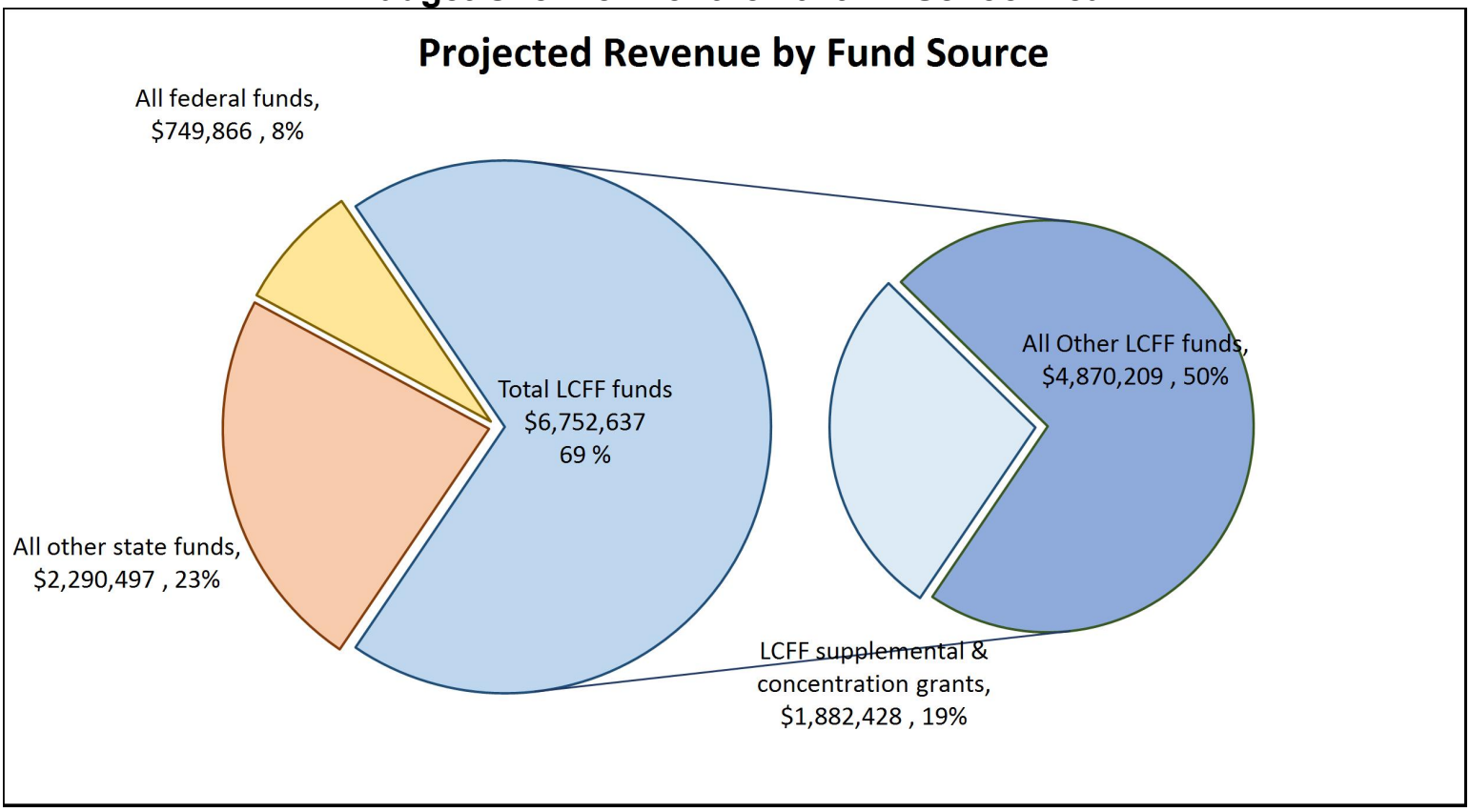
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspire Juanita Tate Academy Charter School
CDS Code: 19647330124792
School Year: 2026-27
LEA contact information:
Austin Saddlemire
Principal
AspireATA@aspirepublicschools.org
323.235.8400

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

Budget Overview for the 2026-27 School Year

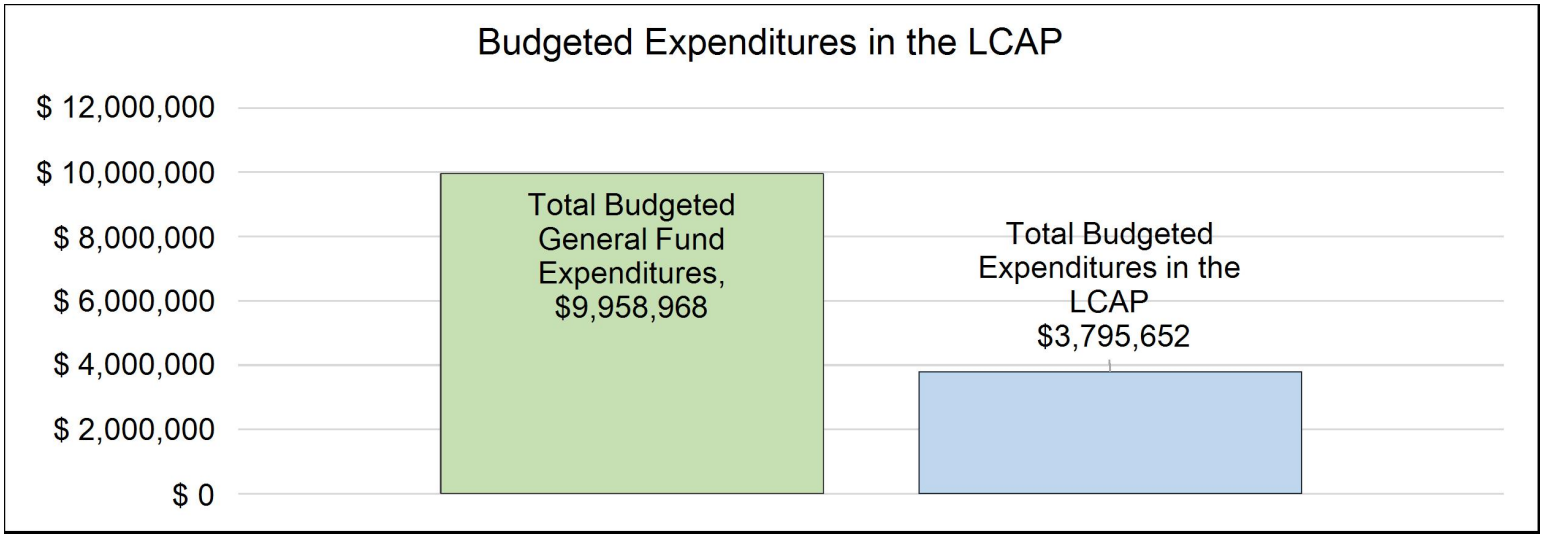


This chart shows the total general purpose revenue Aspire Juanita Tate Academy Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aspire Juanita Tate Academy Charter School is $9,793,000, of which $6,752,637 is Local Control Funding Formula (LCFF), $2,290,497 is other state funds, $0 is local funds, and $749,866 is federal funds. Of the $6,752,637 in LCFF Funds, $1,882,428 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Aspire Juanita Tate Academy Charter School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Aspire Juanita Tate Academy Charter School plans to spend $9,958,968 for the 2026-27 school year. Of that amount, $3,795,652 is tied to actions/services in the LCAP and $6,163,316 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

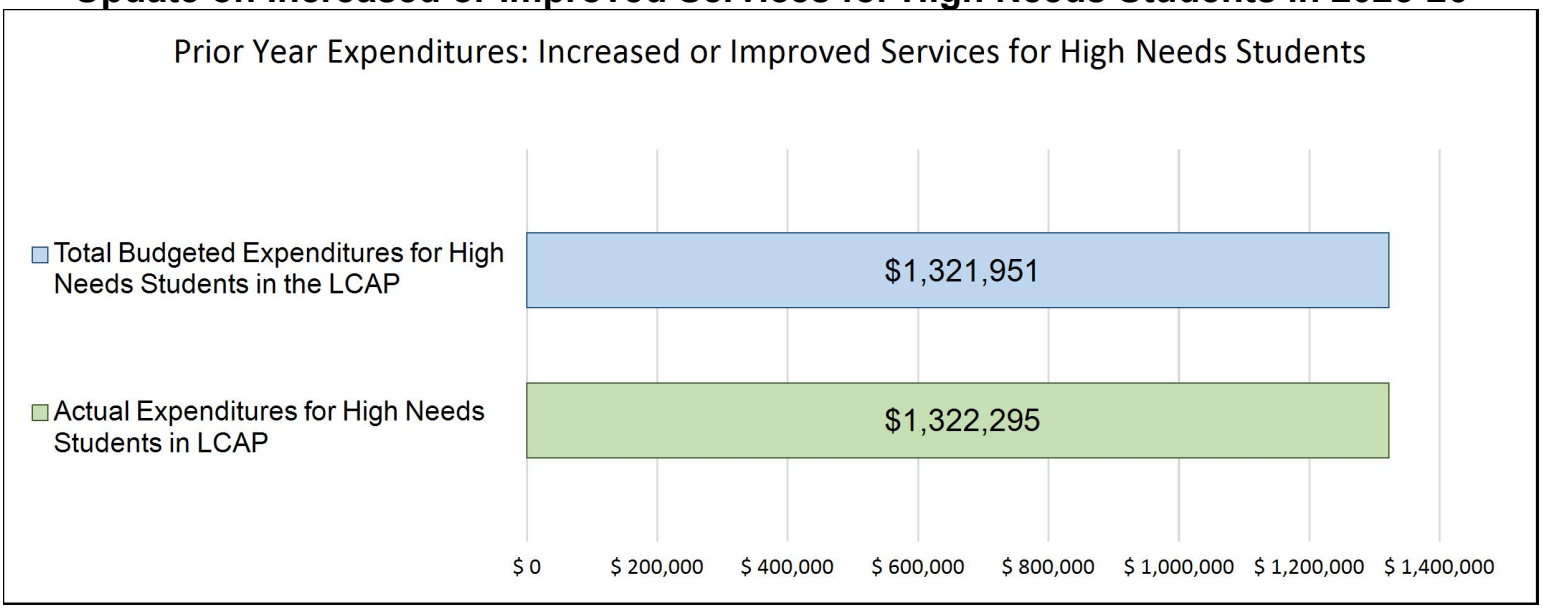
It's crucial to emphasize that while the LCAP plays a central role in resource allocation, it does not encompass the entirety of LEA expenditures. The General Fund, which covers expenses beyond the LCAP framework, encompasses a broad spectrum of services and administrative functions, including but not limited to operational costs for fundamental LEA functions such as administration, utilities, and cafeteria services.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Aspire Juanita Tate Academy Charter School is projecting it will receive $1,882,428 based on the enrollment of Foster Youth, English learner, and low-income students. Aspire Juanita Tate Academy Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Aspire Juanita Tate Academy Charter School plans to spend $1,882,510 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Aspire Juanita Tate Academy Charter School's LCAP budgeted $1,321,951 for planned actions to increase or improve services for high needs students. Aspire Juanita Tate Academy Charter School actually spent $1,322,295 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Aspire Juanita Tate Academy Charter School	Austin Saddlemire Principal	AspireATA@aspirepublicschools.org 323.235.8400

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Aspire Juanita Tate Academy is a TK-6 public charter school located in South Los Angeles and part of the Aspire Public Schools network. Established as a Public School Choice option, the school has been successfully serving the local community for over 15 years. Aspire Tate Academy has 315 students enrolled, 100% of whom qualify for free or reduced lunch and is dedicated to addressing the educational needs of our historically underserved, diverse community. The student body is 92% Hispanic and 7% Black, with 46% classified as multilanguage learners and 19% recently reclassified as fluent English proficient.

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. Aspire Tate Academy, school values strong partnerships with families and the community to ensure holistic student development. Parents are encouraged to actively participate through the Parent Volunteer Program, School Site Council (SSC), English Learner Advisory Committee (ELAC), and workshops designed to strengthen home-school collaboration. Regular communications, including weekly newsletters and social media updates, help keep families informed and engaged.

Aspire Tate Academy's LCAP funding is strategically targeted to provide students with a safe, well-maintained learning environment, access to technology, intervention programs, and extracurricular activities aimed at closing the opportunity gap and fostering students' strengths. The school's commitment to academic excellence is supported by a rigorous curriculum aligned with state standards, focusing on developing students' critical thinking, creativity, and decision-making skills.

The school also addresses the limited access to arts and extracurricular activities in the surrounding community by providing enriching programs within the school that include robust Dance programming, and sports through our PE teacher. Social-emotional learning and targeted interventions further support students' academic, social, and emotional success, and last year Tate was awarded the gold distinction through CA

The vision of Aspire Juanita Tate Academy is to prepare scholars to build fulfilling and liberated futures for themselves and their communities. Its mission emphasizes centers the philsophies of ubuntu and in lak'ech, providing a joyful and rigorous academic experience, promoting inclusivity, and addressing systemic inequities that have historically impacted marginalized communities, including Black, Latine, Indigenous, and People of Color.

Aspire Juanita Tate Academy remains committed to creating a nurturing environment where students, families, and staff collaborate to achieve educational success, ensuring that all students are prepared to thrive in college, careers, and beyond.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Performance Overview:
Based on our analysis of both the California School Dashboard and local data, we have identified the following successes and challenges in our school's performance. This reflection has guided our LCAP planning to address identified needs effectively.

Successes:
One notable success is the significant growth in ELA performance as a school improving as reflected in the latest SBAC DFS data by +10.4 points,. This was achieved through targeted interventions, data-driven instruction, and a strong focus on differentiated support for diverse learners. Additionally, English learners, socioeconomically disadvantaged students, Hispanic/Latine students, and students with disabilities all demonstrated notable progress, with gains of +14.5, +9.2, +14.2, and +44 points, respectively. The celebration is the clear upward trajectory in student achievement, reinforcing the impact of our instructional strategies and commitment to equity. In addition, our school saw large improvements in the number of students making progress in their English language development with 62.5% making growth as measured by summative ELPAC.

Challenges:
However, we identified challenges in academic performance specifically in mathematics, dropping -7.3 points in DFS to -45.7 as a school. We saw some drops, and marginal growth for our subgroups of students with ELs growing +1.7, socioeconomically disadvantaged students dropping -7.6, and students with disabilities growing 1.1. In addition, our chronic absenteeism also took a drastic drop increasing by 4%, and all student subgroups dropped with ELs growing by 3.9%, Hispanic students growing 3.9%, Black students growing by 18.6%, and socioeconomically growing by 4.5%. The exception is that our students with disabilities did improve by dropping -4.4%.

Actions Taken:

To address these challenges, we have implemented a structured master calendar that prioritizes strategic collaborative planning time, ensuring that educators have dedicated opportunities to analyze data, share best practices, and plan targeted interventions. Additionally, we have strengthened our progress-monitoring systems to track student growth and adjust support in real time. Our aligned curriculum for reading foundational skills provides a consistent and research-based approach to literacy instruction, ensuring that students with disabilities receive the necessary scaffolding to build essential skills. Furthermore, our co-teaching model enhances inclusive instruction, allowing general education and special education teachers to work together in delivering differentiated support. These actions are designed to support students with disabilities and align with our LCAP goal of increasing academic proficiency and ensuring equitable access to rigorous instruction. In terms of attendance, we have restructured our attendance team to meet weekly and have implemented more robust tier 1 attendance incentives whole school, along with tier 2 supports for students and families who were chronically absent during the previous year, and students who may be trending chronic this year.

As required by the LCAP template, the actions related to the student groups and state indicators identified in the 2022–23 California School Dashboard as performing at the lowest performance level (red) will remain unchanged throughout the three-year LCAP cycle. These groups and indicators, which have guided the development of actions and services, are as follows: Chronic Absenteeism: All Students, English Learner, Socioeconomically Disadvantaged

ATA has unexpended Learning Recovery Emergency Block Grant (LREBG) funds that will be carried forward into the 2026–27 school year. These funds will continue to support Goal 4, Action 4.1 (ELA) and Goal 4, Action 4.2 (Math). As permitted by the LCAP template, the rationale for selecting these actions, the alignment of the actions to allowable uses of LREBG funds, and the manner in which the actions address the literacy and mathematics needs identified through the school's needs assessment are described within the action descriptions under Goal 4.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers	All Aspire Tate staff are invited to LCAP feedback office hours beginning in March. Teammates determine the large topics to focus their attention and provide successes and areas of improvement for the big aspects of our work.
Principals and Admin	Admin and lead teachers synthesize the feedback from all stakeholders and then settle on next steps that are presented for further comment and feedback from all stakeholders.
Other School Personnel	All Aspire Tate staff are invited to LCAP feedback office hours beginning in March. Teammates determine the large topics to focus their attention and provide successes and areas of improvement for the big aspects of our work.
Parents	Coffee with the Principal, hosted Monthly beginning in August. School Site Council hosted quarterly in September, November, February, and April English Language Advisory Council hosted quarterly in August, October, February, April All parents are invited to attend and provide feedback during Coffee with the principal, SSC meetings and ELAC. To elicit feedback, we provide parents with the ""state of Tate"" utilizing internal and external data. We also discuss growth and successes within specific annual focus areas. Parents were also provided with an LCAP survey via our school dojo account and hard copies in the month of Apri.
Students	Students were engaged through Bi-Annual Aspire Student Surveys that gathered feedback on school culture, classroom climate, sense of

Educational Partner(s)	Process for Engagement
	belonging, and their learning experiences. Additionally, focus group discussions were held with our Student Council and BSU.
SELPA (Special Education)	Special education teammates were engaged through the Bi-Annual Teammate Surveys, and the Mid-Year All Staff Survey. Monthly team meetings were also opportunities for engagement and to share updates on the development of the LCAP and report progress. Additionally, the LEA consulted regularly with SELPA representatives through quarterly meetings to discuss strategies for enhancing support services and ensuring compliance with special education.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The educational partner engagement process directly informed revisions and refinements to Aspire Tate Academy's LCAP actions, services, and priorities. Feedback was gathered through multiple engagement structures, including Bi-Annual Teammate Surveys, Staff Needs Assessments, staff meetings, leadership meetings, School Site Council (SSC), English Learner Advisory Committee (ELAC), family and student surveys, family workshops, Coffee with the Principal events, listening sessions. These engagement opportunities helped the school identify and prioritize instructional, behavioral, attendance, and engagement needs aligned to LCAP goals LCFF priorities, and charter renewal expectations.

Feedback from teachers, administrators, and school staff highlighted the need for stronger instructional coherence, consistent progress monitoring, and additional support for Students with Disabilities (SWD), English Learners (EL), Hispanic students, African American students, and Socioeconomically Disadvantaged students. In response, the LCAP was revised to strengthen instructional coaching, lesson internalization practices, collaborative planning, and subgroup-focused data analysis. Staff also emphasized the importance of integrated whole-child systems and targeted intervention monitoring, resulting in expanded cycles of inquiry and more intentional use of academic, attendance, behavioral, and social-emotional data to guide decision-making and support planning. Family feedback gathered through surveys, SSC and ELAC meetings, family workshops, school newsletters, increased enrichment opportunities, academic supports, and attendance interventions.

Families also emphasized the importance of school safety, belonging, and culturally responsive engagement. As a result, the LCAP now includes enhanced family communication systems, expanded engagement opportunities, strengthened attendance outreach and intervention supports for students experiencing chronic absenteeism, and continued investments in positive school culture and student connectedness. Student survey feedback related to classroom climate, belonging, engagement, and social-emotional wellness informed the continued emphasis on inclusive classroom practices, restorative approaches, and social-emotional learning opportunities to ensure students feel academically challenged, emotionally supported, and connected to the school community. Consultation with SELPA representatives further informed revisions related to inclusive instructional practices, co-teaching structures, aligned accommodations, and progress monitoring systems for students with disabilities. These discussions reinforced the importance of aligning IEP goals, grade-level instruction, and intervention supports to ensure equitable access to rigorous learning opportunities.

Overall, educational partner feedback directly influenced the prioritization of actions focused on academic acceleration, instructional coherence, whole-child supports, family engagement, and equitable outcomes for student groups most impacted by achievement and attendance gaps. These revisions ensure the LCAP remains responsive to data, educational partner input, and the continuous improvement expectations outlined in charter renewal criteria.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	We are committed to empowering every student to flourish academically with equitable learning experiences, ensuring they not only maintain their unique identity but also strengthen their bonds with the community, fostering a collective journey towards excellence.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Aspire remains committed to accelerating student progress. This means providing robust interventions, differentiated instruction, and a high-quality education for all. Our goal is to ensure equitable outcomes, dismantling achievement gaps that have historically disadvantaged certain groups. This aligns perfectly with Aspire's mission: empowering students for success in college or any path that reflects their unique identities. We'll achieve this by delivering rigorous, standards-based curriculum, instruction, and data-driven support to propel student achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Smarter Balanced Assessment (SBAC) Results in English Language Arts (ELA) DFS CA School Dashboard	2022-2023 SBAC ELA DFS All: -30.7 African American/Black: -54.8 English Learners: -56.7 Socioeconomically disadvantaged: -30.3 Hispanic/Latinx: -27.6	2023-2024 SBAC ELA DFS All Students: -25.7 English Learner: -43.4 Socioeconomically Disadvantaged: -25.7	2024-2025 SBAC ELA DFS All Students: -15.3 English Learner: -28.9 English Learners Only: -65.1 English Only: -2.1	2025-2026 SBAC ELA DFS All: -21.70 African American/Black: -45.80 English Learners: -47.70	All Students: Increased 15.4 English Learner: Increased 27.8 Hispanic: Increased 18.3 Socioeconomically Disadvantaged: Increased 15.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: -60	Black/African American: -30.9 Hispanic: -23.2 Students with Disabilities: -88.7	Hispanic: -9.3 Recently Reclassified Fluent-English Proficient Only: 19.1 Socioeconomically Disadvantaged: -14.5 Students with Disabilities: -44	Socioeconomically disadvantaged: -21.30 Hispanic/Latinx: -18.60 Students with Disabilities: -51	Students with Disabilities: Increased 16
1.2	Smarter Balanced Assessment (SBAC) Results in Mathematics DFS CA School Dashboard	2022-2023 SBAC Math DFS All: -36.2 African American/Black: -79.1 English Learners: -61.3 Socioeconomically disadvantaged: -36.2 Hispanic/Latinx: -31.7 Students with Disabilities: -66.8	2023-2024 SBAC MATH DFS All Students: -38.4 English Learner: -51 Socioeconomically Disadvantaged: -38.4 Black/African American: -90.1 Hispanic: -32.9 Students with Disabilities: -94.4	2024-2025 SBAC MATH DFS All Students: -45.7 English Learner: -49.3 English Learners Only: -76.6 English Only: -46.7 Hispanic: -39.5 Recently Reclassified Fluent-English Proficient Only: -12.1 Socioeconomically Disadvantaged: -46 Students with Disabilities: -93.3	2025-2026 SBAC Math DFS All: -21.20 African American/Black: -64.10 English Learners: -46.30 Socioeconomically disadvantaged: -21.20 Hispanic/Latinx: -16.70 Students with Disabilities: -51.80	All Students: Decreased 9.5 English Learner: Increased 12 Hispanic: Decreased 7.8 Socioeconomically Disadvantaged: Decreased 9.8 Students with Disabilities: Decreased 26.5
1.3	CA Science Test (CAASPP-Elpac.ets.org)	2022-2023 Science Test 17.54% Met & Exceeded	2023-24 Science Test % Below Standard	2024-25 Science Points (SPs) All Students: 45.1 science points	2025-2026 Science Test 22.54% Met or Exceeded	2.16% Decreased

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			All Students: 16.9 points below Hispanic: 15.6 points below English Learner: 21 points below Socioeconomically Disadvantaged: 16.9 points below 20.75% Met or Exceeded	English Learner: 42.3 science points English Learners Only: 31.9 science points English Only: 49.1 science points Hispanic: 46.4 science points Recently Reclassified Fluent-English Proficient Only: 51 science points Socioeconomically Disadvantaged: 45.1 science points Students with Disabilities: 40 science points 15.38% Met or Exceeded		
1.4	% of EL students making progress toward ELPAC proficiency (ELPI) CA School Dashboard	2022-2023 ELPI 51.20% of ELs making progress towards English language proficiency	2023-24 ELPI EL: 46.3% of ELs making progress towards English language proficiency LTEL: Not significant number of LTELs	2024-2025 ELPI EL: 62.5% of ELs making progress towards English language proficiency LTEL: Not significant number of LTELs	2025-2026 ELPI 57% of ELs making progress towards English language proficiency	Increased 11.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	EL Reclassification Rate (RFEP Rate) MLL Dashboard	2022-2023 RFEP Rate 15%	2023-2024 RFEP Rate: 13.84%	2024-25 RFEP Rate: 14.47%	2025-2026 RFEP Rate Maintain 15% or above	Decreased 0.53%
1.6	Sufficient Access to Standard-Aligned Materials (SARC)	2022-2023 100% of students have access to standards aligned curricular materials.	2023-24 100% of students have access to standards-aligned materials	2024-25 100% of students have access to standards-aligned materials	2025-2026 100% of students have access to standards aligned curricular materials.	Maintained 100%
1.7	Implementation of academic content and performance standards (Local indicator, priority 2, option 2 self-reflection) Average rating on scale of 1-5	2023-2024 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 5	2024-2025 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 5	2025-2026 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 5	2026-2027 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 4 or Above	Maintain
1.8	How program and services will enable EL students to access CCSS and ELD standards for gaining EL proficiency (Local Indicator, Priority 2 self-reflection)	2023-2024 Rate the LEA's progress in providing professional learning for teaching to the ELA and ELD Curriculum: 5 Rate the LEA's progress in making instructional materials that are aligned to ELA and ELD: 5 Rate the LEA's progress in implementing policies or	2024-2025 Rate the LEA's progress in providing professional learning for teaching to the ELA and ELD Curriculum: 5 Rate the LEA's progress in making instructional materials that are	2025-2026 Rate the LEA's progress in providing professional learning for teaching to the ELA and ELD Curriculum: 5 Rate the LEA's progress in making instructional materials that are	2026-2027 Average Rating: 4 or above	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 5	aligned to ELA and ELD: 5 Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 5	aligned to ELA and ELD: 5 Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 5		
1.9	Other academic outcomes (iReady Reading & Math) % Met Typical Annual Growth	2023-2024 iReady Reading % of students that met annual typical growth All Students: 52% Grade K: 43% Grade 1: 40% Grade 2: 57% Grade 3: 52% Grade 4: 49% Grade 5: 58% Grade 6: 54% iReady Math % of students that met annual typical growth	SY 2024-25 (iReady Reading) % of students that met annual typical growth All Students: 48% Grade 3: 53% Grade 4: 41% Grade 5: 43% Grade 6: 59% SY 2024/25 (iReady Math)	SY 2025–26 (iReady Reading) % of students that met annual typical growth All Students: 41.1% Grade 00: 69.2% Grade 01: 40.4% Grade 02: 30.4% Grade 03: 70.0% Grade 04: 16.9% Grade 05: 28.9% Grade 06: 34.1%	2026-2027 40% of All Students Met 100% of the Typical Annual Growth	Other academic outcomes (iReady Reading) All Students: Decreased 10.9% Grade K (00): Increased 26.2% Grade 1: Increased 0.4% Grade 2: Decreased 26.6% Grade 3: Increased 18.0% Grade 4: Decreased 32.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students: 51% Grade K: 72% Grade 1: 51% Grade 2: 39% Grade 3: 47% Grade 4: 45% Grade 5: 57% Grade 6: 63%	% of students that met annual typical growth All Students: 26% Grade K: 16% Grade 1: 10% Grade 2: 8% Grade 3: 18% Grade 4: 26% Grade 5: 27% Grade 6: 74%	SY 2025–26 (iReady Math) % of students that met annual typical growth All Students: 41.8% Grade 00: 51.3% Grade 01: 51.1% Grade 02: 17.4% Grade 03: 36.0% Grade 04: 33.9% Grade 05: 51.1% Grade 06: 43.9%		Grade 5: Decreased 29.1% Grade 6: Decreased 19.9% Other academic outcomes (iReady Math) All Students: Decreased 9.2% Grade K (00): Decreased 20.7% Grade 1: Increased 0.1% Grade 2: Decreased 21.6% Grade 3: Decreased 11.0% Grade 4: Decreased 11.1% Grade 5: Decreased 5.9% Grade 6: Decreased 19.1%
1.10	Broad course of study (Local Indicator Survey, Priority 7)	2023-2024 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2024-2025 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math,	2025-2026 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math,	2026-2027 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Science, Social Science, PE, and Art	Science, Social Science, PE, and Art	Science, PE, and Art	
1.11	Other academic outcomes (mClass) % at and above benchmark	2023-2024 26% at & above benchmark	2024-25 39.00% at or above benchmark	2025-26 32.00% at or above benchmark	2026-2027 60% at & above benchmark	Increased 6%

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Aspire Juanita Tate Academy (ATA) implemented the actions aligned to Goal 1 through full implementation of standards-aligned curriculum, Aspire Student Learning Framework (ASLF)-aligned coaching, equitable master scheduling, data-driven assessment cycles, integrated and designated ELD, inclusive SPED practices, and whole-child supports designed to strengthen Tier 1 instruction and accelerate academic growth for all student groups. Throughout the year, educators engaged in cycles of inquiry using California School Dashboard indicators, i-Ready Reading and Math diagnostics, mCLASS data, ELPI outcomes, attendance trends, and subgroup performance data to inform instructional planning, intervention, and resource allocation.

Implementation included collaborative planning cycles, lesson internalization, instructional coaching, and regular data meetings focused on English Learners (EL), Students with Disabilities (SWD), Hispanic students, African American students, and Socioeconomically Disadvantaged (SED) students. Teachers implemented designated and integrated ELD, small-group instruction, intervention blocks, targeted literacy supports, and inclusive instructional practices to increase access to grade-level content. ATA also maintained 100% access to standards-aligned instructional materials and continued professional learning aligned to ELA, ELD, mathematics, and NGSS implementation.

Several successes supported progress toward Goal 1. Dashboard data demonstrated significant improvement in ELA outcomes across the LCAP cycle, including improvement for All Students from -30.7 DFS in 2022-2023 to -15.3 DFS in 2024-2025. Hispanic students improved from -27.6 to -9.3 DFS, English Learners improved from -56.7 to -28.9 DFS, and Socioeconomically Disadvantaged students improved from -30.3 to -14.5 DFS. ELPI outcomes also increased from 51.2% to 62.5% of English Learners making progress toward English language proficiency. Additionally, mCLASS reading performance improved from 26% to 32% of students performing at or above benchmark, reflecting gains in foundational literacy systems. These outcomes reflect the impact of instructional coaching, collaborative planning, literacy intervention systems, integrated ELD supports, and ongoing progress-monitoring cycles.

Mathematics achievement and outcomes for Students with Disabilities remain key focus areas as ATA continues strengthening acceleration systems for all learners. While ELA outcomes improved significantly, Dashboard Math performance declined from -36.2 DFS to -45.7 DFS for All Students during the LCAP cycle, with persistent gaps for Students with Disabilities and English Learners. i-Ready Math outcomes also showed a decline in the percentage of students meeting annual typical growth, particularly in grades K-5, highlighting the need for stronger Tier 1 math instruction, intervention systems, and vertical alignment. Students with Disabilities demonstrated improvement in ELA outcomes, improving from -60 DFS to -44 DFS, but continue to experience significant achievement gaps in both ELA and Math. Chronic absenteeism also remains an ongoing challenge, particularly for African American students and other high-need student groups, impacting consistent

access to instruction and intervention. These findings reinforced the importance of strengthening attendance systems, inclusive instructional practices, progress monitoring, and targeted academic interventions to accelerate outcomes for historically underserved student groups.

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

Variance in MLL is attributed to updated Title III allocations.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Full implementation of curriculum, coaching, intervention, SPED, MLL, and Title I actions contributed to measurable growth in ELA outcomes, ELPI performance, and increased instructional coherence across grade levels, supporting improved academic outcomes and accelerated growth for student groups. ELA actions demonstrated the strongest impact, with substantial growth across All Students, Hispanic students, English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Mid-year (MOY) i-Ready Reading data also showed stronger progress toward annual typical growth targets, reinforcing the effectiveness of targeted literacy instruction, intervention systems, and coaching cycles.

Math is where we saw the biggest drop decreasing -9 points from DFS to -45.7 from standard. However, mid-year iReady data indicated acceleration and stronger annual math growth for all students, and subgroups.

Students with disabilities demonstrated growth in ELA but a drop, similar to the entire school in Math. We need to strengthen existing instructional practices, and progressive monitoring systems to accelerate growth for these groups.

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

Drawing from California School Dashboard results, mid-year (MOY) data, and feedback from educational partners, Aspire Tate Academy will continue to refine its instructional systems and strengthen the impact of targeted supports during the 2026–2027 school year. Instructional coaching and lesson internalization cycles will place greater emphasis on strengthening math instruction, improving the consistency and depth of formative assessment practices, enhancing differentiation, and refining subgroup-focused planning to better meet the needs of all learners.

Inquiry cycles and ongoing progress monitoring will continue to use multiple data sources—including i-Ready, attendance, English Learner Progress Indicator (ELPI), and subgroup performance trends—to identify students who are not yet on track to achieve one year of academic growth. Intervention structures will be further aligned with core instruction, and reteaching practices will be refined to accelerate outcomes for Students with Disabilities, English Learners, Hispanic students, and Socioeconomically Disadvantaged students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Grade Level Curriculum	Maintain the newly adopted curricular materials and annual curriculum replacements to ensure that all core subjects have standards-based, culturally relevant and board-approved curriculum. Maintain the newly adopted social studies curriculum materials Purchase additional Phonics supplemental curriculum as needed in TK-2 to support foundational skills. Continue professional development and planning release time for newer curriculum implementations. Purchase replacement Chromebooks (grades 1-5) and iPads (grades TK-K) so that all students have devices (1:1) and access to regular grade-level content practice experiences. The actions outlined above are designed to benefit all students, while specifically aiming to address the urgent needs highlighted by the California School Dashboard. Red indicators have been identified for Students with Disabilities and ELs in SBAC Math & ELA. These actions ensure that while all students receive support, there is focused intervention to close the achievement gaps for those most at risk.	$318,474.00	Yes
1.2	Instruction (Guaranteed and Viable Instruction)	Utilize the Aspire Student Learning Framework to ensure that students receive guaranteed and viable instruction that includes culturally responsive instruction, universal design for learning and principles of inclusion. Ensure students have access to culturally responsive texts within each content area. Ensure that classroom artifacts reflect the diversity of students and the community. Utilize updated ASLF framework as a coaching tool that integrates Culturally Responsive Teaching Strategies within the four domains. Provide professional development on elements of our Guaranteed and Viable Instruction, including time for planning small group data- informed instruction for focus students. Focus students will be identified and their data will be tracked and responded to throughout the year.	$747,556.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Co-plan PD with regional content directors/program managers.		
1.3	Instruction (Master Scheduling)	Continue to create a master schedule that is equitable and provides students with access to all core content and opportunities for enrichment/electives. Work with Program Specialists to ensure master schedule allows for co-teaching (grouping students purposefully to support with common planning) AND co-planning especially in the coring grades. Ensure master schedule has time for intervention to the extent possible that does not limit access to enrichment. Work with Regional Expanded Learning Program Manager and Afterschool Director to ensure After-School Program is available for all students, runs for 30 additional days outside of the school year, and provides homework support, enrichment, and academic support in fluency (reading fluency, math basic skills, typing skills) through collaborating and observing classroom teachers during the academic school day. School schedules will reflect time for daily and weekly intervention and acceleration. Early Learning to ensure early learning components are reflected in TK/K teacher schedules (i.e. Soft start, centers, Fluent Seeds) with the help of the Early Learning Academic Program Manager.	$223,075.00	No
1.4	Instruction (Assessment)	Teachers will conduct regular data analysis in short, medium and long term data cycles to tailor instruction and provide targeted support to students. Interventions include but are not limited to; 1:1 intervention, additional small group intervention by an instructional leader or supplemental staff member, and the SST process to identify specific supports for students through a monitored individualized learning plan. Provide professional development on standards-aligned curriculum and their assessment resources (iReady, EL Achieve, Amplify, etc.).		No

Action #	Title	Description	Total Funds	Contributing
		Co-plan PD with regional content directors/program managers. Provide regular time for short and medium cycle data discussions (through shared preps, release days with substitutes, or protected time on early release days). These data discussions will focus on formative short cycle assessments Have regional academic team model data discussions and/or provide support with identifying high leverage short cycle assessments.		
1.5	MLL	MLL (multilingual learners) students will receive designated and integrated ELD instruction and teachers will receive professional development to support MLLs. Work with Regional MLL Program Manager to ensure all MLL students receive designated ELD instruction 4 times/week without losing access to core content. Purchase additional EL Achieve materials/kits for groups of students based on data. Provide Professional Development on Designated MLL support. Provide targeted professional development and supports for Newcomers as described in the EL Master Plan.	$19,798.00	No
1.6	SPED	Ensure Free Appropriate Public Education (FAPE) aligned to the requirement to provide the Least Restrictive Environment (LRE) thorough service implementation to meet the needs of Students with Disabilities including compliance with IEPs. Ensure that every child is meaningfully engaged in a rigorous instruction that meets their academic, social-emotional and developmental needs. (from Aspire's inclusion statement). Ensure classroom General Education and Education Specialist co-teachers have weekly shared planning time to support co-teaching, data analysis, and collaboration With Program Specialist, conduct a program review and conduct co-teaching self-assessment and create 1-2 goals based on self-assessment	$1,415,026.00	No

Action #	Title	Description	Total Funds	Contributing
		from Aspire's Special Education Resource. Review current practices to ensure there are cycles of observation built into your schedule to monitor success and challenges of co-teaching models and partnerships. Ensure instructional assistants receive appropriate training to support school-wide goals		
1.7	Black Excellence	Continue our Black Student Union (BSU) and provide materials (t-shirts, supplies, etc.) Conduct field trips for our BSU. Have our Pro Black Programming Coordinator conduct regular family celebrations and create Black Family Advisory Council.		No
1.8	Title I	To enhance academic performance across all student groups, with a focus on aiding those at the lowest achievement levels, our strategy involves utilizing Title I funds for the following positions: School Site Health Specialist Mental Health Therapist This approach, grounded in our commitment to equity, ensures all students have access to necessary resources and support, regardless of socioeconomic status. By allocating Title I funds towards these positions we aim to provide targeted interventions that directly contribute to student success. The expected outcome is an improvement in the academic performance of our low-achieving students, measured by assessments, progress monitoring, and state testing results, evidencing the effectiveness of this support. Funding from Title I will specifically support these critical roles, aligning our actions with federal guidelines to boost educational outcomes for disadvantaged students.	$181,696.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	We create the conditions for all students to achieve a strong sense of agency and wellness that allows them to thrive emotionally and socially.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal reflects our commitment to create a school environment where everyone feels welcome and supported. It aligns with Aspire's mission of inclusivity and dismantling systems that have marginalized communities. We will prioritize fostering a sense of safety, connection, student engagement, and strong parent involvement. To achieve this, we'll focus on reducing chronic absenteeism, suspension, and expulsion rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Student Sense of Safety and School Connectedness as a Percentage (Aspire Student Survey)	2023-2024 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 69% Grades 6-12: 65% Teacher-student relationships: Grades 3-5: 85% Grades 6-12: 73% School Safety:	2024-2025 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 67% Grades 6-12: 60% Teacher-student relationships: Grades 3-5: 76% Grades 6-12: 71% School Safety: Grades 3-5: 64% Grades 6-12: 54%	2025-26 Aspire Student Survey 78% responded favorably: ""The school provides a safe environment for my child."" 78% responded favorably: ""I feel comfortable discussing my child(ren)'s needs	2026-2027 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 89% Grades 6-12: 85% Teacher-student relationships: Grades 3-5: 100% Grades 6-12: 93%	Safe Environment: Decreased 16% Comfort with Staff: Increased 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grades 3-5: 63% Grades 6-12: 69%		with their teacher(s) and/or other school staff."" 	School Safety: Grades 3-5: 83% Grades 6-12: 89%	
2.2	Student Suspension Rates as a Percentage (CA School Dashboard)	2022-2023 Suspension Rate All Students: 0% African American/Black: 0% Hispanic/Latinx: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students with Disabilities: 0%	2023-2024 Suspension Rate All Students: 0.00% Black/African American: 0.00% Hispanic: 0.00% Multiple Races/Two or More: 0.00% Students with Disabilities: 0.00% English Learner: 0.00% Socioeconomically Disadvantaged: 0.00%	2024-2025 Suspension Rate All Students: 0.00% Black/African American: 0.00% English Learner: 0.00% Hispanic: 0.00% Multiple Races/Two or More: 0.00% Socioeconomically Disadvantaged: 0.00% Students with Disabilities: 0.00%	2025-2026 Suspension Rate All Students: 0% African American/Black: 0% Hispanic/Latinx: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students with Disabilities: 0%	All Students: Maintained 0% Hispanic: Maintained 0% English Learners: Maintained 0% Socioeconomically Disadvantaged: Maintained 0% Students with Disabilities: Maintained 0%
2.3	Chronic Absenteeism (CA School Dashboard)	2022-2023 Chronic Absenteeism Rate All: 34.60% African American/Black: Data Not Displayed Hispanic/Latinx: 30.40% English Learners: 33.50% Socioeconomically disadvantaged: 34.20% Students with Disabilities: 28.30%	2023-2024 Chronic Absenteeism Rate All Students: 24.10% English Learner: 20.60% Socioeconomically Disadvantaged: 24.00% Black/African American: 60.00%	2024-2025 Chronic Absenteeism Rate All Students: 28.10% Black/African American: 78.60% English Learner: 24.50% Hispanic: 24.60%	2025-2026 Chronic Absenteeism Rate All: 25.60% African American/Black: Data Not Displayed Hispanic/Latinx: 21.40% English Learners: 24.50%	All Students: Decreased 6.5% Hispanic: Decreased 5.8% English Learners: Decreased 9% Socioeconomically Disadvantaged: Decreased 5.7% Students with Disabilities: Decreased 3.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic: 20.70% Multiple Races/Two or More: 37.90% Students with Disabilities: 28.60%	Multiple Races/Two or More: 40.00% Socioeconomically Disadvantaged: 28.50% Students with Disabilities: 24.40%	Socioeconomically disadvantaged: 25.20% Students with Disabilities: 19.30%	
2.4	Efforts we make to seek parent input. (Aspire Family Survey)	2023-2024 Aspire Family Survey Barriers to Engagement: 92% responded favorably Family Engagement: 26% responded favorably	2024-2025 Aspire Family Survey Barriers to Engagement: 91% responded favorably Family Engagement: 21% responded favorably	2025-26 Aspire Family Survey Barriers to Engagement: 86% responded favorably Family Engagement: 32% responded favorably	2026-2027 Aspire Family Survey Barriers to Engagement: 92% responded favorably Family Engagement: 51% responded favorably	Barriers to Engagement: Decreased 6% Family Engagement: Increased 6%
2.5	Parent Input in Decision Making (LCFF Priority 3, Self-Reflection Tool (Rating 1-5)	2023-2024 Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 4 Empowering Families in Decision-Making: 4 Inclusive Family Input Opportunities: 4 Collaborative Family Engagement Planning: 4	2024-2025 Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 4 Empowering Families in Decision-Making: 4	2025-2026 Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 4 Empowering Families in Decision-Making: 4	2026-2027 Local Performance Indicator, Self-Reflection Average Rating: 4 or higher	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Inclusive Family Input Opportunities: 4 Collaborative Family Engagement Planning: 4	Inclusive Family Input Opportunities: 4 Collaborative Family Engagement Planning: 4		
2.6	School Attendance Rate (P2, PowerSchool)	2023-2024 P2 Attendance Rate 93.23%	2024-2025 P2 Attendance Rate 89.44%	2025-26 P2 Attendance Rate 91.40%	2026-2027 Attendance Rate (P2) 96% or higher	Decreased 1.83%
2.7	Pupil Expulsion Rates (Data Quest)	2022-2023 Expulsion Rate 0%	2023-2024 Pupil Expulsion Rate 0 %	2024-2025 Pupil Expulsion Rate 0 %	2026-2027 Expulsion Rate 0%	Maintained 0%
2.8	Surveys of parents to measure safety and school connectedness (Aspire Family Survey)	2023-2024 Aspire Family Survey 94% responded favorably “The school provides a safe environment for my child.” 76% responded favorably "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	2024-2025 Aspire Family Survey 90% responded favorably: ""The school provides a safe environment for my child."" 85% responded favorably: ""I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	2025-26 Aspire Family Survey 78% responded favorably: ""The school provides a safe environment for my child."" 78% responded favorably: ""I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff.""	2026-2027 Aspire Family Survey 94% responded favorably “The school provides a safe environment for my child.” 85% responded favorably "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	Safe Environment: Decreased 16% Comfort with Staff: Increased 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	School Facilities in Good Repair (SARC)	2022-2023 Overall Rating: Exemplary	2023-2024 Overall Rating: Good	2024-2025 Overall Rating: Good	2025-2026 Overall Rating: Exemplary	Decreased (Exemplary to Good)
2.10	Broad course of study (LCFF Priority 7, Local Indicator Survey)	2023-2024 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2024-2025 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2025-2026 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2026-2027 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	Maintained

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Aspire Tate Academy fully implemented Goal 2 actions aimed at strengthening student wellness, engagement, school climate, and family partnership systems. The school maintained a comprehensive set of family engagement structures, including SSC, ELAC, family workshops, Coffee with the Principal sessions, surveys, newsletters distributed through PowerSchool, and ongoing family listening opportunities. These efforts were supported through bilingual communication systems, outreach practices, and coordinated support between regional family liaisons and front office staff, particularly following adjustments to the Family Coordinator role.

Attendance systems were strengthened through consistent weekly review of attendance data, along with targeted outreach strategies such as home visits, incentive programs, and focused monitoring of student subgroup attendance trends. These efforts supported more proactive identification and support for students at risk of chronic absenteeism.

Schoolwide behavior and climate systems were fully implemented through PBIS structures, restorative practices, SEL curriculum, community-building circles, and wellness-centered staff routines. Aspire Tate Academy’s strong implementation of these systems was recognized through the 2025 PBIS Gold Award, highlighting the school’s commitment to positive behavior supports and student belonging.

Student support services—including counseling, mentoring, academic interventions, and behavior supports aligned with MTSS—further contributed to a more supportive and responsive school environment. Unfortunately, we had an increase in chronic absenteeism rising from 24% to 28%. However, our suspensive and expulsion rate remains at 0%.

Aspire Tate Academy continues to prioritize belonging, connection, and attendance as essential components of its whole-child approach. Panorama survey data and student voice feedback have provided important insights into areas for continued growth, particularly in strengthening student belonging, relationships between students and staff, and overall school climate. Attendance trends also underscore the ongoing need for targeted supports for Students with Disabilities and other high-need groups to ensure consistent access to instruction. These findings continue to guide efforts to deepen restorative practices, enhance SEL systems, strengthen family partnerships, and build a more connected and supportive school community for all students.

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

There are no material differences between budgeted expenditures and estimated actual expenditures for any of the actions under this goal

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Goal 2 actions at Aspire Tate Academy supported meaningful improvements in attendance systems, family engagement, and overall school climate. Full implementation of attendance monitoring structures, PBIS, SEL programming, restorative practices, and family engagement efforts contributed to stronger family engagement outcomes, and sustained low suspension and expulsion rates. Unfortuantely, chronic absenteeism increased across the school and within several student groups, it remains a key focus area due to continued variability across populations and the need for further improvement.

Attendance data shows decreases in chronic absenteeism for All Students (6.5%), Hispanic students (5.8%), English Learners (9%), Socioeconomically Disadvantaged students (5.7%), and Students with Disabilities (3.9%). These declines do not reflect the consistent attendance monitoring, proactive outreach, and early intervention systems, while also reinforcing the need to continue strengthening this work to ensure all students are regularly attending school and accessing instruction.

Family engagement efforts also showed positive gains, as reflected in improved family engagement survey results. Expanded bilingual communication, family workshops, and structured engagement opportunities increased access, participation, and family voice in school systems. chool climate systems grounded in PBIS, SEL, and restorative practices supported the maintenance of low suspension and expulsion rates. However, student survey data related to belonging and connectedness indicates continued opportunity to strengthen school culture so that students feel more consistently connected, supported, and engaged.

Overall, these results demonstrate progress while also highlighting chronic absenteeism as an ongoing priority area. Aspire Tate Academy will continue to refine attendance systems, deepen family partnerships, and strengthen integrated academic and social-emotional supports to further improve student engagement and outcomes.

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

For 2026-27, the school will focus on improving continued attendance through more regular attendance team meetings, and thoroughly implementing tier 1, 2, and 3 interventions earlier in the year. We will continue to sustain, PBIS and restorative practices are implemented with full fidelity, deepening SEL programming within our SEL blocks and whole school celebrations.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Family and Community Engagement & Outreach	Create a variety of events where parents and families can be involved, including opportunities to take on leadership roles. Continue to hold monthly Principal Chats with families Hire a parent Coordinator who will support parent engagement efforts Continue to survey families to include feedback in strategic planning create regional black family advisory council group to provide input on our school culture climate and programming Pro Black Programming Coordinators will support with parent engagement and outreach efforts Communication with families in their home language and keeping them up to date with school-wide events calendar using ParentSquare, Google Classroom, and other platforms. Monitor Panorama Family Survey data points related to family engagement for continuous improvement	$88,165.00	Yes
2.2	Attendance	Continue meeting biweekly with Attendance Team to ensure plan is carried out with fidelity. progress monitor, and lead intervention strategies. Ensure the attendance team reviews attendance data weekly. During data reviews, focus on looking at attendance rates specifically for subgroups of students. Increase family communication when students are absent (including personal communication for every absence and conducting home visits for students with chronic absenteeism)	$168,970.00	Yes

Action #	Title	Description	Total Funds	Contributing
		School-wide attendance awards programs (perfect attendance certificates, grade level attendance competitions) Focus on early family education for our TK-2 grade families by providing monthly reminders/information on importance of attendance At the beginning of the year make sure to meet with all families and review the importance of attendance as well as individual meetings with last years chronically absent families. Conduct home visits/outreach during the summer to students with chronic absenteeism/truancy The actions outlined above are designed to benefit all students, while specifically aiming to address the urgent needs highlighted by the California School Dashboard. Red indicators have been identified for English Learners and Low Income students in Chronic Absenteeism. These actions ensure that while all students receive support, there is focused intervention to support those most at risk.		
2.3	PBIS Multi-Tiered system of supports	To cultivate a positive, supportive, and equitable learning environment for all students, we will expand our tiered school-wide Positive Behavioral Interventions and Supports (PBIS) system across all schools. All staff will receive PBIS training to ensure consistent implementation, while teachers will participate in additional professional development focused on restorative practices, equipping them with strategies to promote positive interactions and drive antiracism practices within their classrooms. Assemble/continue a Tier 1 intervention team that meets regularly, analyzes attendance data, makes school-wide decisions based on data, and monitors impact on data. We will align on School-wide expectations using stakeholder feedback and will explicitly teach those expectations systematically across all classrooms and for all areas of the school. We will norm on classroom routines and procedures and ensure they are aligned to our school-wide expectations We will create/refine a positive acknowledgment system that 90% of staff will utilize for incentivizing wanted behaviors We will norm on Tier I behavior interventions that are expected in all classrooms before referring students for discipline support. These interventions will include logical consequences as well as restorative practices.		No

Action #	Title	Description	Total Funds	Contributing
2.4	SEL	Continue to support adult SEL at Tate through school-wide staff meetings, inclusive rituals, engaging strategies, promoting SEL for students and families, the implementation of SEL curriculum, community circles and building activities, reflecting on data (Panorama survey) for continuous improvement and progress monitoring. Ensure that all students and staff take part in panorama surveys and that new team members are trained on SEL practices		No
2.5	School Climate	Continue to provide a comprehensive range of student support services, such as counseling, mentoring, and academic intervention programs. Review discipline data (incidents, referrals, suspensions) monthly to look for school-wide trends and create plans to support universal program Data analysis and planning (Panorama SEL surveys) Conduct regular learning walks/fidelity checks on school-wide PBIS and restorative practices Provide school-wide Professional Development on CPI and de-escalation techniques		No
2.6	Enrollment	Increase and sustain student enrollment to meet or exceed budgeted targets by implementing a comprehensive, data-driven enrollment strategy that strengthens family engagement, expands community partnerships, and improves conversion and retention across all school sites. Key Actions: • Maintain and strengthen Site Enrollment Teams to implement targeted recruitment and retention plans. • Utilize a multi-platform outreach strategy (digital advertising, social media, community events, local partnerships, and print materials) to expand visibility and reach priority communities. • Implement the Regional Enrollment Guidance & Handbook to standardize best practices and improve the family application experience. • Monitor enrollment dashboard data to identify families requiring follow-up and ensure timely communication and support.		No

Action #	Title	Description	Total Funds	Contributing
		• Partner with community organizations and early education centers to build sustainable enrollment pipelines.		
2.7	Classroom Facilities, and Student Physical Spaces	Supports facility improvements, classroom environments, and campus safety measures that contribute to student well-being, engagement, and academic success. These investments help create the conditions necessary for students to access safe and supportive learning environments that promote attendance, belonging, and positive educational outcomes.	$538,345.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	We actively recruit and sustain educators and school staff dedicated to anti-racism, enabling them to guide students in developing an empowered anti-racist perspective that instills a sense of responsibility to address injustices at both local and global levels.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Teacher Credentials (SARC)	2021-2022 88.44% Fully Credentialed	2022-23 95.24% Fully Credentialed	2023-24 100% Fully Credentialed	2025-2026 100% Fully Credentialed	Increased 11.56%
3.2	Teacher Sense of Safety and School Connectedness (Aspire Teammate Survey)	2023-2024 Aspire Teammate Survey School Climate: 75% responded favorably Belonging: 75% responded favorably Well-being: 82% responded favorably	2024-2025 Aspire Teammate Survey School Climate: 68% responded favorably Belonging: 50% responded favorably	2025-26 Aspire Teammate Survey School Climate: 73% responded favorably	2026-2027 Aspire Teammate Survey School Climate: 95% responded favorably Belonging: 95% responded favorably	School Climate: Decreased 2% Belonging: Increased 2% Well-being: Decreased 15% Staff-Leadership Rel: Increased 7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Staff-Leadership Relationships: 50% responded favorably Cultural Awareness and Action: 58% responded favorably	Well-being: 64% responded favorably Staff-Leadership Relationships: 55% responded favorably Cultural Awareness and Action: 56% responded favorably	Belonging: 77% responded favorably Well-being: 67% responded favorably Staff-Leadership Relationships: 57% responded favorably Cultural Awareness and Action: 39% responded favorably	Well-being: 95% responded favorably Staff-Leadership Relationships: 70% responded favorably Cultural Awareness and Action: 78% responded favorably	Cultural Awareness: Decreased 19%
3.3	Teammate Retention Rate (Data Portal)	2023-2024 to 2024-2025 Retention Rate 97.9%	Retention Rate 91.50%	Retention Rate 98.00%	2026-2027 to 2027-2028 Retention Maintain 90% or higher	Increased 0.1%

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Aspire Tate Academy implemented the actions and services outlined in Goal 3 to recruit, develop, and retain educators committed to equity, culturally responsive teaching, and anti-racist instructional practices. School leadership utilized TeachBoost and ASLF-aligned coaching systems to support teacher growth, instructional effectiveness, and continuous professional development. Professional learning opportunities focused on culturally responsive instruction, Universal Design for Learning (UDL), and topics related to identity, diversity, justice, and action.

The school also maintained multiple staff engagement and leadership development structures, including teammate surveys, staff meetings, leadership team collaboration, affinity groups, and Professional Learning Plan (PLP) conversations to strengthen professional growth and

shared leadership opportunities. Aspire Tate Academy continued to prioritize student belonging and voice through culturally responsive programming, restorative practices, and community-building initiatives that strengthened school culture and family engagement.

Key successes included maintaining 90% fully credentialed teachers and improving teammate retention following prior declines. Coaching systems, PLP structures, and leadership supports contributed to increased instructional consistency and educator development across the campus. Areas of continued focus include deepening teammate belonging, supporting staff wellness, and strengthening staff-leadership relationships as reflected in teammate survey feedback.

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

School site had more stipends for coaching and leadership than budgeted.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Aspire Tate Academy successfully implemented the actions connected to Goal 3 with a focus on building and supporting a strong team of educators committed to equity, culturally responsive teaching, and positive outcomes for all students. School leaders used TeachBoost and ASLF coaching systems to provide consistent feedback, coaching, and professional growth opportunities for teachers. Professional development throughout the year centered on culturally responsive practices, Universal Design for Learning (UDL), and continued learning around identity, diversity, justice, and inclusion.

The school also prioritized teammate voice and collaboration through staff surveys, leadership meetings, PLP conversations, and ongoing opportunities for staff feedback and professional growth. Aspire Tate Academy continued strengthening school culture by creating spaces that promoted belonging, student voice, restorative practices, and meaningful family and community engagement.

A major success this year was maintaining 100% fully credentialed teachers while also improving teammate retention after previous declines. Coaching structures, leadership support, and professional learning systems helped increase instructional consistency and strengthen educator development across the school. Moving forward, Aspire Tate Academy will continue focusing on teammate wellness, belonging, and building stronger relationships between staff and leadership based on feedback from teammate surveys.

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

Aspire Tate Academy will continue building stronger coaching and professional learning systems while creating more opportunities for staff collaboration, wellness, and leadership growth. Moving forward, the school will focus on strengthening staff belonging, improving communication, and maintaining sustainable systems that support teammate retention and overall well-being.

The school will also continue providing professional development focused on culturally responsive teaching practices while expanding opportunities for affinity group participation and leadership pipeline development.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Regular Coaching & Development of leadership Teams (using ASLF & TLF)	Utilize Teachboost as an observation tool to track ASLF observations Ensure that there is a coaching cycle process in place that is aligned to Aspire LA's Instructional Coaching Model	$18,000.00	Yes
3.2	Culturally Responsive Teaching (CRT) Professional Development	Provide site-wide professional development on culturally responsive teaching ensuring that units of study include identity, diversity, justice and action after professional development days provided by the LA Region on UDL and culturally responsive teaching		No
3.3	Teammate Retention	Retention (Hard to fill and Black Staff)- Talent will support retention by ensuring a thorough and transparent recruitment process, provide ongoing support and communication to new hires during their onboarding and conduct check-ins with staff to foster a sense of belonging and appreciation. Talent will also provide avenues for career growth and advancement, offering support and resources. Additionally, Talent will work closely with school leadership to identify and address any potential challenges or concerns that may arise for staff, offering resources and assistance as needed.	$3,000.00	Yes
3.4	Affinity Groups	Ensure all teammates have the ability to attend regional affinity groups		No
3.5	Pipeline Development	During Professional Learning Plan (PLP) meetings, all teammates will set goals to develop them for their future career goals and receive support/development in those areas (which may include release time for observations, tests, etc.)		No

Action #	Title	Description	Total Funds	Contributing
3.6	Black Scholar Services	Build capacity of PBP Coordinators to run school site programming through targeted PD and recurring Black staff affinity spaces and Black Scholar Services data conversations with principals.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Ensure student access to targeted academic support and social-emotional resources to accelerate learning recovery and improve student outcomes for identified subgroups in areas identified by LREBG the needs assessment	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The LEA developed this goal to ensure that all students, particularly identified subgroups, have equitable access to targeted academic support and social-emotional resources. This goal addresses the learning recovery needs identified through the LREBG needs assessment, aiming to accelerate learning recovery and improve student outcomes by providing comprehensive support in areas most impacted by the pandemic.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	SBAC ELA DFS	2022-2023 SBAC ELA DFS All Students: -30.7 African American/Black: -54.8 English Learners: -56.7 Hispanic/Latinx: -27.6 Socioeconomically Disadvantaged: -30.3 Students with Disabilities: -60.0	2023-2024 SBAC ELA DFS All Students: -25.7 English Learner: -43.4 Socioeconomically Disadvantaged: -25.7 Black/African American: -30.9 Hispanic: -23.2	2024-2025 SBAC ELA DFS All Students: -15.3 English Learner: -28.9 English Learners Only: -65.1 English Only: -2.1 Hispanic: -9.3 Recently Reclassified Fluent-English	2025-2026 SBAC ELA DFS All Students: -21.70 Black/African American: -45.80 English Learners: -47.70 Hispanic/Latinx: -18.60 Socioeconomically Disadvantaged: -21.30	All Students: Increased 15.4 English Learner: Increased 27.8 Hispanic: Increased 18.3 Socioeconomically Disadvantaged: Increased 15.8 Students with Disabilities: Increased 16

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students with Disabilities: -88.7	Proficient Only: 19.1 Socioeconomically Disadvantaged: -14.5 Students with Disabilities: -44	Students with Disabilities: -51.00	
4.2	SBAC Math DFS	2022-2023 SBAC Math DFS All Students: -36.2 African American/Black: -79.1 English Learners: -61.3 Hispanic/Latinx: -31.7 Socioeconomically Disadvantaged: -36.2 Students with Disabilities: -66.8	2023-2024 SBAC MATH DFS All Students: -38.4 English Learner: -51 Socioeconomically Disadvantaged: -38.4 Black/African American: -90.1 Hispanic: -32.9 Students with Disabilities: -94.4	2024-2025 SBAC MATH DFS All Students: -45.7 English Learner: -49.3 English Learners Only: -76.6 English Only: -46.7 Hispanic: -39.5 Recently Reclassified Fluent-English Proficient Only: -12.1 Socioeconomically Disadvantaged: -46 Students with Disabilities: -93.3	2025-2026 SBAC Math DFS All: -21.20 African American/Black: -64.10 English Learners: -46.30 Socioeconomically disadvantaged: -21.20 Hispanic/Latinx: -16.70 Students with Disabilities: -51.80	All Students: Decreased 9.5 English Learner: Increased 12 Hispanic: Decreased 7.8 Socioeconomically Disadvantaged: Decreased 9.8 Students with Disabilities: Decreased 26.5

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Aspire Tate Academy executed Goal 4 strategies centered on enhancing learning recovery and elevating performance for designated student populations through comprehensive academic and social-emotional interventions. Focused small-group reading and mathematics support,

individualized teaching approaches leveraging curriculum materials, enriched learning experiences, summer educational initiatives, and parent engagement workshops were established to bridge recognized learning deficits.

Professional development coaching, collaborative lesson planning, embedded ELD assistance, and universal design practices were emphasized to advance English Learners and Students with Disabilities. Educators utilized mid-year i-Ready assessments, data dashboard analytics, participation records, and comprehensive student wellness metrics throughout inquiry cycles to pinpoint learners requiring additional support and enrichment.

Achievements encompassed sustained English Language Arts advancement, enhanced ELPI performance, and increased availability of remedial services. Nevertheless, Aspire Tate Academy encountered a decrease in mathematics achievement data that demands urgent response and amplified intervention approaches. Ongoing priorities center on reinforcing mathematical skill development and further narrowing performance disparities for Students with Disabilities and chronically absent learners. Present assessment results underscore the critical need for sustained targeted remediation, pedagogical alignment, engagement initiatives, and holistic support frameworks to guarantee fair access and continuous scholastic progress for vulnerable student communities, with heightened focus on addressing the mathematics performance decline through strengthened teaching methods and comprehensive support networks.

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

There are no material differences between budgeted expenditures and estimated actual expenditures for any of the actions under this goal

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Goal 4 strategies successfully enhanced reading and writing advancement while fostering English Learner linguistic progression. Language arts results showed substantial improvement among all student populations, and English Language Proficiency Indicator metrics revealed ongoing development toward benchmarks.

In mathematics, this was our first drop below the state average DFS since the return to the pandemic. This suggests an urgent need to revisit tier 1 instruction, and tier 2 intervention practices to best meet students' need in regard to math instruction.

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

After reviewing our SBAC results and ongoing assessment data, Aspire Tate Academy will implement focused changes to improve our reading and math teaching, create more consistent support programs, and enhance our overall instruction to better help students succeed. Our data revealed continuing performance gaps for English Learners, Students with Disabilities, Black/African American students, and other traditionally underserved populations, which highlighted our need for more reliable small-group teaching, stronger tracking systems, and better connection between our lessons and academic standards.

Going forward, we will broaden and improve our teacher coaching and training in areas like differentiated instruction, English language development approaches, team teaching methods, culturally relevant teaching practices, mathematical discussions, and California's math guidelines. We'll refine our teaching systems to ensure more consistent intervention delivery, data-informed lesson planning, and rigorous instruction in all classrooms. Additionally, Aspire Tate Academy will strengthen our teamwork structures, create more opportunities for family involvement, and focus on keeping and supporting teachers who are dedicated to fairness and anti-bias education. These improvements aim to create more unified instruction and boost academic achievement for every student group.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	ELA	Targeted Literacy Interventions – Small-group instruction, structured literacy programs, and personalized literacy interventions (MyPath) using diagnostic data. Expanded Learning Supports – Before/after-school reading intervention, summer literacy programs, and adaptive technology tools. Culturally Responsive Instruction – Professional development on co-teaching and co-planning, scaffolding for English Learners, and diverse, high-interest texts; coaching using The English Language Arts/English Language Development Framework for California Public Schools Family Engagement – Literacy workshops, take-home reading materials, and community partnerships. These evidence-based ELA interventions address the gaps identified in the needs assessment by: Improving Foundational Literacy Skills – Small-group instruction, tutoring, and structured literacy programs help struggling readers build fluency and comprehension. Providing Extended Learning Opportunities – Before/after-school and summer literacy programs offer additional instructional time for students needing extra support. Enhancing Instructional Practices – Professional development equips teachers with strategies to better support identified subgroups. Strengthening Family Engagement – Literacy workshops and take-home resources reinforce reading skills outside of school.These actions align with allowable LREBG expenditures and will be used to enable teacher	$73,547.00	No

Action #	Title	Description	Total Funds	Contributing
		and staff participation in professional learning aligned to the ELA and Math Framework.		
4.2	Math	Targeted Math Interventions – Small-group instruction, and personalized math interventions (MyPath) based on diagnostics Expanded Learning Supports – Before/after-school math intervention, summer school math programs, and adaptive technology tools. Culturally Responsive Instruction – Coaching and co-planning using The 2023 Mathematics Framework for California Public Schools, scaffolding for English Language Learners, and high-interest texts and activities. Family Engagement – Math workshops, take-home math activities, and community partnerships. These evidence-based Math interventions address the gaps identified in the needs assessment by: Improving Foundational Math Skills – Small-group instruction, tutoring, and structured math programs to help build math fluency and comprehension. Providing Extended Learning Opportunities – Before/after-school and summer math programs offer additional instructional time for students needing extra support. Enhancing Instructional Practices – Professional development equips teachers with strategies to better support identified subgroups. Strengthening Family Engagement – Math workshops and take-home resources reinforce math skills outside of school.These actions align with allowable LREBG expenditures and will be used to enable teacher and staff participation in professional learning aligned to the ELA and Math Framework.		No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,882,428	$100,852

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
38.652%	0.000%	$0.00	38.652%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Grade Level Curriculum **Need:** English Learners and Socioeconomically Disadvantaged students continue to experience academic achievement gaps in both English Language Arts and Mathematics. According to 2024-25 SBAC results, English Learners scored 28.9 points below standard in ELA and 49.3 points below standard in Math.	By adopting culturally relevant and standards-based curriculum materials, we directly address the engagement and achievement gaps our unduplicated student groups face. These materials are chosen to reflect the diverse experiences and backgrounds of these students, fostering greater interest and comprehension in core subjects, which is crucial for improving academic outcomes. Complementing this, targeted professional development for our teachers ensures they are fully equipped to deliver this new curriculum	Metric (1.1 & 1.2) SBAC

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	effectively, catering to the varied learning styles of our students, particularly those who have been historically underserved. Specifically, integrating targeted integrated ELD strategies within the curriculum will ensure we are supporting the language needs of our Multilanguage Learner population. Providing these resources and supports on an LEA-wide or schoolwide basis not only promotes equity but also enhances the overall quality of education for every student, thereby laying a solid foundation for substantial improvements in academic performance across the board.	
1.2	**Action:** Instruction (Guaranteed and Viable Instruction) **Need:** English Learners and Socioeconomically Disadvantaged students continue to experience academic achievement gaps in both English Language Arts and Mathematics. According to 2024-25 SBAC results, English Learners scored 28.9 points below standard in ELA and 49.3 points below standard in Math. **Scope:** LEA-wide	Utilizing standards-based instruction and professional development around Universal Design for Learning (UDL) can significantly support the growth and development of English Learners and students identified as low income by fostering inclusive and equitable learning environments. Customized Learning: UDL principles emphasize providing multiple means of representation, expression, and engagement. For English Learners, this means presenting content in various formats (visual, auditory, tactile) to accommodate different language proficiency levels. Similarly, for low-income students who may have diverse backgrounds and learning styles, UDL allows for personalized learning experiences tailored to their needs, ensuring that they can access and engage with the curriculum effectively. Language Support: UDL encourages the integration of scaffolds and supports to assist English Learners in comprehending content. By embedding language supports such as visual aids, translated materials, and vocabulary scaffolding	Metric (1.1 & 1.2) SBAC

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		into instruction, teachers can help English Learners access academic content while simultaneously building their language skills. This approach benefits low-income students as well, as it provides additional support for those who may have limited exposure to academic language at home. Differentiated Instruction: UDL promotes flexible teaching methods that accommodate diverse learning needs. By offering multiple means of engagement, teachers can tap into students' interests, backgrounds, and prior knowledge to make learning more relevant and meaningful. For example, incorporating real-world examples and culturally relevant materials can enhance engagement for both English Learners and low-income students, fostering a deeper understanding of the content. Professional Development: Providing teachers with ongoing professional development in UDL principles equips them with the knowledge and skills needed to effectively implement inclusive practices in the classroom. By enhancing educators' capacity to design instruction that addresses the needs of diverse learners, schools can create more supportive environments where English Learners and low-income students thrive academically and socially. Empowerment and Equity: UDL promotes a strengths-based approach to teaching and learning, focusing on students' assets rather than deficits. By acknowledging and valuing the unique perspectives and contributions of English Learners and low-income students, UDL fosters a culture of inclusivity and equity where all learners feel empowered to succeed. The majority of our	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		students fall within the categories of either low income or MLL. Implementing this work schoolwide will support overall academic growth in both populations.	
2.1	**Action:** Family and Community Engagement & Outreach **Need:** English Learners and Socioeconomically Disadvantaged students continue to experience barriers related to family engagement, school connectedness, and communication access. According to the 2025-26 Aspire Family Survey, only 32% of families responded favorably regarding family engagement, indicating a need to strengthen meaningful family participation and two-way communication between school and home. **Scope:** LEA-wide	These actions address identified needs through expanded family engagement structures including leadership opportunities, monthly Principal Chats, and a Parent Coordinator to support outreach and communication. A Regional Black Family Advisory Council and Pro-Black Programming Coordinators will provide targeted engagement and culturally responsive input into school climate and programming. Communication will be provided in home languages using ParentSquare and Google Classroom, and Panorama Family Survey data will be used for continuous improvement. These actions are provided schoolwide because engagement systems and communication platforms operate at the whole-school level and must be universally accessible to ensure equity for English Learners and Socioeconomically Disadvantaged families.	Aspire Family Survey – Family Engagement (% favorable) Aspire Family Survey – Barriers to Engagement (% favorable)
2.2	**Action:** Attendance **Need:** English Learners and Socioeconomically Disadvantaged students continue to experience higher rates of chronic absenteeism, limiting access to instructional time and academic supports. According to California School Dashboard data, chronic absenteeism rates are 27.4% for English Learners and 31.0% for Socioeconomically	Conducting home visitations and creating plans of support for students identified as chronically absent within the subgroups listed, MLL and FRL, will be a proactive approach to increasing school wide attendance.	Metric (2.3) Chronic Absenteeism Metric (2.6) Attendance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Disadvantaged students, compared to an overall student rate of 30.5%. Additionally, the overall attendance rate declined from 93.23% at baseline to 91.40% in Year 2 **Scope:** LEA-wide		
2.7	**Action:** Classroom Facilities, and Student Physical Spaces **Need:** English Learners and Socioeconomically Disadvantaged students continue to experience barriers related to consistent attendance, engagement, and school connectedness. According to California School Dashboard data, chronic absenteeism rates remain elevated for English Learners (27.4%) and Socioeconomically Disadvantaged students (31.0%), indicating a need for improved access to safe, stable, and supportive learning environments that promote daily attendance and engagement. **Scope:** LEA-wide	This action supports facility improvements, classroom environments, and campus safety measures that contribute to student well-being, engagement, and academic success. Investments in safe, well-maintained facilities and supportive learning environments help ensure students have consistent access to instruction and feel safe and connected at school. These services are provided schoolwide because all students benefit from safe and supportive learning environments that promote engagement, attendance, and positive educational outcomes. The school expects these investments to improve attendance, strengthen school connectedness, and support improved academic outcomes for unduplicated pupils.	Metric (2.1) Student Sense of Safety Metric (2.8) Parent Sense of Safety
3.1	**Action:** Regular Coaching & Development of leadership Teams (using ASLF & TLF) **Need:**	Using Teachboost as an observation tool will standardize the tracking of Aspire School Leadership Framework (ASLF) observations, allowing administrators and coaches to collect data on instructional practices efficiently. This data will help identify areas for improvement and align	Metric (3.2) Teacher Sense of Safety and Connectedness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Continuous improvement in instructional quality is vital for the success of unduplicated students, who benefit from high-quality, consistent teaching practices. However, inconsistent observation practices and a lack of structured coaching can result in unaligned instructional strategies, leading to gaps in student achievement. Implementing an effective observation and coaching system is crucial for developing teachers' skills and ensuring that instructional practices meet the diverse needs of unduplicated students. **Scope:** LEA-wide	coaching strategies to address specific teacher development needs. Implementing a coaching cycle process aligned with Aspire LA's Instructional Coaching Model will provide a consistent framework for mentoring and supporting teachers. This process will ensure teachers receive personalized, targeted feedback and support, improving their ability to deliver high-quality instruction. By following the established coaching model, instructional strategies can be better tailored to address the needs of unduplicated students, enhancing engagement and academic achievement. These actions aim to create a more cohesive and data-driven approach to improving instructional quality. By providing targeted support and aligning coaching practices, teachers will be better equipped to meet the diverse needs of all students, particularly those from underserved backgrounds.	
3.3	**Action:** Teammate Retention **Need:** High turnover rates in teaching staff, particularly those in hard-to-fill roles, disrupt consistent instruction and hinder the development of positive relationships between students and educators. This instability negatively impacts unduplicated students, who require sustained and supportive relationships for academic and socio-emotional growth. Furthermore, the lack of representation in staffing impacts the engagement and belonging of unduplicated students, who benefit from culturally responsive instruction	Supporting the retention of teammates by implementing a transparent recruitment process and providing strong onboarding support helps build a stable, diverse, and competent workforce. By conducting regular check-ins with new staff members and offering avenues for career growth and advancement, the school will cultivate a sense of belonging and appreciation among staff, reducing turnover and improving morale. Collaborating with school leadership and talent departments to address potential challenges proactively ensures that staff receive the necessary resources and assistance to succeed. This consistency benefits unduplicated students by providing stable instruction, fostering strong relationships, and improving student engagement. Additionally, having a diverse and representative	Metric (3.3) Teammate Retention

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and a school workforce that reflects their communities. **Scope:** LEA-wide	staff enhances culturally responsive teaching, promoting higher engagement and achievement among underserved students.	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

Not Applicable

Additional Concentration Grant Funding

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

These funds are allocated towards essential salary support to maintain our current staff levels and towards comprehensive professional development programs. By using the funds to cover part of the existing salaries, we ensure that our schools do not lose valuable staff members due to budget constraints. Concurrently, the investment in professional development enriches our staff's skills and teaching capabilities, enhancing both job satisfaction and educational outcomes. This dual approach of financial support and professional growth not only stabilizes our workforce but also directly contributes to sustained, high-quality service for our students.

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4,870,209	1,882,428	38.652%	0.000%	38.652%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,882,510.00	$1,625,809.00	$0.00	$287,333.00	$3,795,652.00	$3,177,631.00	$618,021.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Grade Level Curriculum	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$318,474.00	$318,474.00				$318,474.00	
1	1.2	Instruction (Guaranteed and Viable Instruction)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$747,556.00	$0.00	$747,556.00				$747,556.00	
1	1.3	Instruction (Master Scheduling)	All	No			All Schools	Ongoing	$223,075.00	$0.00		$223,075.00			$223,075.00	
1	1.4	Instruction (Assessment)	All	No			All Schools	Ongoing								
1	1.5	MLL	All	No			All Schools	Ongoing	$19,798.00	$0.00				$19,798.00	$19,798.00	
1	1.6	SPED	Students with Disabilities	No			All Schools	Ongoing	$1,415,026.00	$0.00		$1,329,187.00		$85,839.00	$1,415,026.00	
1	1.7	Black Excellence	All	No			All Schools	Ongoing								
1	1.8	Title I	All	No			All Schools	Ongoing	$181,696.00	$0.00				$181,696.00	$181,696.00	
1	1.10							Ongoing								
2	2.1	Family and Community Engagement & Outreach	English Learners Low Income	Yes	LEA-wide	English Learners Low Income		Ongoing	$88,165.00	$0.00	$88,165.00				$88,165.00	
2	2.2	Attendance	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$168,970.00	$0.00	$168,970.00				$168,970.00	
2	2.3	PBIS Multi-Tiered system of supports	All	No			All Schools	Ongoing								
2	2.4	SEL	All	No			All Schools	Ongoing								

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.5	School Climate	All	No			All Schools	Ongoing								
2	2.6	Enrollment	All	No			All Schools	Ongoing								
2	2.7	Classroom Facilities, and Student Physical Spaces	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$333,345.00	$205,000.00	$538,345.00				$538,345.00	
2	2.8							Ongoing								
2	2.9							Ongoing								
2	2.10							Ongoing								
3	3.1	Regular Coaching & Development of leadership Teams (using ASLF & TLF)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$18,000.00	$18,000.00				$18,000.00	
3	3.2	Culturally Responsive Teaching (CRT) Professional Development	All	No			All Schools	Ongoing								
3	3.3	Teammate Retention	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$3,000.00	$3,000.00				$3,000.00	
3	3.4	Affinity Groups	All	No			All Schools	Ongoing								
3	3.5	Pipeline Development	All	No			All Schools	Ongoing								
3	3.6	Black Scholar Services	All	No			All Schools	Ongoing								
3	3.7							Ongoing								
3	3.8							Ongoing								
3	3.9							Ongoing								
3	3.10							Ongoing								
4	4.1	ELA	All	No			All Schools	2025-26	$0.00	$73,547.00		$73,547.00			$73,547.00	
4	4.2	Math	All	No			All Schools	2025-26								

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4,870,209	1,882,428	38.652%	0.000%	38.652%	$1,882,510.00	0.000%	38.654 %	**Total:**	$1,882,510.00
								LEA-wide Total:	$1,882,510.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Grade Level Curriculum	Yes	LEA-wide	English Learners Low Income	All Schools	$318,474.00	
1	**1.2**	Instruction (Guaranteed and Viable Instruction)	Yes	LEA-wide	English Learners Low Income	All Schools	$747,556.00	
2	**2.1**	Family and Community Engagement & Outreach	Yes	LEA-wide	English Learners Low Income		$88,165.00	
2	**2.2**	Attendance	Yes	LEA-wide	English Learners Low Income	All Schools	$168,970.00	
2	**2.7**	Classroom Facilities, and Student Physical Spaces	Yes	LEA-wide	English Learners Low Income	All Schools	$538,345.00	
3	**3.1**	Regular Coaching & Development of leadership Teams (using ASLF & TLF)	Yes	LEA-wide	English Learners Low Income	All Schools	$18,000.00	
3	**3.3**	Teammate Retention	Yes	LEA-wide	English Learners Low Income	All Schools	$3,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,491,903.00	$2,512,954.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Grade Level Curriculum	Yes	$195,677.00	212,906
1	**1.2**	Instruction (Guaranteed and Viable Instruction)	Yes	$574,910.00	574,228
1	**1.3**	Instruction (Master Scheduling)	No	$171,504.00	157,109
1	**1.4**	Instruction (Assessment)	No	$0.00	$0.00
1	**1.5**	MLL	No	$19,798.00	17,464
1	**1.6**	SPED	No	$752,435.00	795,052
1	**1.7**	Black Excellence	No	$0.00	$0.00
1	**1.8**	Title I	No	$189,656.00	184,260
2	**2.1**	Family and Community Engagement & Outreach	No	$0.00	$0.00
2	**2.2**	Attendance	Yes	$152,932.00	145,751
2	**2.3**	PBIS Multi-Tiered system of supports	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.4**	SEL	No	$0.00	$0.00
2	**2.5**	School Climate	No	$0.00	$0.00
2	**2.6**	Enrollment	No	$0.00	$0.00
2	**2.7**	Classroom Facilities, and Student Physical Spaces	Yes	$377,432.00	360,035
3	**3.1**	Regular Coaching & Development of leadership Teams (using ASLF & TLF)	Yes	$18,000.00	26,375
3	**3.2**	Culturally Responsive Teaching (CRT) Professional Development	No	$0.00	$0.00
3	**3.3**	Teammate Retention	Yes	$3,000.00	3,000
3	**3.4**	Affinity Groups	No	$0.00	$0.00
3	**3.5**	Pipeline Development	No	$0.00	$0.00
3	**3.6**	Black Scholar Services	No	$0.00	$0.00
4	**4.1**	ELA	No	$0.00	$0.00
4	**4.2**	Math	No	$36,559.00	36,774

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,263,739	$1,321,951.00	$1,322,295.00	($344.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Grade Level Curriculum	Yes	$195,677.00	212,906		
1	1.2	Instruction (Guaranteed and Viable Instruction)	Yes	$574,910.00	574,228		
2	2.2	Attendance	Yes	$152,932.00	145,751		
2	2.7	Classroom Facilities, and Student Physical Spaces	Yes	$377,432.00	360,035		
3	3.1	Regular Coaching & Development of leadership Teams (using ASLF & TLF)	Yes	$18,000.00	26,375		
3	3.3	Teammate Retention	Yes	$3,000.00	3,000		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3,329,030	1,263,739	0.000%	37.961%	$1,322,295.00	0.000%	39.720%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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

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

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

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

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

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

LCFF Carryover Table

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

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

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

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

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

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