LCAP Year (select from 2017-18, 2018-19, 2019-20)

2019-2020

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Aspire Tate Academy	Name: Taquita Aguilar	taquita.aguilar@aspirepublicschools.org 323-235-8400

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Aspire Tate Academy is a Public Choice School in South Los Angeles. We have been open and successfully operating for seven years. We are part of the Aspire Charter Management Organization. More than 85% of our students are residents of the local South Los Angeles Community. The South Los Angeles community we serve is a low-income population that is comprised of African-American families, Latino families and families from an immigrant population. The local community does not offer many arts programs, youth sports or activities to get students involved in after school. Many of the parents and guardians in our community work more than one job or are limited on how they can support their child and/or children. Due to the limited support and access the students receive outside of school, it is imperative that our LCAP plan is purposeful and targeted to address their needs. In the past few years, we have used the LCAP plan to ensure that our students have a beautiful, safe and well-kept facility. We have made it a point to use the funds to give students access to computers, instructional materials, and intervention to not only close the opportunity gap, but to facilitate their strengths through extracurricular activities.

Aspire Tate currently serves 382 TK-6th students, and the demographics are as follows: 98.1% Free Reduced Lunch; 89.3% Latino; 8.8% African American; <1% Asian; <1% White; 34.2% Bilingual Emergent; 29.8% Recently Reclassified (RFEP); 10% SPED.

The mission of Aspire Tate Academy is to prepare the students of the South Los Angeles community for college and careers in the 21st century. By giving students access to education and developing the skills innately within them, students will have the knowledge, emotional intelligence, love, critical thinking skills and principles to be self-motivated, lifelong learners and give back to their community with hopes of making it a better place to live for future generations.

Our instructional program focuses on the development of academic skills as outlined by Common Core State Standards. We use a blended learning model in math and ELA that provides standards aligned instruction for all of our students, as well as individualized online instruction designed to meet their learning needs. All of our English Learners receive designated English Language Development at their specific English proficiency levels and integrated English Language Development during core content instruction to support access to the curriculum and Common Core State Standards.

As an important means to achieving our vision of college and career readiness for all, Tate is committed to building a welcoming and inclusive learning environment for every student. We use the PBIS approach to teach and reinforce our school-wide expectations of safety, respect and responsibility and restorative practices as an alternative to exclusionary discipline practices and proactive community building.

LCAP Highlights

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

This year's LCAP has many similarities to last year's plan, but the key difference is the focus on specific subgroups. As a school community we have worked hard to ensure that our Tier 1 safety and instruction were strong. We do not have the achievement data that we want as a school, but the steady growth we are seeing shows that our goals are focused on the right areas. However, this year we also want to include a focus on our Students with Disabilities sub group, African American students and English learners. These three subgroups have had increases in specific content, either reading or math, but they are disproportionate to our whole-school data. This year you will notice that we are focusing on professional development in specific areas such as working with specific learning disabilities, creating engaging and purposeful units of study and re-training our staff in using ELD strategies. We want to ensure that our staff have the tools to work and teach all students. in addition, here are a few of the key features for each category:

School Culture

Second year of implementation of school-wide PBIS

First year implementation of Social Emotional Learning curriculum (PATHS)

We strengthened our school-wide PBIS this year. Our Culture and Climate Specialist led our staff on professional developments of the 3 expectations and ensured that everyone, including students and families understood them well. Teachers taught these expectations in the beginning of the year and we aligned school-wide incentives with the PBIS language.

In addition to PBIS, we trained our teachers on the new Social Emotional Learning Curriculum called PATHs. The expectation is that teachers teach one lesson a week for 30 minutes to their classes, so that all students are learning social emotional behaviors and tools.

Instruction and Data

The highlights for the instructional data will be very similar to last year. we will continue planning standards-aligned instruction using Units of Study for reading and Writing. We will continue using Eureka Math for our math curriculum. We will also continue monthly data talks with teams. One main highlight is that we will use our budget to invest in our professional development for teachers. We are sending 3-4 staff members to Teachers College in New York to strengthen their balanced literacy instruction. We are also sending three teachers to Unbound Ed institute in San Diego to strengthen their understanding of planning with the math standards. We are sending our two Education Specialist to Santa Barbara to receive development in Learning and the Brain for our Special Education subgroup.

Subgroup:

Students with Disabilities: We want to ensure that this subgroup is getting the level of instruction that they need, so we are investing in our teachers and education specialist through professional development. We will also focus on this subgroup by discussing them specifically in Data talks and ensuring that we have materials and instructional resources to support them in class. Our teachers in grades 3-6 will CORE next year and we will group students together and have our Education Specialist push into the classroom for a co-teach model.

African-American: As mentioned above, we are strengthening our teachers Tier 1 instruction to ensure that our students are getting what they need. We will continue do have development and training in equity to enhance teaching strategies and uncover any implicit bias staff members may have. We have also started a Black Parent Union and will use some money to bring supports and resources to our black families and students.

English Learners: Our teachers will receive refresher training focused on integrated ELD throughout the year to strengthen their integrated instruction. We will also include this subgroup as a focus in our data talks and strengthen our ELAC group to ensure that our families are receiving the appropriate information, resources and support needed t o help our scholars.

Parent Engagement:

We will continue having one parent engagement a month. In addition to the one parent engagement a month, we will invite parents on campus for a walkthrough with administration, recess with their child or breakfast with their child at least once a month. We will also start a new parent group geared towards increasing attendance, academics and involvement from our Black families. The new group will be called Black Parent Union. We will also partner with The Parent Institute for Quality Education. Lastly, we will also create a space for families on campus next year, so they can come in and work more consistently, have workshops or support the school.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or 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 any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

ELA

We were proud to see growth in English Language Arts. The students that Met or Exceeded the ELA portion grew by 6.5% school-wide and the students that were significantly below decreased by 8%.

Students with disabilities who Met or Exceeded the ELA portion grew by 9.5% and the students who were significantly below decreased by 27.9%

Bilingual emergent students who Met or Exceeded the ELA portion grew by 8.9% and the students who were significantly below decreased by 13.7%

MATH

Our students grew in Math as well! The students that Met or Exceeded the Math portion grew by 19.9% school-wide and the students that were significantly below decreased by 13.2%.

Students with disabilities who Met or Exceeded the MATH portion grew by 37.3% and the students who were significantly below decreased by 42.1%

Bilingual emergent students who Met or Exceeded the MATH portion grew by 23.8% and the students who were significantly below decreased by 16.1%

Culture and Climate

Our school culture felt very strong this year. Our Culture and Climate Specialist worked hard to coordinate different extracurricular programs for our scholars. Students were able to get involved in many ways and due to that positive involvement, we had only one suspension all year, the campus felt happy and safe and students felt empowered.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

According to our LCFF evaluation rubric we are 27 points from level 3 in English Language Arts and exceeded level 3 by 11 points in mathematics. Our school grew in both content areas. However we are aiming for more growth this year so that we receive a green or blue rating whole school and amongst specific subgroups.

Our greatest area of need is the progress of our students with disabilities. This includes needing to support this subgroup in English Language Arts and Mathematics. The results of our data show that the data is disproportionate to our whole school data. Another piece of data that stood out was our lack of growth for African American students in ELA. Our school has created next steps to allocate funding to our professional development, so that our staff strengthens their instructional knowledge in specific content and learns how to address specific needs of subgroups.

Referring to the California School Dashboard, identify 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 performance gaps?

Performance Gaps

According to the CA School Dashboard there were no subgroups that were two or more performance levels below the "all student" performance. Within ELA, all subgroups landed in the yellow or green. In mathematics, all subgroups were in the blue. However, in English Language arts our African American subgroup was 26.6 points from level 3 and our Students with Disabilities was 53.5 points from level 3, compared to our "all student" performance which was at 3.1 points from level 3. In Mathematics, our African American subgroup was 2.4 points from level 3 and our Students with Disabilities was 29.8 points from level 3, compared to our "all student" performance which was 13.1 points above level 3.

As a school community we are working hard to create a plan that will minimize the performance gap of our whole school and subgroups. As mentioned above, our largest focus will be to provide professional development for staff to ensure they are experts in the content and are able to address the needs of our subgroups.

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.

NA

Support for Identified Schools

Describe how the LEA supported 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.

NA

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.

NA

Annual Update

LCAP Year Reviewed: 2018-2019

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Create safe, inclusive, and welcoming learning environments where students attend and are connected to their schools.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 5, 6

Local Priorities: NA

Annual Measurable Outcomes

Expected	Actual
Aspire Tate Academy will receive a 3 or better on the Facility Report Card used to assess the condition of the building and campus and the operations of the school.	Aspire Tate Academy received a 3 on the Facility Report Card when assessed on the condition of the building, campus and the operations of the school.
Aspire Tate Academy will maintain a 97% ADA or better.	Aspire Tate Academy has maintained an ADA of 96.5%.

Chronic absenteeism rate will reduce by 2%	During the 17-18 school year, Aspire Tate Academy ended the year with a Chronic Absenteeism rate of 4.4%, our current Chronic Absenteeism rate is at 5.9%, an increase of 1.4%.
The suspension rate at Aspire Tate Academy will decrease by 50%, and restorative practices will be in place in 100% of classrooms.	During the 17-18 school year, our suspension rate was .2%, for the 18-19 school year, our suspension rate is .5%. 100% of our classrooms have restorative practices in place.
Aspire Tate Academy will have a 0% expulsion rate.	Aspire Tate Academy has a 0% expulsion rate.
85% of students will feel positive school affiliation, safe, and secure, as measured by the Student and Family Surveys.	100% of families who took the Student and Family Survey agreed or strongly agreed to the question, “The school is safe, clean, and in good condition”. 88% of families strongly agreed or agreed to the question, “My child feels safe and welcomed at school”.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. The school safety plan will have additional mid-year training 2. An attendance team will be created and meet monthly to discuss proactive attendance procedures and incentives as well as whole school incentives, communication with stakeholders and logistics. The team will be led by the Culture and Climate Specialist and comprise of the counselor, Business manager, office assistant and parent coordinator. 2b. The school will host attendance awareness workshops and increase attendance and supports for Tier 2 and 3 students. 3. Principal and Culture and climate specialist will train teachers on culturally responsive classroom management and host two workshops a year for students on code-switching and being “Scholar-ready’ 3b. school will host at least one student-centered event a month (I.e. assembly, AYS sports game, spelling bee, soccer tournament, dance team show, etc.) to give students opportunities to participate in school in a positive manner. 4. Students who have been underserved and have had behavioral challenges will be supported by the counselor and the culture and climate specialist and placed on a “love List” 4b. students on the love list will receive additional support through behavioral support plans, mentorship, additional field trips and relationship building on Saturdays	1. We had a beginning of the year training, a mid year training, and we have debriefs with the emergency safety team after every drill. Additionally, Aspire Tate Academy has debriefs with teachers and support staff whenever we are implementing new practices. 2. Aspire Tate Academy’s attendance team meets two times per month to review our progress with implementing our school-wide attendance plan. During these meeting we also review data and create interventions for those students that are chronically absent and classes that have an ADA below 98%. 2b. Our school hosted a beginning and mid-year attendance workshop. The mid-year attendance workshop was targeted for the families of students who are chronically absent. 3. Trainings were held in the beginning of the year to review culturally responsive classroom management, PBIS and restorative practices. We also added a training on socioemotional learning and its impacts on academic achievement. Lastly, we held a beginning of the year assembly for students that reviewed what it means to be “scholar-ready” in different areas of the school/times of the day. We had an additional “scholar-ready” assembly when we returned from Winter break where we reviewed what being “scholar-ready” means as well as the purpose behind code switching. 3b. Aspire Tate Academy has hosted at least two student-centered events a month including grade-level basketball games, grade-level soccer games, kickball tournaments, a spelling bee, whole-school dance assemblies, student government, Robotics Team Competition, volleyball clinics, spirit weeks, Career Day, African American Heritage Festival, Latino Heritage Festival, Literacy Fair, Fall Festival, Spring Festival, Field Day, Read Across America Day, at least two field trips per class. 4. The culture and climate specialist revisited the love list and updated it to include any students that presented new behavior challenges that they hadn’t presented last year (2017-2018). Furthermore, as the 2018-2019 year goes on, there are many students that have shown improvements and no longer	1. $240,000 2. $115,000 3. $90,000 4. $155,000 5. $45,000 6. $140,000 7. $105,000 1. LCFF Base 2. LCFF S/C 3. Title 1 4. LCFF Base 5. LCFF Base 6. LCFF Base 7. LCFF Base 1. Salaries & Benefits (Custodial & Safety) 2. Salaries & Benefits (Culture Specialist) 3. Salaries & Benefits (Counselor) 4. Salaries & Benefits (Office Manager/Asst) 5. Salaries & Benefits (Parent Coordinator) 6. Salaries & Benefits (Principal) 7. Professional Services	1. $240,000 2. $120,000 3. $95,000 4. $155,000 5. $45,000 6. $145,000 7. $115,000

	present the same need and have therefore been removed from the Love List. 4b. Students on the love list received a variety of additional supports depending on the level of need that we observed. These additional supports included but were not limited to student behavior plans, weekly or daily check ins/check outs, group or individual counseling, field trips on Saturdays or Sundays, and additional incentives based on interest inventories. Some of these students were also referred for SSTs and assessed for 504 eligibility.		

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Create safe, inclusive, and welcoming learning environments where students attend and are connected to their schools.

Our attendance team is highly data driven and analyzes various reports to guide their meeting agendas. The reports they analyze allow them to identify the students who are chronically tardy, chronically absent, or frequently truant. Once they identify these students, the attendance team meets with these families in order to create attendance support plans and to educate families on how chronic absenteeism is impacting their child. The attendance team also analyzes school wide and grade level trends which they use to provide additional interventions for the school as a whole when we see that they are missing a lot on a particular day/week or for classes that we see have a low ADA. We also use data to recognize the students who have perfect attendance or who have improved their attendance via certificates and raffles. During our parent workshops, we shared with parents what some of the research says regarding chronic absenteeism and academic achievement. We also helped parents to create morning and night routine schedules and a home incentive plan to motivate their children to go to school everyday and on time.

For our beginning of the year training, staff reviewed "The Warm Demander: An Equity Approach" as well as chapters from Zaretta Hammond's book, "Culturally Responsive Teaching and the Brain" and engaged in dialogue about how we can implement some of these author's findings to improve our practices as a school. We also dissected the PBIS implementation checklist and ensured that we addressed all the components and that we normed as a staff on what our school wide expectations are. We then facilitated assemblies in order to address the multi-leveled needs of our students. During these assemblies we reviewed what it looks like to be responsible, respectful and safe in all settings as well as the positive and negative reinforcements that our school will employ to reiterate behavior expectations. Furthermore, our Culture and Climate Specialist and Principal paired up with LMUs Restorative Justice Project to provide a staff PD that reviews how restorative practices help to foster independent scholars and how restorative practices can live in their classrooms via community building circles, restorative language, and teacher-student facilitated problem solving circles. The 2018-2019 school year was the second year we implemented PATHS, implementing the curriculum, our teachers reviewed school-based trauma data collected by our school counselor and then they did a deep dive of what research says are the benefits of teaching social emotional learning in schools. After that, teachers dissected the actual curriculum and made adjustments in order to make it more culturally relevant for their students.

One of our school's goal is surrounded around creating scholars that are well rounded and college ready. One of the things we committed to in order to reach this goal is providing more student centered events that provide our scholars with access to opportunities outside of our regular academic program. These opportunities include dance, art, PE, robotics, a spelling and geography bee and specific 6th grade events.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

According to the LEA, our school met the goal for parent engagement, basic school needs school climate and implementation of academic standards. We exceeded expectations in our suspension rate. In addition to meeting and exceeding expectations, we know the actions/services we implemented were effective because our school culture felt safe and very positive. According to our school surveys, students felt safe, happy and connected to an adult at school. Parents felt that they had consistent opportunities to get involved in school and that the school was clean and cared for.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We slightly exceeded the budget we had set aside. We saw the need to have our counselor participate in our lead team and we paid her a stipend for the year. We also wanted our students to have an extension of what they were learning and decided to have each class attend two field trips this school year, which includes cost of the bus and the entrance fee. In our monthly attendance meeting, we decided to allocate some funds to purchasing school-wide incentives for students that would encourage them to come to school each day. We also purchased materials and supplies for our monthly themes such as anti-bullying, women's history month, etc, so that teachers can have interactive read alouds and activities in class. Lastly, we ensured that all of our emergency supplies were updated in each classroom and office location.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We are working to keep the majority of these goals the same, because it proved to be successful in our attendance rate, suspension rate, as well as school emergency and safety.

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Engage parents and community partners through education, communication, and collaboration to promote student success.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities: NA

Annual Measurable Outcomes

Expected	Actual
Through parent groups and the School Site Councils, 80% of parents (including the subgroups of students with special needs and English Learners) will report through parent surveys, sign in sheets, and interviews, that they have a voice in decision making and are empowered to help schools improve and strengthen their programs.	In the 2018-2019 school year, parents reported having their voice heard through SSC, ELAC and coffee with the principal meetings.
100% of parents will have access to a series of literacy workshops, college and career workshops and how to help their child at home.	In the 2018-2019 school year, our school hosted a literacy workshop. We also had 3 teacher-led workshops that focused on middle school transition, homework assistance and SBAC preparation. Along with our teacher-led workshops, we partnered with PIQE to support our home-school connection.
The school will host 4 different community events.	In the 2018-2019 school year, our school hosted the following community events: (1) fall festival, (2) spring festival, (3) SPED engagement, (4) loteria night (5) teacher/parent social. We also hosted three museum days; days in which the community was invited to observe student presentations aligned to unit projects.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. The school will host monthly School site Council meetings and Coffee with the principal meetings throughout the year with Agenda and minutes 1a. Parent coordinator will advertise the meeting at least a week in advance through flyers, parent square and school announcements 1b. Parent coordinator will secure a consistent School Site Council committee and will ensure their attendance at each SSC meeting and will track it through sign in sheet, agenda and minutes. 2. The school will host at least one parent workshop a month on the following topics: how to help your child, anti-bullying, drug awareness, technology classes, etc. 3. The host will host at least 4 community events that celebrate culture and give family and community members access to resources in the surrounding community. The events will include fall and spring festival, Cinco De Mayo Festival, African-American Festival, etc.	1. Aspire Tate Academy hosted six school site council meetings throughout the year. We also hosted monthly coffee with the principal meetings. All meetings were facilitated with an agenda. Minutes were also recorded. 1a. Parent coordinator utilized parentsquare, Instagram and facebook for advertising meetings to parents. We also utilized flyers. All advertisements occurred 1-2 weeks in advance. 1b. Parent coordinator maintained a consistent School Site Committee. Committee members were reached out ot via phone or social media to ensure attendance. Attendance was tracked using SSC minutes and agenda. 2. Our school counselor hosted parent workshops in response to parent survey data. Workshops included anti-bullying, drug and gang awareness, etc. We also hosted technology workshops around parentsquare. 3. Aspire Tate Academy hosted a fall festival, spring festival, latino heritage month festival and Black history month festival.	1. Duplicate Goal 1 2. Duplicate Goal 1 3. Duplicate Goal 1 4. Duplicate Goal 1 1. LCFF S/C 2. Title 1 3. LCFF Base 4. LCFF Base 1. Salaries & Benefits (Culture Specialist) 2. Salaries & Benefits (Counselor) 3. Salaries & Benefits (Parent Coordinator) 4. Salaries & Benefits (Principal)	5. Duplicate Goal 1 6. Duplicate Goal 1 7. Duplicate Goal 1 8. Duplicate Goal 1

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Engage parents and community partners through education, communication, and collaboration to promote student success.

This year, our staff partnered with families and engaged in listening meetings, entrance interviews, student-led conferences and museum days/work exhibitions. The overall objective of this plan was to collaborate with, and empower parents through parent workshops, decision-making and engaging school events.

Parent workshops included topics that were similar to those we gave to our students, so that families were also learning what their students were learning with the social-emotional learning targets. We also partnered with local agencies and had them come in and give workshops for families. A specific organization we partnered with was the Parent Institute for Quality Education. This organization worked to support our parents in their understanding of Common Core State Standards (CCSS). This partnership came as a result of parent input at coffee with the principal and SSC meetings. Parents were also given other opportunities to voice their needs. At the

end of the school year, all families were given the opportunity to participate in a survey to determine the themes of our parent workshops.

Parents were also encouraged to attend and participate in decision making committees that included English Learning Advisory Committee and School Site Council. Parents gave suggestions and made decisions that directly affected the school and allocation of the budget. Lastly, we had at least one parent engagement event a month that always included a festival and an option of a parent tour, recess with your child, breakfast, movie night, etc. Parents had many opportunities to engage with our school in purposeful and productive ways.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The plan was effective in that our parent attendance at community events, SSC, ELAC and coffee with the principal meetings remained consistent throughout the 2018-2019 school year. Our partnership with PIQE supported parent attendance, with over 40 parents participating over a nine week period. We also implemented a room parent structure that allowed for more parents to become connected to teachers and instruction. Our implementation of family/student playdate also had great attendance with over 60 parents participating throughout the year.

Overall, we met our goals as they relate to parent connectedness to school, literacy workshops and community events. While we are working to maintain the participation of our Latino families, Aspire Tate Academy will work to increase the number of African American families that are participating in school wide events and initiatives.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We used the budget as allocated. We may have used a bit more on the purchase of resources for families during our Student Led Conferences, so that families could take materials home and use with their children. We also ensured that each parent event was hosted with a light snack or beverage. We purchased shirts for our parent volunteers that were constantly attending and assisting with projects. Lastly, we purchased personalized School Jackets for our parent committee members that served on ELAC and SSC.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There were no changes to this goal. Many of our goals were measured through parent attendance and engagement. Although many of our events had high attendance as measured through our sign-in sheets, our SSC and ELAC meetings had very low attendance. Also, after each workshop or after Student Led Conferences in the Spring, families took short surveys that indicated high engagement and helpful content. As for the LCFF Evaluation Rubrics, we met the set goal.

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Refine and expand targeted intervention and supports for students' academic, health, and social-emotional development.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 7, 8

Local Priorities: NA

Annual Measurable Outcomes

Expected	Actual
Increase the number of extracurricular activities and clubs offered to students by 2	Aspire Tate Academy offers students the following extracurricular activities/clubs: (1) Robotics, (2) Dance Team, (3) Student Government, (4) Broadcasting Club, (5) AYS Sports, (6) Boys Empowerment Group, (7) All Shades, (8) Mentor Club and (9) Pride Club.
Increase the number of students getting the appropriate support for reading by 15%	Students reading on grade level decreased from 21% to 13% as measured by the STAR.
Decrease the % of students reading 3 grade levels below to 20%	Students reading three levels below grade level increased from 50% (17-18) to 55% (18-19) as measured by STAR.
Decrease the number of students Far Below Basic by 25%	25.3% of students scored Far Below Basic in ELA as measured by the ICA.
100% of students in Tier 3 of BRTI will receive Counseling support at school or at a local agency	100% of students in Tier 3 of BRTI received Counseling support at school or at a local agency
100% of students will receive social emotional learning support from the teacher using SEL resources.	100% of students received social emotional learning support from the teacher using SEL resources/PATHS curriculum.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Aspire Tate Academy will offer extracurricular activities through Aspire	1. Aspire Tate Academy offers students the following extracurricular activities/clubs: (1)	1. $310,000	1. $310,000

Youth Sports, Dance/Choir Team, and Science Club 2. Students will receive extra support from their classroom teacher through reading conferences 2a. teachers will receive extra support and training in guided reading, reading conferences and strategy groups 2b.Instructional assistants will support with reading conferences, reading strategies and strategy groups 3. All teacher will implement Reader's workshop and have students ready for 45 minutes daily. 3a. Increase classroom libraries in each classroom so that students have high engaging books at their reading levels. 3b. conduct school-wide events to promote literacy and home-school connection 4. Teachers will backwards plan using common core ELA standards and units of study to deliver ELA instruction. All classrooms will have balanced literacy daily 4a. Teacher will receive additional professional development on ELA Common Core standards 4b. Principal will receive training on observing with a common core lens from New Leaders 5. Teachers will backwards plan using math common core standards and Eureka Math curriculum 5a. Teachers will attend Eureka math curriculum training 5b. Eureka math materials will be purchased for classrooms 5c. materials for Math family nights will be purchased 6. Students that have been identified through oncourse as losing instructional time for behavior will receive counseling support at school or at a local agency. 6a. The school will have a full-time counselor 7. All students at Aspire Tate Academy will receive instruction for social emotional learning using a social emotional learning curriculum. 8. Teachers will continue using Guided Language Acquisition strategies to teach content. 9. Teachers will teach 30 minutes of designated English Language Development 10. English Learners will receive language instruction at their CELDT level using EL Achieve curriculum Students that are new comers to the country will receive additional language development	robotics, (2) dance team, (3) student government, (4) broadcasting club, (5) AYS sports, (6) Boys Empowerment Group, (7) all shades, (8) mentor club and (9) pride club. 2. Classroom teachers engaged in reading conferences 1-2x a week using an aligned template. Teachers in grade 6 provided a structured reading time to allow for independent reading and conferring using the reader's workshop model. 2a. Teachers received training in guided reading, reading conferences, and strategy groups. 2b. Instructional assistants supported with reading conferences, reading strategies and strategy groups. 3. All teachers implemented reader's workshop and had students read for a developmentally appropriate time. 3a. Increased new teachers libraries and expanded libraries for book levels individual classrooms needed. 3b. Conducted math literacy nights, homework help, middle school transitions and reading workshops. 4. Teachers backwards planned their modules in reading and writing to include all components of balanced literacy. 4a. 5 teachers participated in Standards Institute training through Unbound Ed. 4b. Principal received training on the ASLF, a CCSS teaching rubric. 5. All teachers engaged in module internalization and lesson internalization for Eureka Math Modules. 5a. All teachers have attended the Eureka math training and received support from our regional content specialist. 5b. Every classrooms received Eureka materials. 5c. A math night was hosted and each grade level supplied families with resources. 6. Oncourse data was pulled and reviewed for trends monthly. Reports pulled and analyzed included but were not limited to "Discipline Incidents by Staff Members", "Demerits by Grade Level", "Student Discipline Incidents Summary Report", and "Referral and Loss of Instructional Minutes Report". From this data review, the culture and climate specialist referred students to the counselor for additional socioemotional support. She observed the referred students and consulted with parents, teachers and other staff that work with the student to determine the type of socioemotional support the students would benefit from the most. 6a. Aspire Tate Academy has a full-time counselor.	2. $40,000 3. $322,000 4. $125,000 5. $115,000 6. Duplicate Goal 1 7. Duplicate Goal 1 1. LCFF S/C 2. LCFF Base 3. Title S/C 4. LCFF Base 5. LCFF S/C 6. Duplicate Goal 1 7. Duplicate Goal 1 1. Salaries & Benefits (Elective Teachers) 2. Travel & Conferences 3. Salaries & Benefits (Intervention Staff) 4. Materials & Books 5. Salaries & Benefits (Dean of Instruction) 6. Salaries & Benefits (Counselor) 7. Professional Services	2. $74,000 3. $350,000 4. $140,000 5. $115,000 6. Duplicate Goal 1 7. Duplicate Goal 1

	7. All students at Aspire Tate Academy receive two PATHS lessons per week. In addition to PATHS lessons, the school counselor has provided classes with additional socioemotional learning support focused on bullying prevention, suicide/self harm prevention, and empathy building (random act of kindness week). 8. Some teachers used guided language acquisition (GLAD) strategies to teach content. All teachers used the Mathematical Language Routines (MLRs) to support ELLs. Teachers received training on integrated ELD in mathematics. 9. All ELLs received 30 minutes of designated ELD time. 10. ELLs received language instruction at their CELDT level with EL Achieve curriculum.		

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Refine and expand targeted intervention and supports for students' academic, health, and social-emotional development.

This year at ATA we worked to strengthen our multi-tiered systems of support for all scholars. Our Culture and Climate Specialist led the culture teams at our school in creating a strong school culture. She supported positive school culture through an emphasis on restorative practices, professional development on respect, rapport, and relationship, positive events, morning meetings, clubs, and PBIS. Additionally, she led the attendance team to ensure all scholars were present to receive strong tier 1 as well as tier 2 and 3 instruction and support where needed. In addition to the CNCS our Dean of Instruction ran our RtI/MTSS team for instruction. We worked to ensure strong tier 1 instruction was happening in classrooms weekly for all students, we created observation notebooks that focused on the instructional core, and coached teachers to improve student learning in alignment with the Aspire Student Learning Framework. We also had regular RtI/MTSS meetings, where we would analyze multiple data points for students in the grade. We would identify the lowest 20-30% of students in each grade level and then create intervention groups, progress monitor, and where appropriate move kids through the SST process when a disability was suspected. Additionally, we used data from these meetings to determine PD and data talks as well as identify teachers for more intensive coaching. Lastly, we adopted AimsWebplus to administer weekly progress monitoring assessments to all students in intervention groups, which we would analyze monthly to ensure the efficacy of our school interventions. In terms of tier 1 support for social-emotional learning our school adopted the PATHS curriculum this year and taught two lessons per week in addition to our other whole school practices (restorative justice,). Our schools mental health counselor also tracked growth for her social-emotional development interventions through a weekly scaled score with teachers to assess transference of social-emotional skills group work and in class response.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Student culture, as measured by the Aspire-wide survey, remained positive with 70% of students agreeing to feeling they belonged at school. It was maintained by interest in school wide clubs and activities (as measured by student attendance and parent feedback).

However, the amount of students reading at grade level decreased this school year. We held regular MTSS meetings, provided intervention via our intervention specialist or instructional aides and, still experienced a 8% decrease as measured by the STAR.

Math continues to be an area of strength. All teachers implemented the Eureka curriculum and aligned around best practices. This year, our students continued to outperform in math, when compared to ELA. We also continue to see tremendous growth in our ELL population. Currently, our ELL students are outperforming our EO students (as measured by the organization-wide ICA).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We used the entire budget that we set-out and we ensured that we purchased enough of the social emotional curriculum for each teacher. We ordered a few additional materials to help supplement this. For Kindergarten, we ordered materials for their different learning stations and a chalkboard for recess activity. All classes went on two field trips this year to build community and extend their learning.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There were no major changes made to this goal. We continued to have instructional assistants to support intervention for each grade level. The only difference was that we did not have the IAs pull students out, unless they were Tier 3. All intervention was a push in model and supported students before or during their independent work time. We also purchased the social emotional curriculum for each grade level. According to the LCFF rubric, we still have a disproportionality with our English Learners, Students with Disabilities

and African American students. As a result, we have included additional equity trainings for staff, sending them to Leading For Equity in Sonoma to reflect on whole school trends. We have also used part of our budget to sign our two Education Specialist to professional development to understand the shifts within Common Core State Standards (CCSS).

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

Execute high quality instructional program and provide educational options to ensure every student graduates college ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4

Local Priorities: NA

Annual Measurable Outcomes

Expected	Actual
100% of all teachers in Aspire Tate Academy are appropriately assigned and fully credentialed in the subject area and for the students they are teaching.	All teachers at Aspire Tate Academy are appropriately assigned and fully credentialed in the subject area for the students they are teaching.
100% of the students, including all subgroups, have the materials and resources necessary to access the CCSS aligned ELA academic curriculum.	All students have the materials and resources necessary to access the CCSs aligned ELA academic curriculum.
A CCSS aligned math curriculum will be implemented across 100% of the classrooms at Aspire Tate Academy.	Eureka was implemented across all classrooms at Aspire Tate Academy.
100% of English Learners will participate in a CCSS aligned ELD program and have access to all elements of the regular curriculum.	All English Learners participated in a CCSS ELD program using ELD standards and integrated ELD in the regular curriculum.
At least 25% of ELs will be reclassified to FEP to match or exceed the LAUSD annual percentage.	We have a 30% reclassification rate at Aspire Tate Academy for the academic years 2018-2019.
64% of ELs will make adequate yearly progress on the CELDT (or equivalent)	Assessment was discontinued.
The ELA achievement of ELs and FRL students will increase by 15%.	Data coming soon
The Math achievement of ELs and FRL students will increase by 15%.	Data coming soon

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. All applicants to Aspire Public Schools will be vetted through our credentialing services. 1a. our credentialing services department will continue monitoring teacher credentials and will notify any staff if changes or credentials need to be updated. 2. All teachers will use reader's workshop units of study to teach ELA instruction. 2a.Students will have access to an elaborate classroom library with books from different levels and genre 2b. all students will have access to laptops and writing paper to work on their writing drafts and final assignments 3. All teachers will have Eureka math materials for classrooms 3a. all students will have access to Eureka notebooks and math materials 3b. all students will have access to a computer-based math program to support their math learning 4. 100% of EL students will have access to EL Achieve curriculum 4a. 100% of EL students will have instruction at their designated CELDT level daily 5. Teachers will know and understand the speaking and listening standards 5a. Teachers will imbed listening and speaking instructional practices into their day 6. EL students will be identified by teacher and supported through reading and writing conferences	1. All applicants to Aspire Public Schools were vetted through our credentialing services. 1a. Our credentialing services department continued monitoring teacher credentials and notified any staff if changes or credentials need to be updated. 2. All ELA teachers used readers and writers' workshop units of study to teach ELA instruction. 2a. All students had access to classroom libraries with books at different levels and genres. 2b. All students has access to computers and writing supplies to engage in writing. 3. All math teachers had access to the materials they needed to teach Eureka Math. 3a. Eureka materials were purchased to support modules for all graded levels. 3b. All students had laptops and Eureka notebooks to support ZEARN. 4. 100% of students had access to EL Achieve Curriculum in K-5, 6th grade used integrated ELD. 4a. 100% of EL students received EL instruction at their level 4 times per week. 5. Teachers began to embed the speaking and listening standards in their units of study to create student showcases to practice speaking and listening standards. 6. EL Students were identified and supported through a variety of instructional practices during independent reading and writing time. 6a. Parents were informed and given extra resources through parent workshops and ELAC meetings.	1. $1,400,000 2. Duplicate Goal 3 3. $22,000 4. Duplicate Goal 3 1. LCFF Base 2. Duplicate Goal 3 3. LCFF Base 4. Duplicate Goal 3 1. Salaries & Benefits (Core Teachers) 2. Materials & Books 3. Computers & Equipment 4. Salaries & Benefits (Intervention Staff)	1. $1,400,000 2. Duplicate Goal 3 3. $22,000 4. Duplicate Goal 3

6a.Parents of English Learners will be informed and given extra resources through parent workshops and/or materials to assist their child at home 7. English Learners and FRL students that are two or more grade levels behind will be identified and given additional reading instruction for 30 minutes during the day or after school 8. Teachers will use GLAD strategies to support the instruction of math vocabulary 8a. Teachers will explicitly teach math word problems using the three reads model that is specifically for English Learners	7. English Learners and FRL students that performed in the bottom 20% of their grade in reading received extra pull-out support. 8. Teachers used GLAD and mathematical language practices to support during math instruction. 8a. Teacher taught word problems using the three reads strategy		

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The overall focus of this goal was to align our school's instructional program in ELA and Math K-6. All teachers implemented the Eureka math curriculum and teachers in 2-5 implemented the Zearn online program to supplement. In 6th grade, we used khan academy as a supplement. Teachers worked to align across practices in integrated ELD. For math, this meant implementation of the Three Reads, a mathematical language routine taken from Achieve the Core. Teachers in mathematics also worked to align around notebooking practices.

In grades K-6 all teachers implemented balanced literacy and used the Units of Study to guide their mini lessons, they had high interest short readings for shared reading and interactive read aloud. Teachers aligned around notebooking practices and a structured approach to writing (CERTs). Teachers also ensured that all students had 30-40 minutes of independent reading as they provided individualized instruction through conferencing and notetaking. Teachers pulled small strategy groups and/or guided reading. All students were getting differentiated instruction and it was through our ongoing data talks that teachers had an extra focus on our English Learners, Students with disabilities, and African American students. Students had more opportunities to discuss concepts in class and our goal was to increase the student stamina when it came to grappling through independent work. All work was aligned to grade level standards. Teachers would plan their units using the Understanding By Design protocol and backwards planning, using the end of unit project and the standards first.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Math data has continued to grow in grades four and five, as measured by the ICA. Grades three and six show a slight decline. However, our overall math data shows 55% of our students meeting or exceeding grade level standards in mathematics (ICA data). We see similar patterns in ELA with 45% of our students meeting or exceeding grade level standards, as measured by the ICA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We spent a large portion of our budget on trainings to align practices in ELA. These trainings included Standards Institute, Growing Educators and Teacher's College.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

According to the rubric, our progress has slowed in our English Language Arts and Math results. Next year, we will continue working hard on alignment and instructional planning K-6, but our biggest focus will be to reduce the disproportionality with three of our subgroups. Our school will make a concentrated effort to support our English Learners, Students with Disabilities and African American students.

Stakeholder Engagement

LCAP Year: **2018-2019**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review a

LCAP Community Forums (4 – March/Parents and staff received 3 sessions in March and a meeting in Apri)

District LCAP Meetings (4- quarterly) School Site Council meetings (6 – Sep, October, Jan., Feb., Apr, May)

English Learner Advisory Council meetings (October, January 16, March 14)

Total LCAP Meetings:

15 Surveys given: A district-wide survey was sent to all Aspire staff during the month of January Mid-year Teammate Survey

(February 2018) Panorama Parent Survey

(February 2018) Panorama Student Survey

(March 26-30) Student/parents survey was given through Panorama in March The LCAP survey was given to stakeholders in the months of March and April during Student Led Conferences and through Parent Square

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

There were a few themes that emerged from these meetings

Goal 1 (Action 1)- Parent input indicated a need to maintain extracurricular activities for students and more school celebrations. Staff input indicated need for clarity around counseling services. Staff input also asked that we clarify roles and responsibilities within our culture and climate lead team.

Goal 2 (Action 1)- Parents and staff input indicated a need to increase and improve communication from school to home and increase parent volunteerism in classrooms. Parents were also wondering about supervision and safety. Staff input indicated a need to make a stronger home-school connection so that parents can support at home. Ideas surfaced around connecting through the school website, social media or other avenues of technology

Goal 3 (Action 1)- Parents and staff input indicated a need to continue SEL work so that students are using the language and the skills at other parts of the day.

Goal 4 (Action 1) Students and family input indicated a continued need for technology/computers in the classroom; expanded school libraries that include bilingual books (English/Spanish) staff input indicated the need for lesson plan protocol for CCSS aligned instruction

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Unchanged Goal)

Create safe, inclusive, and welcoming learning environments where students attend and are connected to their schools.

Goal 1

Create safe, inclusive, and welcoming learning environments where students attend and are connected to their schools.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 5, 6

Local Priorities: NA

Identified Need:

Through stakeholder engagement meetings, a desire to create environments that promote an increased level of connection for students and parents to the school's mission and vision.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Facility Report card	3.5	Aspire Tate Academy will receive a 3 or better on the Facility Report Card used to assess the condition of the building and campus and the operations of the school.	Aspire Tate Academy will receive a 4 or better on the Facility Report Card used to assess the condition of the building and campus and the operations of the school.	Aspire Tate Academy will receive a 4 or better on the Facility Report Card used to assess the condition of the building and campus and the operations of the school.
Attendance	96.28%	Aspire Tate Academy will maintain a 97% ADA or better.	Aspire Tate Academy will maintain a 98% ADA or better.	Aspire Tate Academy will maintain a 98 % ADA or better.
Attendance	9.3%	Chronic absenteeism rate will reduce by 2%	Chronic absenteeism rate will reduce by 2%	Chronic absenteeism rate will reduce by 2%
Suspension rate	2 students suspended	The suspension rate at Aspire Tate Academy will decrease by 50%, and restorative practices will be in place in 100% of classrooms.	The suspension rate at Aspire Tate Academy will decrease by 50%, and restorative practices will be in place in 100% of classrooms.	The suspension rate at Aspire Tate Academy will decrease by 50%, and restorative practices will be in place in 100% of classrooms.
Expulsion Rate	0%	Aspire Tate Academy will have a 0% expulsion rate.	Aspire Tate Academy will have a 0% expulsion rate.	Aspire Tate Academy will have a 0% expulsion rate.
Student and family Surveys	80%	85% of students will feel positive school affiliation, safe, and secure, as measured by the Student and Family Surveys.	90% of students will feel positive school affiliation, safe, and secure, as measured by the Student and Family Surveys.	95% of students will feel positive school affiliation, safe, and secure, as measured by the Student and Family Surveys.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

NA

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

NA

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. The school safety plan will have additional mid-year training 2. An attendance team will be created and meet monthly to discuss proactive attendance procedures and incentives as well as whole school incentives, communication with stakeholders and logistics. The team will be led by the Culture and Climate Specialist and comprise of the counselor, Business manager, office assistant and parent coordinator. 2b. The school will host attendance awareness workshops and increase attendance and supports for Tier 2 and 3 students. 3. Principal and Culture and climate specialist will train teachers on culturally responsive classroom management and host two workshops a year for students on code-switching and being “Scholar-ready’ 3b. school will host at least one student-centered event a month (I.e. assembly, AYS sports game, spelling bee, soccer tournament, dance team show, etc.) to give students opportunities to participate in school in a positive manner. 4. Students who have been under-served and have had behavioral challenges will be supported by the counselor and the culture and climate specialist and placed on a “love List” 4b. students on the love list will receive additional support through behavioral support plans, mentorship, additional field trips and relationship building on Saturdays	1. The school safety plan will have additional mid-year training 2. An attendance team will be created and meet monthly to discuss proactive attendance procedures and incentives as well as whole school incentives, communication with stakeholders and logistics. The team will be led by the Culture and Climate Specialist and comprise of the counselor, Business manager, office assistant and parent coordinator. 2b. The school will host attendance awareness workshops and increase attendance and supports for Tier 2 and 3 students. 3. Principal and Culture and climate specialist will train teachers on culturally responsive classroom management and host two workshops a year for students on code-switching and being “Scholar-ready’ 3b. school will host at least one student-centered event a month (I.e. assembly, AYS sports game, spelling bee, soccer tournament, dance team show, etc.) to give students opportunities to participate in school in appositive manner. 4. Students who have been unde-served and have had behavioral challenges will be supported by the counselor and the culture and climate specialist and placed on a “love List” 4b. students on the love list will receive additional support through behavioral support plans, mentorship, additional field trips and relationship building on Saturdays	1. The school safety plan will have additional mid-year training 2. An attendance team will be created and meet monthly to discuss proactive attendance procedures and incentives as well as whole school incentives, communication with stakeholders and logistics. The team will be led by the Assistant Principal (AP) and comprise of the counselor, Business manager, office assistant and parent coordinator. 2b. The school will host attendance awareness workshops and increase attendance and supports for Tier 2 and 3 students. 3. Principal and AP will train teachers on culturally responsive classroom management and host two workshops a year for students on code-switching and being “Scholar-ready’ 3b. school will host at least one student-centered event a month (I.e. assembly, AYS sports game, spelling bee, soccer tournament, dance team show, etc.) to give students opportunities to participate in school in appositive manner. 4. Students who have been underserved and have had behavioral challenges will be supported by the counselor and the AP and placed on a “love List” 4b. students on the love list will receive additional support through behavioral support plans, mentorship, additional field trips and relationship building on Saturdays

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. $240,000 2. $115,000 3. $90,000 4. $155,000 5. $45,000 6. $140,000 7. $105,000	[Add amount here]	1. $280,000 2. $130,000 3. $170,000 4. $155,000 5. $50,000 6. $155,000 7. $90,000 8. $22,000
Source	1. LCFF Base 2. LCFF S/C 3. Title 1 4. LCFF Base 5. LCFF Base 6. LCFF Base 7. LCFF Base	[Add source here]	8. LCFF Base & Federal 1. LCFF S/C 2. LCFF S/C 3. LCFF Base 4. LCFF Base 5. LCFF S/C 6. LCFF Base 7. LCFF Base, Local, Federal (Title III) 8. LCFF S/C
Budget Reference	1. Salaries & Benefits (Custodial & Safety) 2. Salaries & Benefits (Culture Specialist) 3. Salaries & Benefits (Counselor) 4. Salaries & Benefits (Office Manager/Asst) 5. Salaries & Benefits (Parent Coordinator) 6. Salaries & Benefits (Principal) 7. Professional Services	[Add budget reference here]	1. Salaries & Benefits (Custodial & Safety) 2. Salaries & Benefits (Assistant Principal) 3. Salaries & Benefits (Counselor/Psych) 4. Salaries & Benefits (Office Manager/Asst) 5. Salaries & Benefits (Parent Coordinator) 6. Salaries & Benefits (Principal) 7. Professional Services 8. Field trips

Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

(Unchanged Goall)

Engage parents and community partners through education, communication, and collaboration to promote student success.

Goal 2

Engage parents and community partners through education, communication, and collaboration to promote student success.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities: NA

Identified Need:

Continue to focus on parent and community engagement and involvement.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent surveys and interviews	80%	Through parent groups and the School Site Councils, 80% of parents (including the subgroups of students with special needs and English Learners) will report through parent surveys, sign in sheets, and interviews, that they have a voice in decision making and are empowered to help schools improve and strengthen their programs.	Through parent groups and the School Site Councils, 85% of parents (including the subgroups of students with special needs and English Learners) will report through parent surveys, sign in sheets, and interviews, that they have a voice in decision making and are empowered to help schools improve and strengthen their programs.	Through parent groups and the School Site Councils, 90% of parents (including the subgroups of students with special needs and English Learners) will report through parent surveys, sign in sheets, and interviews, that they have a voice in decision making and are empowered to help schools improve and strengthen their programs.
Parent workshops 0	100%	100% of parents will have access to a series of literacy workshops, college and career workshops and how to help their child at home.	100% of parents will have access to a series of literacy workshops, college and career workshops and how to help their child at home.	100% of parents will have access to a series of literacy workshops, college and career workshops and how to help their child at home.
Community events	2	The school will host 4 different community events.	The school will host 5 different community events.	The school will host 5 different community events.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
NA	NA	NA

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	[Add 2018-19 selection here]	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. The school will host monthly School site Council meetings and Coffee with the principal meetings throughout the year with Agenda and minutes 1a. Parent coordinator will advertise the meeting at least a week in advance through flyers, parent square and school announcements	1. The school will host monthly School site Council meetings and Coffee with the principal meetings throughout the year with Agenda and minutes 1a. Parent coordinator will advertise the meeting at least a week in advance through flyers, parent square and school announcements 1b. Parent coordinator will secure a consistent School Site Council committee and will ensure their	1. The school will host monthly School site Council meetings and Coffee with the principal meetings throughout the year with Agenda and minutes 1a. Parent coordinator will advertise the meeting at least a week in advance through flyers, parent square and school announcements 1b. Parent coordinator will secure a consistent School Site Council committee and will ensure their

1b. Parent coordinator will secure a consistent School Site Council committee and will ensure their attendance at each SSC meeting and will track it through sign in sheet, agenda and minutes. 2. The school will host at least one parent workshop a month on the following topics: how to help your child, anti-bullying, drug awareness, technology classes, etc. 3. The host will host at least 4 community events that celebrate culture and give family and community members access to resources in the surrounding community. The events will include fall and spring festival, Cinco De Mayo Festival, African-American Festival, etc.	attendance at each SSC meeting and will track it through sign in sheet, agenda and minutes. 2. The school will host at least one parent workshop a month on the following topics: how to help your child, anti-bullying, drug awareness, technology classes, etc. 3. The school will host at least 4 community events that celebrate culture and give family and community members access to resources in the surrounding community. The events will include fall and spring festival, Cinco De Mayo Festival, African-American Festival, etc.	attendance at each SSC meeting and will track it through sign in sheet, agenda and minutes. 2. The school will host at least one parent workshop a month on the following topics: how to help your child, anti-bullying, drug awareness, technology classes, etc. 3. The school will host at least 4 community events that celebrate culture and give family and community members access to resources in the surrounding community. The events will include fall and spring festival, Cinco De Mayo Festival, African-American Festival, etc.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. Duplicate Goal 1 2. Duplicate Goal 1 3. Duplicate Goal 1 4. Duplicate Goal 1	[Add amount here]	1. Duplicate Goal 1 2. Duplicate Goal 1 3. Duplicate Goal 1 4. Duplicate Goal 1
Source	1. LCFF S/C 2. Title 1 3. LCFF Base LCFF Base	[Add source here]	1. LCFF S/C 2. Title 1 3. LCFF Base 4. LCFF Base
Budget Reference	1. Salaries & Benefits (Culture Specialist) 2. Salaries & Benefits (Counselor) 3. Salaries & Benefits (Parent Coordinator) 4. Salaries & Benefits (Principal)	[Add budget reference here]	5. Salaries & Benefits (AP) 6. Salaries & Benefits (Counselor) 7. Salaries & Benefits (Parent Coordinator) 8. Salaries & Benefits (Principal)

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Unchanged Goal)

Refine and expand targeted intervention and supports for students' academic, health, and social-emotional development.

Goal 3

Refine and expand targeted intervention and supports for students' academic, health, and social-emotional development.

State and/or Local Priorities addressed by this goal:

State Priorities: 4,7,8

Local Priorities: NA

Identified Need:

Based off stakeholder feedback, there is a need to target our lowest performing students through targeted interventions.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Extra-Curricular sports	3	Increase the number of extracurricular activities and clubs offered to students by 2	Increase the number of extracurricular activities and clubs offered to students by 1	Increase the number of extracurricular activities and clubs offered to students by 1
DRA	10%	Increase the number of students getting the appropriate support for reading by 15%	Increase the number of students getting the appropriate support for reading by 10%	Increase the number of students getting the appropriate support for reading by 5%

DRA	25%	Decrease the % of students reading 3 grade levels below to 20%	Decrease the % of students reading 3 grade levels below to 15%	Decrease the % of students reading 3 grade levels below to 10%
ELA SBAC	42%	Decrease the number of students Far Below Basic by 25%	Decrease the number of students Far Below Basic by 20%	Decrease the number of students Far Below Basic by 15%
Math SBAC	43%	Decrease the number of students Far Below Basic by 25%	Decrease the number of students Far Below Basic by 20%	Decrease the number of students Far Below Basic by 15%
Oncourse Data	90%	100% of students in Tier 3 of BRTI will receive Counseling support at school or at a local agency	100% of students in Tier 3 of BRTI will receive Counseling support at school or at a local agency	100% of students in Tier 3 of BRTI will receive Counseling support at school or at a local agency
Oncourse Data	10%	100% of students will receive social emotional learning support from the teacher using SEL resources.	100% of students will receive social emotional learning support from the teacher using SEL resources.	100% of students will receive social emotional learning support from the teacher using SEL resources.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
NA	NA	NA

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. Aspire Tate Academy will offer extracurricular activities through Aspire Youth Sports, Dance/Choir Team, and Science Club 2. Students will receive extra support from their classroom teacher through reading conferences 2a. teachers will receive extra support and training in guided reading, reading conferences and strategy groups 2b.Instructional assistants will support with reading conferences, reading strategies and strategy groups 3. All teacher will implement Reader's workshop and have students ready for 45 minutes daily. 3a. Increase classroom libraries in each classroom so that students have high engaging books at their reading levels. 3b. conduct school-wide events to promote literacy and home-school connection 4. Teachers will backwards plan using common core ELA standards and units of study to deliver ELA instruction. All classrooms will have balanced literacy daily 4a. Teacher will receive additional professional development on ELA Common Core standards 4b. Principal will receive training on observing with a common core lens from New Leaders 5. Teachers will backwards plan using math common core standards and Eureka Math curriculum 5a. Teachers will attend Eureka math curriculum training 5b. Eureka math materials will be purchased for classrooms 5c. materials for Math family nights will be purchased 6. Students that have been identified through oncourse as losing instructional time for	1. Aspire Tate Academy will offer extracurricular activities through Aspire Youth Sports, Dance/Choir Team, and Science Club 2. Students will receive extra support from their classroom teacher through reading conferences 2a. teachers will receive extra support and training in guided reading, reading conferences and strategy groups 2b.Instructional assistants will support with reading conferences, reading strategies and strategy groups 3. All teacher will implement Reader's workshop and have students ready for 45 minutes daily. 3a. Increase classroom libraries in each classroom so that students have high engaging books at their reading levels. 3b. conduct school-wide events to promote literacy and home-school connection 4. Teachers will backwards plan using common core ELA standards and units of study to deliver ELA instruction. All classrooms will have balanced literacy daily 4a. Teacher will receive additional professional development on ELA Common Core standards 4b. Principal will receive training on observing with a common core lense from New Leaders 5. Teachers will backwards plan using math common core standards and Eureka Math curriculum 5a. Teachers will attend Eureka math curriculum training 5b. Eureka math materials will be purchased for classrooms 5c. materials for Math family nights will be purchased 6. Students that have been identified through oncourse as losing instructional time for	1. Aspire Tate Academy will offer extracurricular activities through Aspire Youth Sports, Dance Team, Robotics and Student Government. 2. Students will receive extra support from their classroom teacher through reading conferences 2a. teachers will receive extra support and training in guided reading, reading conferences and strategy groups 2b.Instructional assistants will support with reading conferences, reading strategies and strategy groups 3. All teacher will implement Reader's workshop and have students ready for 45 minutes daily. 3a. Increase classroom libraries in each classroom so that students have high engaging books at their reading levels. 3b. conduct school-wide events to promote literacy and home-school connection 4. Teachers will backwards plan using common core ELA standards and units of study to deliver ELA instruction. All classrooms will have balanced literacy daily 4a. Teacher will receive additional professional development on ELA Common Core standards 4b. Principal will receive training on observing with a common core lense from New Leaders 5. Teachers will backwards plan using math common core standards and Eureka Math curriculum 5a. Teachers will attend Standards Institute training 5b. Eureka math materials will be purchased for classrooms 5c. materials for Math family nights will be purchased

behavior will receive counseling support at school or at a local agency. 6a. The school will have a full-time counselor All students at Aspire Tate Academy will receive instruction for social emotional learning using a social emotional learning curriculum.	behavior will receive counseling support at school or at a local agency. 6a. The school will have a full-time counselor All students at Aspire Tate Academy will receive instruction for social emotional learning using a social emotional learning curriculum.	6. Students that have been identified through oncourse as losing instructional time for behavior will receive counseling support at school or at a local agency. 6a. The school will have a full-time counselor All students at Aspire Tate Academy will receive instruction for social emotional learning using a social emotional learning curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. $40,000 2. $100,000 3. Duplicate Goal 1 4. Duplicate Goal 1 5. Duplicate Goal 1 6. $240,000	[Add amount here]	1. $130,000 2. Duplicate Goal 1 3. $117,000 4. Duplicate Goal 1 5. $110,000 6. $510,000
Source	1. LCFF Base 2. LCFF S/C 3. Title 1 4. LCFF S/C 5. LCFF Base LCFF S/C	[Add source here]	1. LCFF Base & LCFF S/C 2. LCFF S/C 3. LCFF S/C & Federal (Title I) 4. LCFF Base 5. Federal (Title I) 6. LCFF S/C & State (ASES/Sped)
Budget Reference	1. Books & Materials 2. Books & Materials 3. Salaries & Benefits (Counselor) 4. Salaries & Benefits (Dean) 5. Salaries & Benefits (Principal) 6. Salaries & Benefits (Intervention support)	[Add budget reference here]	1. Books & Materials 2. Salaries & Benefits (Counselor) 3. Salaries & Benefits (Dean of Instruction) 4. Salaries & Benefits (Principal) 5. Salaries & Benefits (Intervention Specialist) 6. Salaries & Benefits (Intervention support)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
NA	NA

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
EL	School Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Teachers will continue using Guided Language Acquisition strategies to teach content. Teachers will teach 30 minutes of designated English Language Development English Learners will receive language instruction at their CELDT level using EL Achieve curriculum Students that are newcomers to the country will receive additional language development	Teachers will continue using Guided Language Acquisition strategies to teach content. Teachers will teach 30 minutes of designated English Language Development English Learners will receive language instruction at their CELDT level using EL Achieve curriculum Students that are newcomers to the country will receive additional language development	Teachers will continue using Guided Language Acquisition strategies to teach content. Teachers will teach 30 minutes of designated English Language Development English Learners will receive language instruction at their ELPAC level using EL Achieve curriculum Students that are newcomers to the country will receive additional language development

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. $310,000 2. $40,000 3. $322,000 4. $125,000 5. $115,000 6. Duplicate Goal 1	[Add amount here]	1. $400,000 2. $50,000 3. Duplicate Goal 3, Action 1 4. Duplicate Goal 3, Action 1 5. Duplicate Goal 3, Action 1 6. Duplicate Goal 1

	7. Duplicate Goal 1		7. Duplicate Goal 1
Source	1. LCFF S/C 2. LCFF Base 3. Title S/C 4. LCFF Base 5. LCFF S/C 6. Duplicate Goal 1 7. Duplicate Goal 1	[Add source here]	1. LCFF S/C 2. LCFF S/C 3. Duplicate Goal 3, Action 1 4. Duplicate Goal 3, Action 1 5. Duplicate Goal 3, Action 1 6. Duplicate Goal 1 7. Duplicate Goal 1
Budget Reference	1. Salaries & Benefits (Elective Teachers) 2. Travel & Conferences 3. Salaries & Benefits (Intervention Staff) 4. Materials & Books 5. Salaries & Benefits (Dean of Instruction) 6. Salaries & Benefits (Counselor) 7. Professional Services	[Add budget reference here]	1. Salaries & Benefits (Elective Teachers) 2. Travel & Conferences 3. Salaries & Benefits (Intervention Staff) 4. Materials & Books 5. Salaries & Benefits (Dean of Instruction) 6. Salaries & Benefits (Counselor) 7. Professional Services

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Unchanged)

Execute high quality instructional program and provide educational options to ensure every student graduates college ready.

Goal 4

Execute high quality instructional program and provide educational options to ensure every student graduates college ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4

Local Priorities: NA

Identified Need:

Provide opportunities for students to prepare them to be college and career ready in the 21st century.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Credentialing Services	100%	100% of all teachers in Aspire Tate Academy are appropriately assigned and fully credentialed in the subject area and for the students they are teaching.	100% of all teachers in Aspire Tate Academy are appropriately assigned and fully credentialed in the subject area and for the students they are teaching	100% of all teachers in Aspire Tate Academy are appropriately assigned and fully credentialed in the subject area and for the students they are teaching
CCSS aligned program	100%	100% of the students, including all subgroups, have the materials and resources necessary to access the CCSS aligned ELA academic curriculum.	100% of the students, including all subgroups, have the materials and resources necessary to access the CCSS aligned ELA academic curriculum.	100% of the students, including all subgroups, have the materials and resources necessary to access the CCSS aligned ELA academic curriculum.
CCSS aligned program	100%	A CCSS aligned math curriculum will be implemented across 100% of the classrooms at Aspire Tate Academy.	A CCSS aligned math curriculum will be implemented across 100% of the classrooms at Aspire Tate Academy.	A CCSS aligned math curriculum will be implemented across 100% of the classrooms at Aspire Tate Academy.
CCSS aligned program	100%	100% of English Learners will participate in a CCSS aligned ELD program and have access to all elements of the regular curriculum.	100% of English Learners will participate in a CCSS aligned ELD program and have access to all elements of the regular curriculum.	100% of English Learners will participate in a CCSS aligned ELD program and have access to all elements of the regular curriculum.
CELDT	19%	At least 25% of ELs will be reclassified to FEP to match or exceed the LAUSD annual percentage.	At least 30% of ELs will be reclassified to FEP to match or exceed the LAUSD annual percentage.	Discontinued
CELDT	48%	64% % of ELs will make adequate yearly progress on the CELDT (or equivalent)	65% of ELs will make adequate yearly progress on the CELDT (or equivalent)	Discontinued
SBAC	2%	The ELA achievement of ELs and FRL students will increase by 15%.	The ELA achievement of ELs and FRL students will increase by 15%.	The ELA achievement of ELs and FRL students will increase by 15%.
SBAC	1%	The Math achievement of ELs and FRL students will increase by 15%.	The Math achievement of ELs and FRL students will increase by 15%.	The Math achievement of ELs and FRL students will increase by 15%.
ELA Distance from Standard (DFS) SBAC	2018 CA School Dashboard Results: All Students: 3.1 points below standard	NA	Baseline Data	All Students: 0 points below standard African American: 16.6 points below standard

	African American: 26.6 points below standard SPED: 53.5 points below standard Latinx: 0.9 points below standard English Learner: 6.7 points below standard FRL: 3.1 points below standard			SPED: 43.5 points below standard Latinx: 0 points below standard English Learner: 1 point below standard FRL: 0 points below standard
Math Distance from Standard (DFS) SBAC	<u>2018 CA School Dashboard Results:</u> All Students: 13.1 points above standard African American: 2.4 points below standard SPED: 29.8 points below standard Latinx: 14.1 points above standard English Learner: 12.3 points above standard FRL: 13.1 points above standard	NA	Baseline Data	All Students: 15 points above standard African American: 0 points below standard SPED: 19 points below standard Latinx: 20 points above standard English Learner: 15 points above standard FRL: 15 points above standard

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
NA	NA	NA

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. All applicants to Aspire Public Schools will be vetted through our credentialing services. 1a. our credentialing services department will continue monitoring teacher credentials and will notify any staff if changes or credentials need to be updated. 2. All teachers will use reader's workshop units of study to teach ELA instruction. 2a.Students will have access to an elaborate classroom library with books from different levels and genre 2b. all students will have access to laptops and writing paper to work on their writing drafts and final assignments 3. All teachers will have Eureka math materials for classrooms 3a. all students will have access to Eureka notebooks and math materials 3b. all students will have access to a computer-based math program to support their math learning	1. All applicants to Aspire Public Schools will be vetted through our credentialing services. 1a. our credentialing services department will continue monitoring teacher credentials and will notify any staff if changes or credentials need to be updated. 2. All teachers will use reader's workshop units of study to teach ELA instruction. 2a.Students will have access to an elaborate classroom library with books from different levels and genre 2b. all students will have access to laptops and writing paper to work on their writing drafts and final assignments 3. All teachers will have Eureka math materials for classrooms 3a. all students will have access to Eureka notebooks and math materials 3b. all students will have access to a computer-based math program to support their math learning	1. All applicants to Aspire Public Schools will be vetted through our credentialing services. 1a. our credentialing services department will continue monitoring teacher credentials and will notify any staff if changes or credentials need to be updated. 9. All teachers will use reader's workshop units of study to teach ELA instruction. 2a.Students will have access to an elaborate classroom library with books from different levels and genre 2b. all students will have access to laptops and writing paper to work on their writing drafts and final assignments 10. All teachers will have Eureka math materials for classrooms 3a. all students will have access to Eureka notebooks and math materials 3b. all students will have access to a computer-based math program to support their math learning

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. $1,327,000	[Add amount here]	1. $1,342,000

	2. Duplicate Goal 3 3. $30,000 4. Duplicate Goal 3 $250,000		2. Duplicate Goal 3 3. $90,000 4. Duplicate Goal 3 5. Duplicate Goal 3, Action 2 6. $175,000
Source	1. LCFF Base 2. Duplicate Goal 3 3. LCFF Base 4. Duplicate Goal 3 LCFF Base	[Add source here]	1. LCFF Base 2. Duplicate Goal 3 3. LCFF Base & LCFF S/C 4. Duplicate Goal 3 5. Duplicate Goal 3 6. Federal (Sped) & State (Sped)
Budget Reference	1. Salaries & Benefits (Core Teachers) 2. Materials & Books 3. Computers & Equipment 4. Salaries & Benefits (Intervention Staff) 5. Salaries & Benefits (Electives Teachers)	[Add budget reference here]	1. Salaries & Benefits (Core Teachers) 2. Materials & Books 3. Technology, Equipment & software 4. Salaries & Benefits (Intervention Staff) 5. Salaries & Benefits (Electives Teachers) 6. Salaries & Benefits (Ed Specialists)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
NA	NA

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
EL	School Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Unchanged
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
1. 100% of EL students will have access to EL Achieve curriculum 4a. 100% of EL students will have instruction at their designated CELDT level daily 2. Teachers will know and understand the speaking and listening standards 5a. Teachers will imbed listening and speaking instructional practices into their day 3. EL students will be identified by teacher and supported through reading and writing conferences 6a.Parents of English Learners will be informed and given extra resources through parent workshops and/or materials to assist their child at home 4. English Learners and FRL students that are two or more grade levels behind will be identified and given additional reading instruction for 30 minutes during the day or after school 5. Teachers will use GLAD strategies to support the instruction of math vocabulary 8a. Teachers will explicitly teach math word problems using the three reads model that is specifically for English Learners	1. 100% of EL students will have access to EL Achieve curriculum 4a. 100% of EL students will have instruction at their designated ELPAC level daily 2. Teachers will know and understand the speaking and listening standards 5a. Teachers will imbed listening and speaking instructional practices into their day 3. EL students will be identified by teacher and supported through reading and writing conferences 6a.Parents of English Learners will be informed and given extra resources through parent workshops and/or materials to assist their child at home 4. English Learners and FRL students that are two or more grade levels behind will be identified and given additional reading instruction for 30 minutes during the day or after school 5. Teachers will use GLAD strategies to support the instruction of math vocabulary 8a. Teachers will explicitly teach math word problems using the three reads model that is specifically for English Learners	1. 100% of EL students will have access to EL Achieve curriculum 4a. 100% of EL students will have instruction at their designated ELPAC level daily 2. Teachers will know and understand the speaking and listening standards 5a. Teachers, in math and ELA, will imbed listening and speaking instructional practices into their day 3. EL students will be identified by teacher and supported through reading and writing conferences 6a.Parents of English Learners will be informed and given extra resources through parent workshops and/or materials to assist their child at home 4. English Learners and FRL students that are two or more grade levels behind will be identified and given additional reading instruction for 30 minutes during the day or after school 5. Teachers will use GLAD strategies to support the instruction of math vocabulary 8a. Teachers will explicitly teach math word problems using the three reads model that is specifically for English Learners

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. $1,400,000 2. Duplicate Goal 3 3. $22,000 Duplicate Goal 3	[Add amount here]	1. Duplicate Goal 3, Action 1 2. Duplicate Goal 3, Action 2 3. Duplicate Goal 3 Action 1
Source	1. LCFF Base 2. Duplicate Goal 3 3. LCFF Base Duplicate Goal 3	[Add source here]	1. Duplicate Goal 3, Action 1 2. Duplicate Goal 3, Action 2 3. Duplicate Goal 3 Action 1

Budget Reference	1. Salaries & Benefits (Core Teachers) 2. Materials & Books 3. Computers & Equipment 4. Salaries & Benefits (Intervention Staff)	[Add budget reference here]	1. Materials & Books 2. Travel & Conferences 3. Salaries & Benefits (Intervention Staff)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-2020**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 1,050,000	35%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

In the 2019-2020 school year, 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 35%. This proportionality percentage will be met through a combination of targeting the increased LCFF funds towards supports that disproportionately target unduplicated pupils and through improving the effectiveness of the intervention support already provided

In the 2019-2020 school year, $1,050,000 of the school's LCFF revenues are derived from the supplemental and concentration grants. These funds will be expended in a school-wide manner because the school's unduplicated pupil count as a percent of enrollment is above the 40 percent threshold required to expend funds school-wide. These funds are supporting Instructional Deans, social/emotional counseling support, technology, instructional materials, books, and other supports that meet the needs of these students.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-2018**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
%810,000	29%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

In the 2017-2017 school year, $810,000 of the school's LCFF revenues are derived from the supplemental and concentration grants. These funds will be expended in a school-wide manner because the school's unduplicated pupil count as a percent of enrollment is above the 40 percent threshold required to expend funds school-wide. These funds are supporting Instructional Deans, social/emotional counseling support, technology, instructional materials, books, and other supports that meet the needs of these students.

In the 2017-2018 school year, 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 29%. This proportionality percentage will be met through a combination of targeting the increased LCFF funds towards supports that disproportionately target unduplicated pupils and through improving the effectiveness of the intervention support already provided

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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 Education Code (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.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (*http://www.cde.ca.gov/fg/ac/sa/*)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent

year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are 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.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are 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.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the

action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

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).

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 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. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services 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.

For school districts only, identify in the description those services 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 services 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 services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
    b. Mathematics – CCSS for Mathematics
    c. English Language Development (ELD)
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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