LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Aspire East Palo Alto Charter
CDS Code: 41-68999-0134197
School Year: 2021 – 22
LEA contact information: Jeremy.Akiyama@aspirepublicschools.org

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 2021 – 22 School Year

The chart below shows the total general purpose revenue Aspire East Palo Alto Charter expects to receive in the coming year from all sources.

The total revenue projected for Aspire East Palo Alto Charter is $10,130,843.00, of which $6,874,880.00 is Local Control Funding Formula (LCFF), $2,103,694.00 is other state funds, $412,400.00 is local funds, and $739,869.00 is federal funds. Of the $6,874,880.00 in LCFF Funds, $1,747,752.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).
The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

This chart provides a quick summary of how much Aspire East Palo Alto Charter plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Aspire East Palo Alto Charter plans to spend $11,814,003.00 for the 2021 – 22 school year. Of that amount, $2,115,000.00 is tied to actions/services in the LCAP and $9,699,003.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General fund budget expenditures not included in the LCAP are primarily operating expenses, which include, but are not limited to, the following: education consultants, professional services, field trips, rent, utilities, food services, management fees (national office, regional office, authorizer, SELPA), insurance, interest, depreciation & amortization, and contributions to reserves.

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Aspire East Palo Alto Charter is projecting it will receive $1,747,752.00 based on the enrollment of foster youth, English learner, and low-income students. Aspire East Palo Alto Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Aspire East Palo Alto Charter plans to spend $2,115,000.00 towards meeting this requirement, as described in the LCAP.
Update on Increased or Improved Services for High Needs Students in 2020 – 21

This chart compares what Aspire East Palo Alto Charter budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Aspire East Palo Alto Charter estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Aspire East Palo Alto Charter's Learning Continuity Plan budgeted $770,000.00 for planned actions to increase or improve services for high needs students. Aspire East Palo Alto Charter actually spent $770,000.00 for actions to increase or improve services for high needs students in 2020 – 21.
Local Control and Accountability Plan

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

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>East Palo Alto Charter School</td>
<td>Jeremy Akiyama, Principal</td>
<td><a href="mailto:jeremy.akiyama@aspirepublicschools.org">jeremy.akiyama@aspirepublicschools.org</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>415-470-1667</td>
</tr>
</tbody>
</table>

Plan Summary 2021

General Information

A description of the LEA, its schools, and its students.

Aspire East Palo Alto Charter School is a direct-funded charter school in East Palo Alto. It is chartered through Ravenswood School District and Aspire Public Schools. It is a public charter school, established in 1997 and serves approximately 630 students in Grade TK-8 in East Palo Alto.

The school is designed to serve approximately 648 students in grades TK-8th grade. The school’s demographic profile:

- 88% Latino, 4% African-American, 2% Asian-American/Pacific Islander, 2% Caucasian, 2% Multi-race, 1% Unknown
- 51% female identifying, 49% male identifying
- 29% English Language Learners
- 85% of the student body eligible for the free and reduced price meals program
- 15% SPED, 85% General Education
- 17% English Only, 36% English Learners, 9% Initially Fluent English Proficient, 1% Unknown, 25% Recently Reclassified Fluent English Proficient, 12% Reclassified Fluent English Proficient
- 1% Homeless population

Aspire East Palo Alto Charter School is part of the non-profit Aspire Public Schools (APS). Aspire serves East Palo Alto Charter School through business services, professional development and other operational support.

Aspire's vision is that every student is prepared to earn a college degree and was founded to address the long-standing inequities in TK-12 education. Its mission is to open and operate small, high-quality charter schools in low-income neighborhoods in order to: increase the academic performance of historically underserved students, develop effective educators, share successful practices with other forward-thinking educators, and to catalyze change in public schools. Specifically at EPACS, we have crafted our vision and mission below.
Vision: We will celebrate students’ identities to cultivate belonging. Our students will be advocates, allies, and changemakers who are leaders of joy and love within our community.

Mission: In service of our East Palo Alto TK-8 community and families, we will honor and celebrate our educators’ and students’ identities, skills, intellectual development, and criticality to work towards dismantling system racism.

Reflections: Successes

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

- Maintained enrollment of approximately 630 students TK-8 during COVID-19 and the 2020-2021 school year.
- Reclassification of English Language Learners during Distance Learning/COVID and remote administration of ELPAC and local assessments.

This year, we are most proud of our school culture and our focus on cultivating belonging and celebration of student identity. This has resulted in staff paying careful attention to knowing, seeing, and honoring students and their diverse strengths and needs. Our inclusion model has supported students to feel brain-safe in their environment, in order to take academic risks and develop their mindsets. Our team has focused on CCSS & NGSS aligned instruction by providing professional development through instructional walkthroughs. We have aligned our professional collaboration time to aspects of the instructional cycle from unit planning, to lesson planning, to formative assessment, to coaching. Formative data from weekly data cycles informs standards-aligned instruction, which coaches and administrators then provide feedback on during instructional walks. Our school has strengthened our restorative practices and aligned TK-6 and 7-8th. Additionally, we have worked to support our whole child approach to community wraparound post COVID-19 and during a year of distance learning and acute needs in person supports. In the Spring of 2020, our LEA facilitated an acute needs program in person to support high needs learners with in person instruction and distance learning access, along with Special Education services for some students.

In 19-20, we reclassified students as RFEP:

- TK-5 25.5%
- 6-8th 39.6%

Which is above the reclassification rate of neighboring schools in the district.

90% of TK-12 teachers are demonstrating partial or full alignment on our Leadership Walks. Developing our teachers along our Aspire Student Learning Framework has been pivotal because of the framework’s focus on CCSS-aligned rigorous tasks that are student-owned and sit within a strong culture of learning. We have also held a coherent implementation of Social-Emotional Learning in a tiered program, supporting Tier 1, Tier 2, and Tier 3 students. We have bolstered a comprehensive response to behavior through development of a Behavior-RTI system. We are changing the odds for students in our community. Through our focus on Belonging, we have made strides in getting our
staff into the community through East Palo Alto learning tours, and inviting community members to be honored at all of our events. It has been wonderful to feel more connected to our community and have our students represented in the community. We have intentionally focused on and improved the recruitment of our teammates to better reflect the demographics of our school. As a school site, we have engaged in organizational wide affinity groups, reflected in anti-racism work, chosen to spend funds when we can in local and Black owned businesses. In a year of distance learning during the 2020-2021 school year, we have also worked to hold classroom observations, school-wide events virtually to foster a sense of connection and belonging to East Palo Alto Charter School.

We have a 20 year plus history in East Palo Alto, and our work is grounded in knowing who and where we serve. East Palo Alto has transformed over the last two decades and as we embark on our next chapter post COVID, we have a responsibility and obligation and hope to serve the whole child, inclusive of academic and wellness supports for our students.

**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.

2019 Dashboard colors:

- Chronic Absenteeism - Orange
- English Learner Progress - Orange : 42.9% (Low)
- Suspension Rate - Yellow
- Students with Disabilities - Red

We will support both subgroups of students by implementing more push-in and co-teach models, professional development for General Education Teachers, Education Specialists, and Instructional Aids in the upper grades. Our teachers that teach special education will also be supported in English Language Development so that their students will have their English Language Development and special education needs met. Cycles of inquiry at regular intervals, where we discuss our subgroups during data talks will also support teachers to meet the needs of their students.

We will also work to align systems TK-8 for collaboration and data analysis, including cycles of inquiry, coaching supports, and best practice observations. Grades 6-8th will shift to a CORE academic model from a single subject model to support students cultivate a sense of belonging and academic supports between grade level teachers.

Additionally, we will work to improve designated ELD for ELs and support coaching and learning with the Assistant Principal, Dean of Instruction, and Dean of Students roles. We also are looking to identify Interim academic support roles using federal stimulus funds including an Interim Instructional Coach and additional Instructional aids. We will also look towards implementing i-Ready Math to determine next steps for students in math and problem solving, aligned to CCSS.
Based on the current school year, which the majority of time was spent in Distance Learning for most students, our area of need going into next year is centering in rigorous, standards aligned instruction that fosters a culture of literacy TK-8 and return to the work of in person learning to wraparound students and the whole child supports they need. Additionally, we value our mental health and wellness team’s ability to support students academically and with social and emotional learning. Next year, as we return to in person learning, our biggest areas of need will be to re-center in our literacy work to foster joyful, critically literate learning spaces along with multi-tiered systems of school and student support.

**LCAP Highlights**

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

As we look ahead to 2021-2022, we want to align our goals TK-8 and specifically outline goals and professional development to support our Students with Disabilities and English Language Learners. Additionally, during our year of distance learning, we have had zero suspensions or expulsions and as we look to reopen our school fully in the Fall, want to make trauma-informed mental health services and academic supports a priority. Our site also has a new Principal who began in May 2020 and we are working to bring students back slowly and safely during an acute needs phase, with a broader, higher scale opening slated for Fall 2021. As a result of relocating 7-8th grade to our TK-6th campus, we anticipate staff change and turnover in consolidating teams from two sites into one. We are also finishing construction on 13 new learning spaces, including 12 classrooms and 1 multi purpose room and a student and family Wellness Center.

In 2019-2020, actions and services focused on integrated and designated ELD, incorporating voice and belonging into classroom spaces with rigorous literacy and math instruction.

In 2020-2021, actions and services focused on whole child supports to address the COVID-19 pandemic and determining systems and collaboration with distance learning and mental health services. We focused on reimagining collaborative systems for distance learning and General Education and Special Education collaboration, especially for Specialized Academic Instruction.

In 2021-22, actions and services will focus on returning to in person instruction for students and addressing disparities in subgroup data, including Special Education, English Learners, and socioeconomically disadvantaged students. We intend to continue MTSS services while also using stimulus funds to address gaps in our programs and accelerate learning and whole child wellness supports in the areas of mental health and student services.

**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.

NA
### Support for Identified Schools
A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

| NA |

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

| NA |

### Stakeholder Engagement
A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

At Aspire EPACS we believe students, families, educators, and our community are integral members of our decision making. Throughout our LCAP development process, we consulted with the following stakeholder groups (list all stakeholder groups below):

- SSC (Monthly parent group and family workshop meetings)
- ELAC (4x year)
- Administration (Quarterly step back data, weekly check ins and strategic planning, coaching supports)
- Teachers (Weekly staff surveys, staff meetings weekly, virtual priority input forms)
- Students (Monthly student council, annual student surveys)
- Families (SSC and ELAC meetings, annual family survey, virtual celebrations and drive through events)

The LCAP engagement sessions began in January and during SSC and ELAC meetings, we got feedback on school priorities and what we can direct funds to from federal stimulus money and our school based budget. Our SSC meets monthly and ELAC meets four times a year. We shared about the ELPAC and EL reclassification process and got feedback on financial priorities for the year.

A summary of the feedback provided by specific stakeholder groups.

Additionally, LCAP engagement sessions were held and determined that academic supports, COVID safety and PPE, supporting students returning to campus and academic acceleration. Major trends include academic acceleration and trauma informed mental health supports...
spending. Additionally ensuring ample safety precautions in response to local health ordinances and San Mateo County are major allowable uses for state and federal funding. When thinking about a return to in person learning, student and classroom culture supports should be prioritized to ensure an equitable and trauma-informed foundation for academic learning.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Based on the feedback from stakeholder engagement, our three focus goals are on: standards-aligned, culturally responsive academic programming; joyful, inclusive, safe learning spaces; diverse teams that represent the communities that we serve. Within these areas of focus, we intend to focus on subgroups of students including students with disabilities, English language learners, and students who are socioeconomically disadvantaged. Some actions included spending federal/state stimulus funds on coaching supports for early career teachers, intaking collaboration systems TK-8 and streaming professional development in culturally responsive teaching and learning practices. Additionally, we will work with early career teachers for extra supports including but not limited to Induction coaching, new teacher training, additional professional development and resources, classroom modeling and observations, and cycles of inquiry to improve effective teaching practices.
Goal 1

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>We will ensure all scholars are meaningfully engaged in rigorous, standards-aligned, culturally responsive academic programming.</td>
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</tbody>
</table>

As we return to full re-opening for the school year 2021 - 2022, it is vital that we focus on in-person instruction that is not only rigorous, but standards aligned and culturally responsive in order to accelerate learning for our scholars. Throughout the 2020-2021 school year, we heard from our stakeholders that when we return to in-person instruction, scholars will need extra support to accelerate learning from a year of online instruction. We will dedicate resources to providing an intervention program with a focus on our scholars furthest from the center. We will accelerate learning opportunities through rigorous standards aligned instructional guidelines in addition to adopting science and history curriculums. The intention of this goal and all goals found in this year’s LCAP, is to transform the disproportionate outcomes we see in our education systems, and which were exacerbated by the disproportionate learning loss and trauma experienced during the pandemic.

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

Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.a SBAC ELA</td>
<td>2019 SBAC DFS</td>
<td>NA Due to COVID-19</td>
<td>All: insert baseline</td>
<td>African American: insert baseline</td>
<td>English Learners: insert baseline</td>
</tr>
<tr>
<td>4.a SBAC Math</td>
<td>2019 SBAC DFS</td>
<td>NA Due to COVID-19</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| All: insert baseline  
African American: insert baseline  
English Learners: insert baseline  
Latinx: insert baseline  
SPED: insert baseline |  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.c % of EL students making progress toward ELPAC proficiency</strong></td>
<td><strong>4.d EL Reclassification Rate</strong></td>
</tr>
</tbody>
</table>
| 2019:  
42.9% making progress towards English language proficiency (Low) | 2019-2020:  
28.3% Students Redesignated FEP  
2020-2021:  
12.4% Students Redesignated FEP | 55% making progress towards English language proficiency (High)  
25% Students Redesignated FEP |
| **1.b: Sufficient Access to Standard-Aligned Materials** | **2.a: Implementation of academic content and performance standards** |
| **2019 SARC:**  
100% of students have access to standard-aligned material. | **2021:**  
100% of classrooms will use standards aligned curriculum and materials | **Maintain 100% access to standard-aligned materials.**  
**Maintain 100% of classrooms will use standards aligned curriculum and materials** |
| **2.b: How program and services will enable EL students to access CCSS and ELD standards for gaining EL proficiency** | |
| **2021:**  
100% of English Language Learners participate in CCSS aligned ELD during designated and integrated ELD. | | **Maintain 100% of English Language Learners participate in CCSS aligned ELD during designated and integrated ELD.** |
| Other academic outcomes (STAR, DIBELS, etc) | DIBELS K-2          | 34.8% LNF  |
|                                           |                     | 41.7% NWF - Correct Letter Sounds |
|                                           |                     | 40.3% NWF - Words Read Correctly |
|                                           |                     | 50.8% ORF - Accuracy               |
|                                           |                     | 36.9% ORF - Words Correct          |
|                                           |                     | PSF - 19.3%                         |
| p. 8 Other academic outcomes (STAR, DIBELS, etc) | STAR 3-8 % at or above                  |
|                                           | Winter 20-21 Data:   |
|                                           | 3-6th:               |
|                                           | 24.8% reading at or above grade level |
|                                           | 37% reading below grade level           |
|                                           | 38% significantly below grade level    |
|                                           | 7th-8th:             |
|                                           | 46% reading at or above grade level    |
|                                           | 14% reading below grade level           |
|                                           | 40% significantly below grade level    |
|                                           | STAR 3-8 % at or above:           |
|                                           | 35% reading at or above grade level   |

### Actions

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Program Description</td>
<td>Summary Description</td>
<td>Cost</td>
<td>Duplicate</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>-------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>1</td>
<td>Classroom libraries</td>
<td>Purchase classroom libraries so that all scholars have access to a wide variety of text materials.</td>
<td>$65,000 - Book/Curriculum</td>
<td>Y</td>
</tr>
<tr>
<td>2</td>
<td>SIPPS Reading Intervention Curriculum</td>
<td>Purchase and use of research based reading intervention curriculum for scholars needing tier 2 and tier 3 reading intervention</td>
<td>Duplicate goal 1</td>
<td>Y</td>
</tr>
<tr>
<td>3</td>
<td>Reading and Writing Workshop Units of Study Curriculum K-5</td>
<td>Purchase and use of research based english language arts curriculum.</td>
<td>Duplicate goal 1</td>
<td>Y</td>
</tr>
<tr>
<td>4</td>
<td>Expeditionary Learning and Units of Study</td>
<td>Purchase and use of research based english language arts curriculum.</td>
<td>Duplicate goal 1</td>
<td>Y</td>
</tr>
<tr>
<td>5</td>
<td>EL Achieve</td>
<td>Purchase and use of research based designated ELD curriculum</td>
<td>Duplicate goal 1</td>
<td>Y</td>
</tr>
<tr>
<td>6</td>
<td>UnBound Ed Professional Development for Lead Team</td>
<td>We will send at least one representative from each grade level to the UnBound Ed Standards Institute that will be focused on academic acceleration.</td>
<td>$5,000 - Educational Consultant</td>
<td>Y</td>
</tr>
<tr>
<td>7</td>
<td>Teachers College Professional Development for Teachers</td>
<td>We will send educators to Teachers College Institutes that will be focused on academic acceleration and equity development</td>
<td>Duplicate goal 1</td>
<td>Y</td>
</tr>
<tr>
<td>8</td>
<td>Instructional Coaches to Support with Academic Instruction, Planning, Early and Experienced Career Teacher Supports</td>
<td>Maintain an Instructional Coach and hire and Interim Instructional Coach to focus on new teacher development, planning, and classroom culture.</td>
<td>$320,000 - Instructional Coach</td>
<td>Y</td>
</tr>
<tr>
<td>9</td>
<td>Staff to support teacher development and student learning:</td>
<td>Deans: A portion of this role will be leveraged to provide coaching and support to grade level teachers with the goal of further developing teacher expertise to serve diverse learners. Instructional Assistants: We will recruit and develop these staff to support academic intervention in math and literacy. Instructional Assistants will play an integral part in supporting targeted student groups/sub-groups while supporting classroom teachers in delivering instruction. Reading Interventionist: This role will oversee professional development for classroom teachers in small group reading instruction</td>
<td>$240,000 - Dean $150,000 - GenEd IA $510,000 - Sped IA $125,000 - reading</td>
<td>Y</td>
</tr>
</tbody>
</table>
| 10 | Implement both integrated and designated English Language Development support for Multi Language Learners  
   - English Language Development Lead  
   - Full implementation of EL Achieve Curriculum for designated ELD  
   - Professional development for and implementation of Aspire MLL Integrated Instructional Guidelines to support EL Access to core content  
   - ELAC Meetings | Stipend lead teacher to support schoolwide implementation of designated and integrated English Language Development  
Purchase and use of research based EL Achieve curriculum to support English Language Learners in an designated ELD course  
At least 1 family workshop during ELAC meeting focused on EL identification, instruction, and or RFEP content in support of engaging families in meeting school RFEP goals. | $30,000 - Lead Stipend  
Duplicate goal 1  
NA | Y |

### Goal 1 Analysis 2021

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.

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

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

Analysis of the 2021-22 goals and actions will occur in the spring of 2022
A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

Goal 2

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>We will cultivate communities that foster inclusive, joyful, and safe learning environments</td>
</tr>
</tbody>
</table>

In our second goal, we will focus our attention on the social and emotional well-being of our scholars as we welcome everyone back to campus. We will continue our efforts put into place this year to ensure our site is a safe place for staff and scholars and all safety and health protocols are being followed. We will emphasize our SEL program for both adults and students alongside a culturally responsive MTSS program.

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

Measuring and Reporting Results

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</tr>
</thead>
<tbody>
<tr>
<td>6.c Student Sense of Safety and School Connectedness as a Percentage</td>
<td>2020-2021 Student Survey</td>
<td>I feel a sense of belonging at my school: 82%</td>
<td></td>
<td></td>
<td>I feel a sense of belonging at my school: 85%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I feel safe during school: 88%</td>
</tr>
<tr>
<td>6.a Student Suspension Rates as a Percentage</td>
<td>19-20 Suspension Rates from Aspire Data Portal or CDE Data Quest</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>---------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All: 4%</td>
<td>African American: 10.8%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Learners: 2.7%</td>
<td>Latinx: 3.5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED: 3.6%</td>
<td>Reduce disportionality across all subgroups and maintain an overall suspension rate of less than 3%</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5.b Chronic Absenteeism Rate as a Percentage</th>
<th>Use 19-20 Chronic Absenteeism Rates from Aspire Data Portal</th>
</tr>
</thead>
<tbody>
<tr>
<td>19-20: EPACS: 3.2% EPAPA: 6.5%</td>
<td>20-21: EPACS: 9.5% EPAPA: 44.8%</td>
</tr>
<tr>
<td>Reduce disportionality across all subgroups and maintain an overall chronic absentee rate of less than 10%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.b: How we will promote parental participation in programs for EL, Low-Income, and Foster Youth</th>
<th>Maintain or increase the number of opportunities for parent engagement and participation in programs for students</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.c: How we will promote</td>
<td>Maintain or increase the number of opportunities for parent engagement and participation in programs for students</td>
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<tbody>
<tr>
<td>3.c: How we will promote</td>
<td>Maintain or increase the number of opportunities for parent engagement and participation in programs for students</td>
</tr>
</tbody>
</table>

85% 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.”

Maintain a 85% or higher positive response rate to the statement “I am encouraged to share my opinion and feedback in the school decision making process.”
### Parental Participation in Programs for Students with Special Needs

- 2 Special Education Family Workshops
- 4 SSC Meetings
- 4 ELAC Meetings
- 5 Coffee with Admin Chats

### 5a: School Attendance Rate

Use 20-21 data as baseline pulled from Data Portal (as of May 2021)

- 20-21 May Data
  - EPACS: 96.6%
  - EPAPA: 87.9%

**Improvement Goal:**
- Improve to a 97% or higher average daily attendance rate.

### 6b: Pupil Expulsion Rates

- 19-20: 0.29%
- 20-21: 0.15% expulsion rate.

### 6d: Surveys of Parents to Measure Safety and School Connectedness

- **Pull baseline data from 20-21 Family Survey Data on data portal**

  The school provides a safe environment for my child - 89%
  - 4 Belonging questions - Average 86%

  **Improvement Goal:**
  - The school provides a safe environment for my child - 90%
  - 4 Belonging questions - Average 90%

### 1c: School Facilities in Good Repair

- **Pull baseline data from the 2019 SARC**
  - Overall Facility Rating: Good

**Improvement Goal:**
- Maintain Overall Facility Rating: Good

### 7 Broad Course of Study

- 100% of students, including EL, Low-Income, and Foster Youth

**Improvement Goal:**
- Maintain 100% of students, including EL, Low-Income, and Foster Youth.
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.
Tiered professional development to support newest teachers

New teachers will participate in a ten week series of professional development centered on developing safe, inclusive, and joyful learning environments.

Duplicate goal 1  Y

Staff Development

We will collaboratively build an inclusive staff community to model an inclusive school community. We will continue our explicit focus on cultural heritage months and creating diverse libraries and curriculum.

NA  Y

Expanded Learning Program

Our expanded learning program will work closely with our school day program to provide academic intervention, enrichment, and be a safe and inclusive space.

NA  Y

Goal 2 Analysis 2021

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.

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

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

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

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

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

Goal 3

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

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

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

### Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.a Teacher Credentials</td>
<td>19-20</td>
<td>Teachers with full credential: 28</td>
<td>Teachers without full credential: 2</td>
<td>Teachers Teaching Outside Subject Area of Competence (with full credential): 0</td>
<td>100% of core subject teachers have appropriate credential and EL authorization</td>
</tr>
<tr>
<td>6.e Teacher Sense of Safety and School Connectedness as a Percentage</td>
<td>2020 Teammate Survey Data</td>
<td>“I have positive working relationships with parents and families at my school”</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
99% of teammates answered positively parents and families at my school.”

<table>
<thead>
<tr>
<th>Staff Retention</th>
<th>19-20 to 20-21 Staff Retention from Data Portal:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EPACS: 73% EPAPA: 82%</td>
</tr>
</tbody>
</table>

80% Staff Retention

<table>
<thead>
<tr>
<th>Teammate Population by Ethnicity</th>
<th>20-21 Teammate Population Summary by Ethnicity from Data Portal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EPACS:</td>
</tr>
<tr>
<td></td>
<td>Asian 12%</td>
</tr>
<tr>
<td></td>
<td>Black or African American: 3%</td>
</tr>
<tr>
<td></td>
<td>Hispanic or Latino: 45%</td>
</tr>
<tr>
<td></td>
<td>Native Hawaiian or Other PI: 2%</td>
</tr>
<tr>
<td></td>
<td>Not Specified: 5%</td>
</tr>
<tr>
<td></td>
<td>Two or more races: 2%</td>
</tr>
<tr>
<td></td>
<td>White: 32%</td>
</tr>
<tr>
<td></td>
<td>EPAPA:</td>
</tr>
<tr>
<td></td>
<td>Asian 18%</td>
</tr>
<tr>
<td></td>
<td>Black or African American: 27%</td>
</tr>
<tr>
<td></td>
<td>Hispanic or Latino: 32%</td>
</tr>
<tr>
<td></td>
<td>Native Hawaiian or Other PI: 0%</td>
</tr>
<tr>
<td></td>
<td>Not Specified: 5%</td>
</tr>
<tr>
<td></td>
<td>Two or more races: 0%</td>
</tr>
<tr>
<td></td>
<td>White: 18%</td>
</tr>
<tr>
<td></td>
<td>20-21 Black student population: 4%</td>
</tr>
</tbody>
</table>

66.6% of teammates identify as teammates of color
Maintain >4% of Black Teammates reflect the % student population of Black students
<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Quarterly Staff Affinity Groups</td>
<td>Dedicated professional development time for staff to build community and share feedback on school progress within affinity groups.</td>
<td>NA</td>
<td>Y</td>
</tr>
</tbody>
</table>
| 2       | Staff Professional Development centered around Equity | Equity focused professional development to build capacity of staff to interrupt systemic bias, racism.  
Shared Readings:  
• *Cultivating Genius*  
• *EPACS Black Lives Matter Commitments*  
• *Art of Coaching* | NA          | Y            |
| 3       | Mental Health Intern & Resident Teachers         | Support for expert teachers and counselors to take on intern and resident professionals in order to proactively develop and recruit diverse staff.                                                        | NA          | Y            |
| 4       | Aspire Student Learning Framework                | Consistent coaching by admin rooted in the Aspire Student Learning Framework                                                                                                                              | NA          | Y            |
| 5       | Tiered professional development to support our newest teachers | AP/Deans will implement a ten week PD series to support community building and onboarding for all first and second year teachers. This will serve both to support their development and to support long term retention.  
The content of this PD will cover how to develop and maintain a safe and inclusive classroom environment that sets conditions for student learning. | NA          | Y            |
| 6       | Induction Coaching                               | We will provide on site induction coaching for all teachers that do not hold a clear credential and will stipend master teachers to provide this coaching.                                                    | NA          | Y            |

**Goal 3 Analysis 2021**

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

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

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

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

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

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**Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021**

<table>
<thead>
<tr>
<th>Percentage to Increase or Improve Services</th>
<th>Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students</th>
</tr>
</thead>
<tbody>
<tr>
<td>25.42%</td>
<td>$1,747,752</td>
</tr>
</tbody>
</table>

The **Budgeted Expenditures for Actions identified as Contributing** may be found in the *Increased or Improved Services Expenditures 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 87% unduplicated students, therefore the needs of English learners and low-income students comprise the needs of the majority of our students and represent the focus of our actions. The funds will be effective in increasing and improving the level of academic support and
interventions, professional development, data analysis, SEL supports, and continue to build our robust MTSS system. We will use funds to hire and maintain personnel that oversee programs to increase and improve the support systems students receive.

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

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

The minimum proportionality percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils is 25.42%. This proportionality percentage will be met through a combination of targeting the increased LCFF funds towards supports that disproportionately target unduplicated pupils. Each goal’s intent is to focus our services toward our unduplicated pupils as we believe centering our work on our students furthest from the center will benefit all students. These services are highlighted by principally directing our actions toward our unduplicated populations, which include improving and increasing our intervention and acceleration services, increasing staff to support SEL and well-being, improving our MTSS and PBIS programs, and improving the services provided by our APs, Ed Specialist, Instructional Assistants, Counselors, and Intervention specialists. In addition, Aspire will increase the amount and rigor of the EL professional development provided to teachers enabling all staff to increase their ability to provide a rigorous, culturally relevant, and ELD standards aligned curriculum.
### Instructions

**Plan Summary**

**Stakeholder Engagement**

**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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC 52064(e)(1)*). Local stakeholders 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 52064(b)(4-6))*.
Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 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 stakeholders 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 stakeholder engagement tool.

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 stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 students and community. 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, stakeholder input, 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? 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders 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 stakeholder groups 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 stakeholder 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 stakeholder engagement 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 stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

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

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder 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 stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests 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 stakeholder 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 stakeholders 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 stakeholders 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 stakeholders. 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 stakeholders, 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.

**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 2020–2021 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.

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for Year 3 (2023-24)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter information in this box when completing the LCAP for 2021–22.</td>
<td>Enter information in this box when completing the LCAP for 2021–23. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2022–23. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2023–24. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2024–25. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2021–22.</td>
</tr>
</tbody>
</table>

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 expenditure 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 expenditure 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. Minor variances in expenditures 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 stakeholders. 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 stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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**

This section must be completed for each LCAP year.
When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

**Percentage to Increase or Improve Services**: Identify the 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).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students**: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**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.

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% 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% 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%:* For school districts with an unduplicated pupil percentage of 55% 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%:* For school districts with an unduplicated pupil percentage of less than 55%, 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% 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% 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. 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.

**Expenditure Tables**

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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, provide the following information for each action in the LCAP for the relevant 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.

- **Increased / Improved:** 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 K-5), 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”.

- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.

- **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).

- **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.