessions for them.

Families- Our families want all cultures to be honored and celebrated, to feel connected across campus and know their child(ren) are safe at school along with fair discipline policies

In February 2023, students took the winter student climate survey. The results were analyzed at an admin and district level meeting on March 6, 2023. Results were viewed earlier this week by principal as well.

In February 2023, teammates took the winter teammate survey. The results were analyzed at an admin and district level meeting on March 6, 2023. Results were viewed earlier this week by principal and on March 7, at a principal meeting with fellow colleagues. The following are patterns and trends discussed at admin team meeting and during staff listening sessions. Students feel they have adults they can trust on campus. They feel heard and that staff will move quickly to support. Students feel that their teachers care about them and 80% of 3-5 graders would appreciate having their teacher a second year in a row. Students feel they do not have good relationships with peers on campus and

that some in class behavior affects their learning. Most of my English Language Learners do not feel safe in class in grades 3-5 due to some student behavior.

Looking at the teammate survey data in March 2023, there is a high sense of belonging on campus. Employees feel a sense of "family" or "crew." Each person has a teammate they confide in or can depend on.

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

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

- project based learning from Expeditionary Learning units
- IEP and 504s are implemented and communicated to necessary parties and parents provide feedback from BOY to EOY
- academic recovery- summer school, intervention programming, small group instruction, progress monitoring all year and data chats
- MLL, black, asian, latinx programming to cultivate connection and identity

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

- weekly town halls and other assemblies, such as crew rallies that are "student led"
- Community Connections and Support; family/administration meetup opportunities
- Community Resource distribution as determined (Mental Health, Health, Financial, Childcare, etc.)
- re-establish PTA or by having one year of planning first
- Consistent ASC and ELAC meetings throughout the year
- Data based needs tracking via data systems RyeCatcher and OnCourse
- shared leadership structures
- book studies
- staff get-togethers and outings
- daily SEL lessons from 2nd Step and usage of RULER resources
- MLL, black, asian, latinx programming to cultivate connection and identity

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 best and enact culturally responsive and anti-racist practices.

- employees trained in areas necessary to the needs of our school community
- Include professional development cycles on Culturally Responsive Practices, and monitor through observation, lesson analysis.
- Support through ongoing feedback and coaching.

New actions being implemented to increase student success

- use Expeditionary Learning with fidelity as intended to use in the classroom with minor adjustments
- use word list/bank consistently for vocabulary and phonics in all classes (living and breathing daily)
- small groups differentiation (guided reading and strategy groups only)

- robust intervention program
- Eureka math- fluency and application problems committed to daily
- clubs/enrichments
- family support nights
- extended learning program serving before and after school from grades TK-5 (ELP afterschool program)

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

This goal was developed to ensure that all Aspire students have access to a high quality, rigorous and culturally relevant education. This goal seeks to end disproportionate academic outcomes for historically underrepresented communities, and is in alignment with Aspire’s mission and vision of preparing students to pursue and persist in college or any post-secondary pathway that is authentic to their identities. The actions towards this goal will focus on providing high quality, standards aligned curriculum and instruction, and data-driven interventions to promote student achievement.

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

- Priority 1: Basic Services
- Priority 2: Implementation of State Standards
- Priority 4: Student Achievement
- Priority 5: Student Engagement
- Priority 8: Student Outcomes

At Aspire APEX during the 23-24 school year we will:

- Use data to have thoughtful and meaningful action steps in math, reading and writing through the vehicle of teacher data chats, leadership meeting data discussions monthly, admin team data conversations and wellness team data deep dives. Data will be in all APEX does to "keep students first."
- The data drives the customization of the resources and curriculum such as Heggerty phonics, EL Education for ELA units, writing planning, Second Step SEL programming and wrap around services provided. For our Black, Latinx, SPED and MLL learners who historically are marginalized and low performing, having raw conversations, deep diving into their data and looping back on action steps will be key. Also working 1-1 with families through wellness check ins and providing necessary resources by various stakeholders will be a next step in 23.24.
- A revised consistent, meaningful coaching program will develop all teammates further in any capacity they serve such as yard duty, teaching staff, cafeteria workers, office, intervention, etc.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Smarter Balanced Assessment (SBAC) Results in English Language Arts (ELA)</p> <p>Distance from Standard (DFS)</p>	<p>SBAC ELA Results (SY 2018-2019)</p> <p>* All: -25.5 * African American/Black: -75.6 * English Learners: -9.3 * Socioeconomically disadvantaged: -32 * Hispanic/Latinx: -29.6 * Students with Disabilities: -63.9</p>	<p>SBAC ELA DFS (SY 2020-2021)</p> <p>No data due to COVID-19 pandemic. iReady and other internal assessments were used to monitor student academic progress.</p>	<p>2022 SBAC ELA DFS</p> <p>* All: -90.4 * African American/Black: -121.9 * English Learners: -84.1 * Socioeconomically disadvantaged: -108.1 * Hispanic/Latinx: -86.5 * Students with Disabilities: -118.1</p>		<p>* All: -84.4 * African American/Black: -115.9 * English Learners: -78.1 * Socioeconomically disadvantaged: -102.1 * Hispanic/Latinx: -80.5 * Students with Disabilities: -112.1</p>
<p>Smarter Balanced Assessment (SBAC) Results in Mathematics</p> <p>Distance from Standard (DFS)</p>	<p>SBAC Math Results (SY 2018-2019)</p> <p>* All: -30.4 * African American/Black: -73.5 * English Learners: -9.6 * Socioeconomically disadvantaged: -37.2 * Hispanic/Latinx: -33.1 * Students with Disabilities: -68.3</p>	<p>SBAC Math DFS (SY 2020-2021)</p> <p>No data due to COVID-19 pandemic. iReady and other internal assessments were used to monitor student academic progress.</p>	<p>SBAC Math Results (SY 2021-2022)</p> <p>* All: -119.7 * African American/Black: -169.8 * English Learners: -112.3 * Socioeconomically disadvantaged: -138.9 * Hispanic/Latinx: -105.3 * Students with Disabilities: -140.5</p>		<p>* All: -113.7 * African American/Black: -163.8 * English Learners: -106.3 * Socioeconomically disadvantaged: -132.9 * Hispanic/Latinx: -99.3 * Students with Disabilities: -134.5</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of EL students making progress toward ELPAC proficiency	In 2019 there were 42.9% ELs making progress toward EL proficiency. There were 42 ELs at APEX. In Spring 2021, 17% of population were identified as ELs on California Dashboard	ELPI data is unavailable until 2022. Instead we will use ELPAC as a metric for our EL students	2022 ELPI 22.6% of ELs making progress towards English language proficiency		90% of EL scholars will be proficient English Learners, specifically in speaking and listening.
% of EL students making progress toward ELPAC proficiency	We revised this measure based on the lack of ELPI data until 2022. Baseline and Year 1 outcome are the same.	2021 ELPAC percentages are: Level 1: 17.54% Level 2:31.58% Level 3: 42.11% Level 4:8.77%	2022 ELPAC percentages are: Level 1: 27.08% Level 2: 37.50% Level 3: 31.25% Level 4: 4.17%		2023 ELPAC percentages are: Level 1: 17% Level 2: 28% Level 3: 40% Level 4: 15%
EL Reclassification Rate	2019-2020 RFEP Rate 16.1%	20-21: 1.8%	2021-2022 RFEP Rate 9.8%		20% or above RFEP Rate
Sufficient Access to Standard-Aligned Materials Reported on SARC	2019 SARC: 100% of students have access to standards aligned curricular materials	2020-2021 SARC 100% of students have access to standards aligned curricular materials	2021-2022 SARC 100% of students have access to standards aligned curricular materials		100% of students have access to standards aligned curricular materials

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of academic content and performance standards (Local indicator, priority 2 self-reflection)	SY 2019-2020 100% of classrooms use standards aligned curriculum and materials	2020-2021 100% of classrooms use standards aligned curriculum and material	2021-2022 100% of classrooms use standards aligned curriculum and material		100% of classrooms use standards aligned curriculum and materials
How program and services will enable EL students to access CCSS and ELD standards for gaining EL proficiency (Local Indicator, Priority 2 self-reflection)	SY 2019-2020 100% of English Language Learners participate in CCSS aligned ELD during designated and integrated ELD.	SY 2020-2021 100% of English Language Learners participate in CCSS aligned ELD during designated and integrated ELD.	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.
Other academic outcomes (iReady ELA and math data) % of students that met annual typical growth	SY 2020-2021 iReady Reading EOY Grade K: 9% Grade 1: 20% Grade 2: 24% Grade 3: 38% Grade 4: 32% Grade 5: 52% iReady Math EOY Grade K: 19% Grade 1: 18% Grade 2: 23% Grade 3: 19%	Same as baseline	SY 2021-2022 iReady Reading EOY Grade K: 41% Grade 1: 18% Grade 2: 19% Grade 3: 39% Grade 4: 45% Grade 5: 58% iReady Math EOY Grade K: 27% Grade 1: 4% Grade 2: 28% Grade 3: 49%		iReady Reading EOY 1st: 86% 2nd: 75% 3rd: 88% 4th: 75% 5th: 75% iReady Math EOY 1st: 75% 2nd: 75% 3rd: 75% 4th: 75% 5th: 75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grade 4: 17% Grade 5: 32%		Grade 4: 14% Grade 5: 49%		

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Grade Level Curriculum	<p>Purchase additional Phonics supplemental curriculum (SIPPS) or Phonemic Awareness supplemental curriculum (Heggerty) for use in core program (or during ELOP)</p> <p>Provide professional development for new curriculum purchases (Open Sci-Ed, Amplify, PBCI, etc.)</p> <p>Purchase ___ chromebooks so that all students have devices (1:1) and access to regular grade-level content practice experiences</p> <p>Purchase intervention curriculum (iReady, Zearn, Lexia, Amira etc.)</p> <p>Provide release time for each grade level/content team to have regular lesson Internalization (planning) time and support so teachers can customize grade level curriculum (which includes ensuring Culturally Responsive content and activities)</p> <p>Send teammates to CORE Science of Reading PD for early literacy. Standards Institute (UnboundEd) e.g. Focus on classroom observation and feedback of Standards/Task alignment.</p> <p>In accordance with the Williams Act Requirements for textbooks and curriculum</p>	\$65,000.00	Yes
1.2	Instruction	Provide professional development on standards-aligned curriculum (Eureka, EL, Amplify, etc.). Co-plan PD with regional content directors/program managers.	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Provide regular time for data discussions (through shared preps, release days with substitutes, or protected time on early release days). These data discussions will focus on CFAs (Common Formative Assessments). Have regional academic team model data discussions and/or provide support with identifying high leverage CFAs</p> <p>Provide monthly professional development on Science of Reading, including time for planning small group data-informed instruction. Co-plan PD with regional content directors/program managers.</p> <p>Send teachers to attend CORE Science of Reading PD (\$800/teacher)</p>		
1.3	Academic Program	<p>Continue to create a master schedule that is equitable and provides students with access to all core content and opportunities for enrichment/arts</p> <p>Work with Program Specialist to ensure master schedule allows for co-teaching (grouping students purposefully to support with common planning) AND co-planning. Ensure master schedule has time for intervention/credit recovery that does not limit access to enrichment</p> <p>Work with Regional Expanded Learning Program Manager and Afterschool Director to ensure After-School Program is available for all students, runs for 30 additional days outside of the school year, and provides homework support, enrichment, and academic support in fluency (reading fluency, math basic skills, typing skills).</p> <p>Have a student-centered academic program, student schedule, and master schedule that takes into consideration academic needs and interests</p>		
1.4	Multi-lingual Learners	<p>Work with Regional MLL Program Manager to ensure all MLL students receive designated EL instruction 4 times/week without losing access to core content and classes are recommended to be structured by proficiency levels</p>	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Purchase additional EL Achieve materials/kits for groups of students based on data and English 3D consumable materials and renewed digital accounts for teacher/students</p> <p>Provide Professional Development on Integrated MLL support (example: Ensemble Learning conducts 4 school-wide professional development sessions and 4 leadership team site walkthroughs OR co-plan sessions (with Regional MLL Program Manager) on instructional practices that can be integrated across content areas (English language arts, science, math, history, social science). Strategies may include - structured academic talk, math language routines, developing language/content objectives)</p> <p>Provide Professional Development on Designated MLL support - lesson delivery/planning, language objectives, assessment, metacognition, oral language development, progress monitoring. Send teachers to attend GLAD training for Integrated MLL support Leadership development - progress monitoring, coaching, ELD standards implementation, program evaluation</p>		
1.5	SPED and Co-teaching	<p>Provide professional development on the 5 models of co-teaching (Supportive, Parallel, Alternative, Team Teaching, and Station)</p> <p>Ensure classroom General Education and Education Specialist co-teachers have weekly shared planning time to support co-teaching</p> <p>With Program Specialist, conduct a program review and conduct co-teaching self-assessment and create 1-2 goals based on self-assessment</p> <p>Review current practices to ensure there are data stepbacks built into your schedule to monitor success and threats of new models and partnerships</p>		

Action #	Title	Description	Total Funds	Contributing
1.6	Black Excellence	Implement Pro-Black Curriculum Initiative (which includes use of alternate texts and activities to highlight black excellence, reduce anti-black bias) in our SEL, ELA, and Math. Work with Regional Academic Team to provide professional development, structured internalization/planning sessions, and do quarterly program learning walks to review quality Black Families Affinity Groups and listening sessions Black Student Union continued		
1.7	Title I	We will use Title I funds to support the following roles that will provide additional services to students: Intervention Specialist Mental Health Therapist	\$123,854.00	No
1.8	Title III	We will use Title III funds to for ELD Professional Development and updating ELD curriculum.	\$5,504.00	No
1.9	Personnel	To implement and support the actions in goal 1, we will hire the follow personnel: Dean of Students Instructional Assistant Assistant Principal Art/Tech Teacher	\$544,100.00	Yes

Goal Analysis [2022-23]

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

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

Below are our analysis of each of the four action items. There are beneficial increases in each area as well as areas for improvement.

1. Instruction created and revised based on data through the resource of EL Education and Eureka math: Teachers and supporting staff have used data during data chats and whole staff professional development to revise not only instruction but school-wide systems. Teachers and admin have uses beginning of year and middle of year assessments to revise scope and sequences especially mid-year as we have created reteach and acceleration groupings. Data Chats are happening more frequently each week as of February 2023 for math and ELA. Books, materials and licenses were all purchased and under budget. Each teacher team planned over summer and breaks. We are in need of ensuring we are revising instruction to enhance our work samples and showcase them more.

2. three week summer school- Summer School for the 22.23 school year was three weeks long. We held our initial meeting with our dean, completed planning check ins in preparation which included standards and play-based summer activities.

3. new intervention program- Our intervention program saw many scholars. There was a discrepancy on which teaching practices would serve scholars best as we need more GE teacher and intervention teacher planning time. We will incorporate this next academic year and include analyzation of data. We also will include bi-weekly sped check ins. Our intervention teachers also need more professional development based on targeted practices. Assistant Principal, led the team greatly this year in analyzing data and planning, however.

4. Personnel- We retained all instructional assistants AND expanded our behavioral instructional aides team. Each grade span, has a high-quality behavioral IA paired with an admin (AP, dean or principal). We used a shared leadership model for our teacher leadership team. We retained our intervention specialist, after school director, expanded our after school teacher team, hired a new sped employee who has another lens of supporting scholars. Retaining and adding more intentional teammates has enhanced our program. Our whole school program has increased in effectiveness.

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.

Although we had a few challenges with implementing some planned actions, money was reallocated towards other school-wide improvements. There are no substantive differences between budgeted and estimated actual expenditures.

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

The above action steps supported our goal in ensuring rigorous instruction.

1. Analyzing mid-year data was most helpful to our school site. In February, school admin led teacher team through an intense PD on further looking at data point, planning next steps, how to customize units of study and revising systematic instruction. This work was more effective than the data work we did at beginning of the year as teacher by February were more well-versed in whole school practices. Beginning of year is confusing and by mid-year, teachers are more acclimated. By end of 23/24 school year, there should be more academic growth than mid year benchmarks.
2. Our summer school was effective as it served the most needy scholars, however if more scholars attended we would have seen more growth. We need think of ways to support more scholars in the summer and increase rigor at summer school, through the lens of data. We will continue to use play-based methods as well to support interests and identities of scholars.
3. Our intervention program was effective to a degree. We have more confident readers on campus. However there were a handful of scholars who did not use their intervention time as purposefully as they could have. Also formal data chats between classroom teacher and intervention teachers did not occur as often as they should have.
4. This area were were most strong in. We retained 99% of our staff this school year. We have each person serving in the department that leverages their strongest attributes. The staff is happily serving scholars and using their work time wisely. Often staff "go above and beyond" to support not only scholars but families as well.

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

This goal and its expected outcomes have not been changed. Some metrics have been adjusted to align with what is on the CA School Dashboard and CDE DataQuest. The metrics to measure student's annual growth (iReady and/or DIBELS and/or NWEA MAP) have been adjusted to align with CA State Board of Education verified data list under AB 1505. Some actions have been consolidated to help improve accessibility.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

This goal reflects our focus on building positive school climates and cultures so all students can thrive. This goal is aligned with Aspire’s mission and vision of promoting inclusivity and disrupting systems that have historically oppressed marginalized communities. To work towards this goal, we will implement actions that reduce our suspension, expulsion and chronic absenteeism rate. We will also focus our efforts to promote student sense of safety and connectedness, engagement as well as parent involvement.

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

- Priority 1: Basic Services
- Priority 3: Parent Involvement
- Priority 5: Pupil Engagement
- Priority 6: School Climate
- Priority 7: Course Access
- Priority 8: Student Outcomes

At APEX we will use our student climate surveys to support SEL needs. Many children have shared that 1-1 interactions with peers are less than supportive. Being that our data shows a lack of compassion and "crew-like nature" we will deep dive into:

- SEL curriculum and teaching will happen daily using Second Step by teachers and throughout the week through push in services of behavioral aide team.
- Continue to meet as a wellness team every 4-6 weeks to analyze student climate data such as informal observations, Dojo points, Rycatcher notes, suspensions, etc. We will action plan according to those trends.
- Use a new MTSS system that aligns all stakeholders on universal supports.
- Utilize the new Raising Youth Resilience team to provide universal, additional and intensive services to families and children.
- Provide teachers and other staff supports through The Teaching Well which fosters well-being supports.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Sense of Safety and School Connectedness as a Percentage (Aspire Student Survey)	2020-2021 Aspire Student Survey <ul style="list-style-type: none"> I feel safe during school: 86% I feel a sense of belonging: 63% 	2021-2022 Aspire Student Survey <ul style="list-style-type: none"> I feel safe during school: 86% I feel a sense of belonging: 57% 	2022-2023 Aspire Student Survey <ul style="list-style-type: none"> School safety: 40% responded favorably Sense of belonging: 60% responded favorably 		100% of families and scholars feel safe at school
Student Suspension Rates as a Percentage (CA School Dashboard)	2019-2020 Suspension Rate (CA School Dashboard) <p>No data reported due to Covid-19 pandemic and suspension of reporting of state indicators</p>	2020-2021 <p>No data reported due to Covid-19 and distance learning</p>	2021-2022 Suspension Rate (CA School Dashboard) <ul style="list-style-type: none"> All Students: 4% African American/Black: 9.5% Hispanic/Latinx: 1.6% English Learners: 1.7% Socioeconomically Disadvantaged: 5% Students with Disabilities: 5.3% 		Suspension rate of 3% or lower with a decline of at least 0.3% from previous year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate as a Percentage (CA School Dashboard)	19-20 Chronic Absenteeism Rates from AsDire Data Portal All: 14.3% African American: English Learners: Latinx: SPED:	2020-2021 Chronic Absenteeism Rate (CDE DataQuest; data not reported on CA School Dashboard) <ul style="list-style-type: none"> All: African American/Black: Hispanic/Latinx: English Learners: Socioeconomically disadvantaged: Students with Disabilities: 	2021-2022 Chronic Absenteeism Rate (CA School Dashboard) <ul style="list-style-type: none"> All: 53.7% African American/Black: 59.3% Hispanic/Latinx: 55.9% English Learners: 48.1% Socioeconomically disadvantaged: 56% Students with Disabilities: 57.1% 		Maintain less than 10% chronic absenteeism for all student groups
Efforts we make to seek parent input on making decisions (Aspire Family Survey)	20-21 Family Survey Data on data Dortal 77% 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."	76% of parents responded Strongly Agree or Agree to the family survey question "I am encouraged to share my opinion and feedback in the school decision making process."	22-23 Aspire Family Survey of parents responded strongly agree or agree. "I am encouraged to share my opinion and feedback in the school decision making process."		Maintain 85% or above

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>How we will promote parental participation in programs for EL, Low-Income, and Foster Youth</p> <p>How we will promote parental participation in programs for students with special needs?</p> <p>(LCFF Priority 3)</p>	Maintain or increase the number of opportunities for parent engagement and participation in programs for students with special needs, English Learners, Low-Income, and Foster Youth.	We promoted our monthly Parent Hour, listening sessions, 1-1 family chats, restorative conversations, town hall assemblies, Saturday Schools, etc.	We promoted our monthly Parent Hour, listening sessions, 1-1 family chats, restorative conversations, town hall assemblies, Saturday Schools, etc.		Increase opportunities for parents of EL, Low Income, and FY (when applicable) to participate
5.a: School Attendance Rate	19-20: 93.7%	20-21 Attendance Rate 72.4%	21-22 Attendance Rate 86.2%		Maintain 96% or above ADA
6.b: Pupil Expulsion Rates	19-20: 0% expulsions	20-21: 0% expulsions	21-22: 0 expulsions		Maintain 0% expulsion
6.d: Surveys of parents to measure safety and school connectedness	Pull baseline data from 20-21 Family Survey Data on data Dortal School safety data: The school provides a safe environment for my child: 87%	79% of families feel safe in their environment.	2022-2023 Aspire Family Survey 75% responded favorably "The school provides a safe environment for my child(ren)"		school safety:95% school connectedness: 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	School connectedness and belonging data:				
School Facilities in Good Repair	2019 SARC: Good	2020-21 SARC: Good	2021-22 SARC: Good		Maintain Good
7 Broad course of study	100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science PE, and Art/Music	100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science PE, and Art/Music	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%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	MTSS	Continue MTSS team meetings that reinforce learning on creating systems to look at multiple data sources to progress monitor universal program, additional supports, and intensified supports. Work with regional academic teammates (Directors/Program managers) to co-facilitate PD based on topics in order to provide professional development on MTSS to school site teammates. Provide professional development on MTSS to school. Work with regional academic teammates (Directors/Program managers) to co-facilitate PD based on topics		

Action #	Title	Description	Total Funds	Contributing
2.2	Attendance	<p>Ensure attendance team reviews attendance data weekly. During data reviews, focus on looking at attendance rates specifically for ELs, McKinney-Vento, Foster Youth, and low-income students.</p> <p>Increase family communication when students are absent (including personal communication for every absence, and conducting home visits for students with chronic absenteeism)</p> <p>School-wide attendance incentive programs (perfect attendance certificates, grade level attendance competitions)</p> <p>Focus on early family education for our TK-2 grade families by providing monthly reminders/information on importance of attendance</p> <p>Continuously monitor and update Special Programs for students in PowerSchool in order to recognize all McKinney-Vento and Foster Youth students</p> <p>Engage families in continued learning and awareness of school wide attendance protocols, incentives and programs, such as McKinney-Vento, the difference between Chronic Absenteeism and Truancy, the impact of attendance on learning outcomes, etc.</p>		
2.3	Social Emotional Learning	<p>MTSS Universal Programs / Practices: Provide curriculum materials and resources for teachers: IE</p> <p>CV Aspire SEL One-Stop-Shop</p> <p>Antiracist practices / MTSS: Provide time for teachers/teams to review SEL data from Panorama, and modify SEL units through a data-informed perspective</p> <p>Antiracist / Restorative Culture: Start student leadership clubs: service crew, environment crew, safety crew, den meetings *cross grade level groups</p> <p>Attendance: Continue monthly family education experiences where students teach family members about our SEL skills and practices</p> <p>*see this CASEL family engagement PD workshop series in Spanish & English</p>		

Action #	Title	Description	Total Funds	Contributing
		Educator retention & development: Scope & Sequence (reference this scope & sequence or check out SEL One-Stop-Shop) centering and integrating Adult SEL in PD, including regular CREW meetings and regularly embedding foundational SEL learnings in PDs/coaching		
2.4	Family and Community Engagement and Outreach	<p>Hold quarterly “Lunch with a Loved One” Inviting families to eat lunch with their children</p> <p>Hold monthly SSC/ELAC meetings where each meeting includes student performances, food, child care, translation, and door prizes</p> <p>Create Black Family Advisory group for family members of black students to provide input on our school culture and climate</p>	\$5,000.00	Yes
2.5	Restorative Practices and Increasing Time in Class	<p>Continue using PBIS System/Merit Point System/Live School to reinforce school-wide expectations and provide student incentives for positive culture behaviors</p> <p>Review discipline data (incidents, referrals, suspensions) monthly to look for school-wide trends and create plans to support universal program</p> <p>Provide staff training on how to input “loss of instructional minutes” in OnCourse</p> <p>Conduct regular learning walks/fidelity checks on school-wide I PBIS and restorative practices</p> <p>Provide school-wide Professional Development on CPI and de-escalation techniques</p> <p>Ensure all teammates have attended Restorative Practice training</p>		

Action #	Title	Description	Total Funds	Contributing
2.6	Classroom Facilities and Student Spaces	In accordance with the Williams Act Requirements regarding facilities, do quarterly facilities walkthroughs with building manager using the Facility Inspection Tool (FIT) School Ratings are at least "Good". APEX has a brand new school site, built from ground up. All students have new desks, chairs, carpets and cubbies.		
2.7	Personnel	To implement and support the actions in goal 2, we will hire the follow personnel: Building Manager Campus Monitor Mental Health Therapist	\$282,800.00	Yes

Goal Analysis [2022-23]

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

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

Our second goal: We will cultivate communities that foster inclusive, joyful, and safe learning environments was achieved in several ways and there is room for improvements.

1) SEL progress monitoring system- We implemented our SABERS SEL assessment system twice this year. Also we implemented our Aspire student SEL and climate surveys. These three assessments combined with progress monitoring and action items helped staff members understand the SEL health of our scholars. Thus using this data and our culturally responsive positive behavioral interventions and supports, our suspension rate went down for 2022-23 school year. Our data has also shown us that 80-90% of APEX students are happy at APEX and have a trusted adult they can lean on. Our SABERS program will probably not be used next year however as it did not get used to its capacity.

2) Parent Learning Nights- APEX has hosted one reading night of which families learned reading strategies and learned about fostering a "love of reading." At our fall Saturday School principal shared data about The Matthew Effect in reading and other iredady data. We have also supported families in 1-1 setting with helping them complete school documents, understanding SST, 504 and sped processes and simply

hosted "well-being" check ins. Families also engaged in affinity groups for the following categories: African American/Black, Latinx, East Asian and Special Education. We wanted to ensure we cultivated a sense of belonging for families as well.

3) Loving Solutions courses- Our school mental health therapist, behavioral aide and principal hosted parenting courses. 10 families opted in and attended and engaged in sessions. We also had families share in at Parent Hours on Fridays.

4) Analyze behavioral patterns and trends to support families- Every six weeks our Wellness team met to discuss and make action steps for students various behavioral needs. We also created a Wednesday data chat for our behavioral aide team. These conversations in connection to our MTSS/CR-PBIS systems made a significant change in our school and classroom environments.

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

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

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

According to our fall 22-23 SEL student survey, it was apparent that our scholars need more support in emotional regulation. 42% feel that pulling themselves out of a negative space is difficult for them. Honing in to the fact that some of our SABERs assessment data and SEL curriculum was not implemented with fidelity, this is accurate. We have more work to do in this area. Also looking at this data, it is hard for scholars to have a difference of perspective, without arguing.

We had several events for parents, such as parent learning nights yet the fun school-wide events, outweighed the educational parent nights.

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

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

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

At Aspire APEX during 23.24 school year we discovered further that teacher and staff development continues to be a need. Thus we will:

- create a new coaching and feedback structure, that is aligned to staff goals and always loops back to the school site action plan and LCAP. This involves 1-1 sessions, use of data, practicing, modeling and reflection in a side-by-side, humanized approach.
- ensure that our master schedule prioritizes staff professional development aligned to school goals
- well being support from The Teaching Well to enhance work ethic, mirror work and sustainability
- enhance supports for new teachers through affinity group and training

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.a Teacher Credentials	Pull from the 2019 SARC 20-21 APEX has 4 teachers in year 1 of teaching and 4 teachers in year 2 of teaching (over half of our school teacher population)	88% of teachers are fully credentialed APEX has 2 teachers in year 1 of teaching and 1 teacher in year 2 of teaching (over half of our school teacher population)	50% of teacher staff have a clear credential. 23% have preliminary credential and working on clearing. 23% of teachers are interns and entering their programs. All our intern teachers are "high willed" individuals.		ALL teachers are retained and in good standing with credentials only 1-2 brand new teachers on site
6.e Teacher Sense of Safety and School Connectedness as a Percentage	2020 Teammate Survey Data positive working relationships with parents and families— 100% site goals are clear and well-defined- 89%	21-22 positive working relationships with parents and families— 96% 1 can be my authentic self at work and am comfortable sharing aspects of self- 96% site goals are clear and well defined- 96% My team talks about race or equity frequently- 80%	2022-2023 Aspire Teammate Survey Question no longer used on survey. Similar question used to update year 2 outcome. <ul style="list-style-type: none"> • Belonging: 85% of staff responded favorably, 67% of teachers responded favorably • 100% of teachers responded favorably, 85% of staff responded 		Maintain 90% or above

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			favorably "How often do adults at your school have important conversations about race, even when they might be uncomfortable?"		

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Regular Coaching	Ensure all teachers receive coaching and feedback sessions every 2 weeks (using the Aspire Student Learning Framework and TeachBoost); Cost: \$100/teacher School leadership team members create goals using the Transformational Leadership Framework (TLF) and have mid-year and end of year coaching conversation with principals All teachers 1-2 goals around the Aspire Student Learning Framework in their Professional Learning Plan		
3.2	Culturally Responsive Teaching and PD	Quarterly professional development on how to integrate Culturally Responsive Teaching Practices Instructional Rounds focused on CRT strategies		

Action #	Title	Description	Total Funds	Contributing
3.3	Teammate Retention	<p>Quarterly staff input sessions on school culture/climate</p> <p>Provide Quarterly choice time for teachers</p> <p>All teammates write one wellness goal during their Professional Learning Plan</p> <p>Teaching Well contract to support teachers well-being and sustainability</p> <p>Hiring and retention bonuses to attract and retain high quality and credentialed staff</p>	\$39,476.00	Yes
3.4	Affinity Groups	<p>Ensure all teammates have ability to attend regional affinity groups</p> <p>Start/continue affinity groups at school site- Black, Asian, SPED, Latinx, overcomers, independent women, etc.</p>		
3.5	Pipeline Development	<p>During Professional Learning Plan (PLP) meetings, all teammates will set stretch goals to develop them for their future career goals and receive support/development in those areas (which may include release time for observations, tests, etc.)</p> <p>Work towards securing 2 Alder Residents</p>		
3.6	Teacher Credentialing	<p>In accordance with the Williams Act Requirements regarding teacher credentialing, set up monthly check-in meetings with any teachers misaligned and support them toward getting their credentials/requirements.</p>		

Goal Analysis [2022-23]

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

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

This year we attempted to provide more coaching supports to all teachers. Each teacher was assigned peer coach of which this year was only admin. Along with coaching we ensured PDs were purposeful and aligned to needs of the scholars and school and were receiving work life balance supports. The teachers appreciated all the listed action steps and we saw teacher and staff progress by quarter three. For 23-24 school year our coaching and PD plan will be improved. All threads of school will align with master scheduling. We will be more intentional with teacher caseload and consistency of coaching even when things are very busy on campus. Again a huge focus starts with data and master scheduling.

In connection to this, we have been working with teachers looking to begin teacher programs by helping them find programs, meet their requirements and encourage them to get started. Their teaching coaching sessions are more frequent and targeted to support instruction. For teachers who are in the preliminary credential programs, we support them through induction program, of which is free at Aspire Public Schools. These teachers too, have frequent and targeted coaching sessions.

In regards to teacher belonging and connectedness, we work very hard to honor each staff member's identity, celebrate them, have 1-1 check ins, listen and create action steps according to staff feedback for school improvements. Because staff witness the changes made due to their direct feedback, we have more teachers and staff trust. Trust builds belonging and that has proven itself at APEX Academy. We also ensure that our staff meeting topics focuses "below the green line" to touch staff as people and meets logistical and professional growth and development.

Our administration has an "open door policy" which staff appreciates. We also model being our authentic selves, which has established APEX Academy as a "home away from home."

A planned action to enhance teacher and staff well-being, is partnering an outside agency to enhance teacher sustainability.

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

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

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

The effectiveness of the above two specific actions are:

Coaching and PD actions according to teacher listening sessions, teacher and staff surveys and informal check ins shows that by quarter three, efforts were about 75% effective for staff, teachers and children. Teacher and staff practices enhanced resulting in more student success. Academic data such as iReady data and DIBELS increased while behavioral issues decreased.

We will enhance our coaching systems starting with master scheduling, seasoned coaches with coaching strategies, accountability and supports along with use of data to support coaching sessions

Teacher belonging efforts according to listening sessions, surveys and check ins showed that there was a great amount of trust on campus. 85% of staff feel that they belong.

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

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

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
927,146	\$96,758

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
30.58%	0.00%	\$0.00	30.58%

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 80.4% unduplicated students, therefore the needs of English learners and low-income students comprise the needs of the majority of our students and represent the focus of our actions. The funds will be effective in increasing and improving the level of academic support and interventions, professional development, data analysis, SEL supports, and continue to build our robust MTSS system. We will use funds to hire and maintain personnel that oversee programs to increase and improve the support systems students receive. We plan to place adults who unduplicated students identify with the most.

The actions highlighted in this year’s LCAP are being provided on a school-wide basis and we expect that all students will benefit from the implementation of supports and interventions, PD, support from additional personnel, and the continued implementation and focus on SEL and learning strategies and interventions for our Multi Language Learners.

When thinking and planning for an entire school, we foster youth, ELs and low income were considered first as a school considers them first, all or most scholars will benefit. These scholars are traditionally lowest performing at APEX.

Thus providing wrap around services like mental health, food, clothing, social emotional strategies, foundational reading skills instruction, conceptual math teaching, intervention groups, small groups, teacher data chats, leadership planning, SEL services for staff etc., benefits all APEX children.

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

The minimum proportionality percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils is 30.5%. This proportionality percentage will be met through a combination of targeting the increased LCFF funds towards supports that target unduplicated pupils. Each goal's intent is to focus our services toward our unduplicated pupils as we believe centering our work on our students who represent historically marginalized populations will benefit all students. These services are highlighted by principally directing our actions toward our unduplicated populations, which include improving and increasing our intervention and acceleration services, increasing staff to support SEL and well-being, improving our MTSS and PBIS programs, and improving the services provided by our APs, Ed Specialists, Instructional Assistants, Counselors, and Intervention specialists. In addition, Aspire will increase the amount and rigor of the EL professional development provided to teachers enabling all staff to increase their ability to provide a rigorous, culturally relevant, and ELD standards aligned curriculum.

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

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

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

Staff-to-student 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 certificated staff providing direct services to students	N/A - single school LEA	N/A - single school LEA

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$956,376.00			\$129,358.00	\$1,085,734.00	\$990,230.00	\$95,504.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Grade Level Curriculum	English Learners Foster Youth Low Income	\$65,000.00				\$65,000.00
1	1.2	Instruction	English Learners Foster Youth Low Income	\$10,000.00				\$10,000.00
1	1.3	Academic Program						
1	1.4	Multi-lingual Learners	English Learners	\$10,000.00				\$10,000.00
1	1.5	SPED and Co-teaching						
1	1.6	Black Excellence						
1	1.7	Title I	All				\$123,854.00	\$123,854.00
1	1.8	Title III	All				\$5,504.00	\$5,504.00
1	1.9	Personnel	English Learners Foster Youth Low Income	\$544,100.00				\$544,100.00
2	2.1	MTSS						
2	2.2	Attendance						
2	2.3	Social Emotional Learning						
2	2.4	Family and Community Engagement and Outreach	English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.5	Restorative Practices and Increasing Time in Class						
2	2.6	Classroom Facilities and Student Spaces						
2	2.7	Personnel	English Learners Foster Youth Low Income	\$282,800.00				\$282,800.00
3	3.1	Regular Coaching						
3	3.2	Culturally Responsive Teaching and PD						
3	3.3	Teammate Retention	English Learners Foster Youth Low Income	\$39,476.00				\$39,476.00
3	3.4	Affinity Groups						
3	3.5	Pipeline Development						
3	3.6	Teacher Credentialing						

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
3,032,071	927,146	30.58%	0.00%	30.58%	\$956,376.00	0.00%	31.54 %	Total:	\$956,376.00
								LEA-wide Total:	\$956,376.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Grade Level Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$65,000.00	
1	1.2	Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
1	1.4	Multi-lingual Learners	Yes	LEA-wide	English Learners	All Schools	\$10,000.00	
1	1.9	Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$544,100.00	
2	2.4	Family and Community Engagement and Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
2	2.7	Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$282,800.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.3	Teammate Retention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$39,476.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$870,000.00	\$870,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	instruction created and revised based on data through the resource of EL Education and Eureka math	Yes	\$50,000.00	\$50,000
1	1.2	three week summer school	Yes		
1	1.3	new intervention program	Yes		
1	1.4	Personnel	Yes	\$579,000.00	\$579,000
2	2.1	SEL progress monitoring system	Yes		
2	2.2	Parent Learning Nights	Yes		
2	2.3	Loving Solutions courses	Yes		
2	2.4	Analyze behavioral patterns and trends to support our families	Yes		
2	2.5	Pastries with Parents	Yes		
2	2.6	Second Step curriculum	Yes		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.7	MLL, black, latinx and asian affinity groups to build connection	Yes		
2	2.8	Personnel	Yes	\$236,000.00	\$236,000
3	3.1	trained employees	Yes		
3	3.2	staff members who feel ready to begin a new school year by being informed, prepared, and safe	Yes		
3	3.3	Include professional development cycles on Culturally Responsive Practices, and monitor through observation, lesson analysis. Support through ongoing feedback and coaching.	Yes		
3	3.4	Personnel	Yes	\$5,000.00	\$5000

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$805,353	\$870,000.00	\$870,000.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	instruction created and revised based on data through the resource of EL Education and Eureka math	Yes	\$50,000.00	\$50,000	0.00%	0.00%
1	1.2	three week summer school	Yes			0.00%	
1	1.3	new intervention program	Yes			0.00%	
1	1.4	Personnel	Yes	\$579,000.00	\$579,000	0.00%	0.00%
2	2.1	SEL progress monitoring system	Yes			0.00%	
2	2.2	Parent Learning Nights	Yes			0.00%	
2	2.3	Loving Solutions courses	Yes			0.00%	
2	2.4	Analyze behavioral patterns and trends to support our families	Yes			0.00%	
2	2.5	Pastries with Parents	Yes			0.00%	
2	2.6	Second Step curriculum	Yes			0.00%	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.7	MLL, black, latinx and asian affinity groups to build connection	Yes			0.00%	
2	2.8	Personnel	Yes	\$236,000.00	\$236,000	0.00%	0.00%
3	3.1	trained employees	Yes			0.00%	
3	3.2	staff members who feel ready to begin a new school year by being informed, prepared, and safe	Yes			0.00%	
3	3.3	Include professional development cycles on Culturally Responsive Practices, and monitor through observation, lesson analysis. Support through ongoing feedback and coaching.	Yes			0.00%	
3	3.4	Personnel	Yes	\$5,000.00	\$5,000	0.00%	0.00%

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$2,727,286	\$805,353	0.00%	29.53%	\$870,000.00	0.00%	31.90%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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